

TRANSITIONAL SUPPORT PROGRAMMES

FOR THE CHILD AND
YOUTH CARE SECTOR



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PART 1:
INTRODUCING
THE BOOKLET



PART 1: INTRODUCING THE BOOKLET

WHY HAVE WE WRITTEN THIS BOOKLET?

Many children in South Africa are placed in Child and Youth Care Centres (CYCCs) as a result of abuse, neglect or abandonment in their family homes¹. Although their stay in these Centres is meant to be for no longer than two years, in many cases they remain in CYCCs for much longer. If the young person has not been reintegrated with their family by the time they turn 18, the CYCC is responsible for preparing these young people for adulthood outside of the Centre. The transition from a CYCC back to community life is often a difficult adjustment for these young people.

In South Africa, little formal research has been done on how best to support young people as they make this transition and return to life outside of care. A large number of the CYCCs have found it difficult to prepare young people for the challenges they face when they return home, meaning that many youth leave CYCCs without the skills or resources needed to thrive. Even though “transitional support” is mentioned in the Children’s Act, there is not a clear understanding across the Child and Youth Care sector about how best to provide this support, and how to prepare young people for the next phase of their lives.

The purpose of this booklet is to share some of the lessons that Mamelani Projects has learnt over the years from supporting young people as they make these transitions from the CYCC back to the community. We hope that what is shared here can help you and your team to think about what would work in your CYCC and, hopefully, assist you to prepare the youth you are working with better, as they progress on their journey towards adulthood. In this booklet we unpack some of our ideas of what we believe should go into a **Transitional Support Programme** and describe how adults can best support young people as they make these transitions. We outline Mamelani’s approach to Youth Development and to Transitional Support Programmes. The lessons learned and ideas shared come out of Mamelani’s work from the last few years. We have focused on the areas that we have tried and tested, but we hope that as you develop your programmes, over time, your knowledge and experiences can be added to this resource too! Please be in touch with us if you want to share your experiences and contribute to future publications.

SECTION 191(3)(E)
OF THE CHILDREN’S ACT
(2005) ENCOURAGES
CHILD AND YOUTH CARE
CENTRES (CYCCS) TO
ASSIST A PERSON WITH
THE TRANSITION WHEN
LEAVING A CHILD AND
YOUTH CARE CENTRE
AFTER REACHING THE
AGE OF 18.



1. Department of Social Development; UNICEF. (2010). Baseline Study on Registered Child and Youth Care Centres. UNICEF International.



St. George's Home for Girls

WHO HAS BEEN INVOLVED IN DEVELOPING IT?

This booklet has been developed by the Mamelani Projects Team in partnership with Heatherdale, Leliebloem House, St Georges Home for Girls, Lawrence House, SA Children's Home and The Homestead Projects for Street Children. The capacity building process that contributed to this publication was made possible through the valuable and ongoing support of the Western Cape Department of Social Development, EMpower and The World Childhood Foundation.

WHO IS THIS BOOKLET FOR?

This booklet has been written for practitioners, people like child and youth care workers, social workers and programme managers; people who work directly with youth who are transitioning from CYCCs. It has also been written for those people who are responsible for designing and implementing programmes to support youth in their transitions.

This booklet is a resource for improving practices, support programmes and interventions that help young people to make successful transitions. It contains lots of questions because, like the young people, all of us are learning and growing, and questions can help us in this process challenging us to think in different ways. As child and youth care workers, social workers and managers, we are not expected to know everything, however we need to be open to learning new things and ready to explore our own understanding in order to strengthen and adapt our interventions. This is a learning journey for us too!



PART 2:
INTRODUCING
KEY TERMS
AND IDEAS



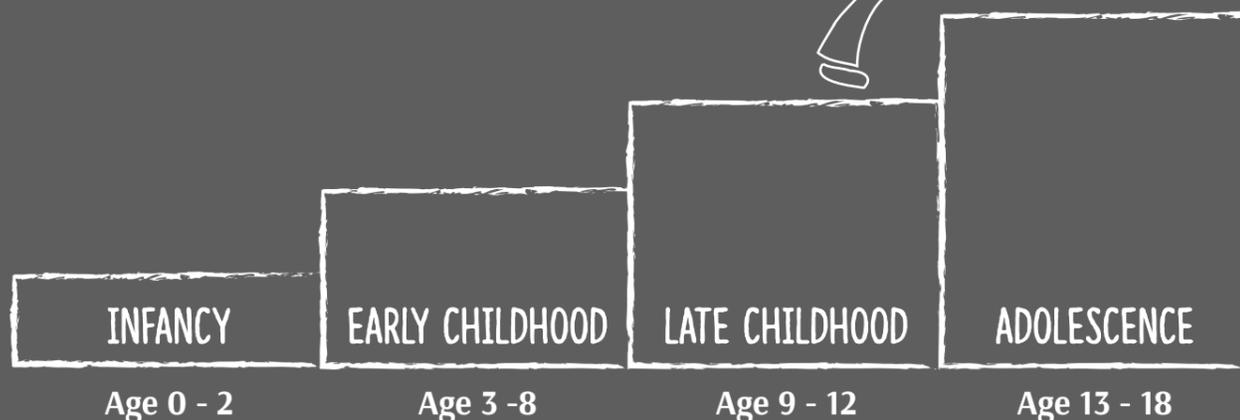
PART 2: INTRODUCING KEY TERMS AND IDEAS

‘YOUTH’ AND ‘TRANSITIONS’

To ‘transition’ is to move from one stage to another. The stage of ‘youth’ is a transitional time when a young person moves from being a child to becoming an adult. We have all been through transitions in our own lives, for example becoming parents, becoming qualified for work, or moving to a new town. These experiences sometimes involve a shift in identity and changes to our daily reality. Transitions may be exciting, but they also bring up fears and anxieties.

Young people transition through several stages as they grow and develop, stages such as infancy (birth to age two), early childhood (ages 3 to 8 years), later childhood (ages 9 to 12) and adolescence (ages 13 to 18). During each of these stages the growing young person learns certain things and faces challenges that are unique to that developmental phase. If young people are not able to master the skills associated with each developmental phase, this can mean that they may struggle later in life.

“TRANSITIONING MEANS MOVING OUT OF ONE’S COMFORT ZONE...”



DEFINING TERMS: ‘YOUTH’, ‘ADOLESCENCE’ AND ‘PUBERTY’

‘Adolescence’ overlaps with the stage that is referred to as ‘youth’. Adolescence begins during puberty, when the young person experiences many physical changes to their bodies. Adolescence is often thought of as the teenage years, or from the start of secondary school until legal adulthood, which is the age of 18 in South Africa. The term ‘youth’ is often understood to be a longer phase, although definitions and specific ages that are associated with the stage of ‘youth’ vary from country to country. The South African National Youth Policy 2009-2014 defines ‘youth’ as people from 14 to 35 years of age.

During adolescence, young people explore who they are, trying out new roles and learning new skills. As they do this they move between wanting to do things on their own and wanting the support and guidance of others. Decision-making is the most important capacity to master during the phase of adolescence and it illustrates the ways in which the young person is starting to have greater levels of independence. Decisions are made during all of the phases of childhood, but the decisions that adolescents make often have medium or long-term

consequences for their lives. These decisions can relate to, for example, the particular careers that young people choose for themselves, which people they choose to associate with and the kinds of relationships in which they invest time and effort.

Learning to make decisions for oneself forms part of young people development from the dependence of childhood to the independence or interdependence of adulthood. These greater levels of independence mean that the relationships that young people have with peers, parents and other adults change a lot during this stage of life. At the same time, young people are also going through puberty, which means that they will be experiencing many physical changes in their bodies.

Physical, emotional, cognitive and social transitions can trigger insecurities, as they move beyond their comfort zones into new ways of being, a new role or a new environment. If and when they overcome the difficulties associated with these changes, often learn something new about themselves in the process. As their confidence and comfort levels grow in this new stage of life, youth may experience profound personal growth. Transition times are therefore important learning opportunities. However, without the support of caring adults and peers, these transition times can be difficult. It is important for us, as adults, to be aware of these physical, emotional and cognitive changes that young people go through, so that we can offer appropriate support.

Why is it important to understand how young people's brains develop?

Between ages 14 and 25 a person's brain experiences a period of major growth and development. This period shapes the planning, decision-making, judgment and coping skills a person needs as an adult. The prefrontal cortex, the part of the teenager's brain that will later affect impulse control, planning and critical thinking, is still developing. The adolescent brain is also actively building and strengthening connections between brain cells. These connections are called synapses and they help teenagers to learn new information, acquire new skills and build their capacity to think logically. Before this part of the young person's brain is well-developed (which usually happens in their mid-20's), the young person relies on the limbic system, which means that their thinking is closely linked to and influenced by their emotions. This is why teenagers often respond emotionally to different experiences, and also, why their behaviour is often seen as impulsive.

While the young person's brain is going through a significant growth spurt, they also experience a lot of **hormonal changes**, as young men's bodies produce more testosterone and young women's bodies typically produce higher levels of oestrogen. Stressful and traumatic experiences may impact on these physical or biological changes that occur during and before adolescence. However, when the young person's brain is exposed to healthy experiences, it can actually "rewire" itself in a good way, helping any young person to integrate these shifts, regardless of prior trauma. Experiential learning is one of the most powerful ways to support healthy brain development.

It is important also to acknowledge that the **chemical changes** in the brain result in changing dopamine levels, which can lead to increased risk-taking behaviours - which influences the experimental behaviour that is so common at this time. We believe that the stage of youth should be seen as a time for healthy exploration. However, if young people are prevented from exploring and experimenting in healthy ways, they could take risks in spaces that could be damaging in the long run. While it is important to understand that youth is a time of experimentation, we need to be able to reflect on what is considered healthy experimentation for this developmental stage, while also protecting young people from poor decisions that could have permanent effects on their lives and their rapidly changing minds and bodies.

It is important that we, as practitioners who are supporting the young person, are sensitive to the fact that they are experiencing a great deal of physical changes that are unfamiliar to them and that we try to empathise or relate to the difficulties that they are experiencing. All of us have been through adolescence and it can be helpful for youth to hear about our experiences of that time in our lives and how we coped with the difficulties we faced.

YOUTH TRANSITIONS FROM RESIDENTIAL CARE

International research shows that young people who have grown up in alternative care (Child and Youth Care Centres and Foster Care) face particular difficulties as young adults. The challenges of homelessness, unemployment, unplanned pregnancy, substance abuse and mental health issues are more common in this group than amongst other young people of the same age. The research has shown that if young people are provided with comprehensive support, as they make this transition, they find it easier to

overcome challenges and are more likely to become successful in their adult lives. While youth can, and often do, make the best of difficult circumstances, their growth and development cannot be nurtured by chance arrangements. Something far more intentional is required – a space where people gather, a sense of community and a visible support network; where value is placed on continuity, tradition, relationships and a safe space to build and test new ways of being..

MAMELANI'S TRANSITIONAL SUPPORT PROGRAMME

Over time Mamelani has developed what is now called the **ProSeed Youth Development Programme** to provide precisely this kind of support to young people making the transition from residential care. These programmes have been called 'Independent Living Skills Programmes'. While we acknowledge that young people need independent living skills to meet the demands of adulthood, we have often seen how the focus of "Independent Living skills" and "Independent Living Programmes" assumes that young people are going to live on their own and be 'independent' once they leave the Child and Youth Care Centre. The reality is that very few young people live completely on their own in the South African context, and most youth continue to rely on others once they leave care. We have therefore tried, instead, to promote the idea of **interdependence**, which focuses on young people developing a network of support around them, as they strengthen the relational skills that they need to meet the demands of adulthood. When services are aimed at developing interdependence, young people are able to gain both the practical and social skills needed to support them through transitions.

In 2013 Mamelani partnered with six Child and Youth Care Centres to share our approach to preparing and supporting young people in transition from residential care. The Capacity Building process involved Learning Forums where we explored the different aspects of meaningful transitional support for youth leaving care. Child and youth care workers and social workers shared what they had learned about transitional periods in their own lives. Through reflection they found that the emotions they associated with periods of transition were fear, struggle and confusion, but that transitional periods were also periods of change and excitement. They highlighted that in order to grow and build resilience, one had to move

through transitions, and that moving through these times often required bravery and perseverance. Participants shared that they could see that the support structures they had access to in their own lives, particularly the supportive relationships, helped them to make it through these difficult times. The group agreed that transitions often provide people with opportunities for learning and growth.

When reflecting on how these insights could be transferred to working with young people, the child and youth care workers and social workers thought about how the transitions that young people make are often seen as traumatic "make or break" situations. They noted that although transition times trigger a lot of difficult emotions for young people, moving through these transitions is a necessary part of young people growing and developing the skills they need for the future. They agreed that although transitions are difficult, they build resilience and help young people to grow into their adult roles. These are some of the child and youth care workers and social workers' comments:

"We can see that it is important to not make it too safe for the youth, we need to help them to step out of their comfort zones to learn new skills."

"We know we need to learn to let them do things on their own, while still supporting them, but if each child is at a different stage of development, it can be hard to know where to draw the line."

EACH TRANSITION - A LEARNING OPPORTUNITY

As adults supporting young people we should remember that youth transitioning out of care need to deal with this transition over and above the other transitions they are going through. All young people go through many transitions; transitions from one grade to the next, from school to college, from being a young boy to becoming a man. They face physical transitions as their bodies are changing, cognitive transitions as they learn more about themselves and the world around them, and social and cultural transitions, as their roles in society change. Added to this all, these youth face a big transition as they move out of a safe and supportive environment where they have had people who care for and protect them and much of what they need provided for. This can

be a scary and stressful adjustment for them to make. When young people move through too many transitions at once, they often struggle to cope with all that is required of them.

One way of helping young people deal with these multiple transitions is to assist them to apply lessons learned and insights gained from one transition in their lives, to deal with the next challenging transition. Each transition that young people go through can be used as a learning opportunity to help them become aware of their strengths and abilities, and to reflect on their capacity to move into new spaces and play different roles. Young people may use the lessons from each transition to help prepare for the major transition from the CYCC back to their communities.

TRANSITIONS IN THE SOUTH AFRICAN CONTEXT

The challenges that exist in South African society make these transitions even more difficult for young people in our country, in comparison to youth leaving care in many other places. Communities and situations that young people return to after care are complex and riddled with difficulties that are specific to our South African context. Although our country has a proud tradition of youth leading the way in political and social change, we have to also acknowledge that young people in our country have been heavily impacted by our history. This has resulted in the psychological and cultural wounding of individuals, families and communities, repeated across generations and affecting people's sense of self and their relationship to others. The intergenerational legacy of under-education, unemployment and poverty has repeated itself as a pattern in our communities. Many young people have grown up in single headed households, without fathers. Experiences of poverty, neglect, violence and substance abuse are all too common. Growing up with these experiences may have left young people with a fragmented sense of identity and little feeling of belonging. Youth may feel that there is no point going to school because there are such high levels of youth unemployment² and peer pressure may lead them to seek power, affirmation and belonging through associating with groups such as gangs.

The standard of living that many children experience when they have been placed in a CYCC stand in stark contrast to the realities they have faced at home. While at the CYCC, they have a roof over their heads, three meals a day, and all their school needs taken care of. They have access to transport and other recreational activities. In some cases, they have access to after school activities and are supported to build their skills and talents. They are exposed to different places and given opportunities that their families have not been able to offer them, and while providing these services is part of what CYCCs are expected to provide, it does make the transition, all the more difficult.

When they return to their community of origin, they are again faced with these realities. There may be physical, economic and social obstacles that could prevent them from aspiring and achieving their goals. There could also be resources and opportunities that they may or may not be aware of that could potentially help them on their journey. This needs to be kept in mind when preparing young people for their transition out of care. We need to prepare them by ensuring that they acquire the skills they need to gain access to these resources, as well as to cope with the realities they may face.

2. Stats SA estimated youth unemployment at 36% in 2014.

MAKING THE TRANSITION FROM THE CYCC...

Youth sit with lots of different emotions and many questions as they prepare to leave the CYCC, such as:

WHAT WILL I STUDY?

DO I HAVE WHAT IT TAKES TO SURVIVE OUT THERE?

WHAT IS GOING TO HAPPEN WHEN I LEAVE HERE?

HOW WILL I PAY FOR FOOD AND TOILETRIES?

WHO WILL PAY MY SCHOOL FEES?

WHAT WORK WILL I LAND UP DOING?

WHAT ABOUT MY FUTURE?

WHERE WILL I LIVE?

WHERE CAN I STUDY?

AM I STRONG ENOUGH?

WHO WILL I RELY ON?

WHO CAN I TRUST?

HOW WILL I COPE?

Not knowing the answers to these questions makes young people feel scared and nervous to leave the Child and Youth Care Centre and unprepared for what lies ahead. Helping them explore these questions and **discover the answers for themselves** is an important part of the process of preparing them for the transition, and ultimately for their adult lives. In some cases, because these conversations can be difficult, we as practitioners may avoid them until it just before the young person has to leave. Sometimes we have information regarding the young person's history, and painful as some of these conversations may be, they are an essential aspect of preparing the young person for their transition.

HELPING YOUNG PEOPLE EXPLORE THESE QUESTIONS AND DISCOVER THE ANSWERS FOR THEMSELVES IS AN IMPORTANT PART OF THE PROCESS...

Questions to stimulate thinking:

Have you shared some of your experiences as a teenager with the youth you are working with?

Do you think youth take more risks than adults?

How does the stage of youth differ from adulthood?

What are experiences that youth should have accompanied by adults and what sorts of things do they need to do on their own?

When is it important for adults to intervene in the lives of youth?

Is it important for young people to disagree with their parents or caregivers during adolescence?

What role does sex and / gender play in youth development?



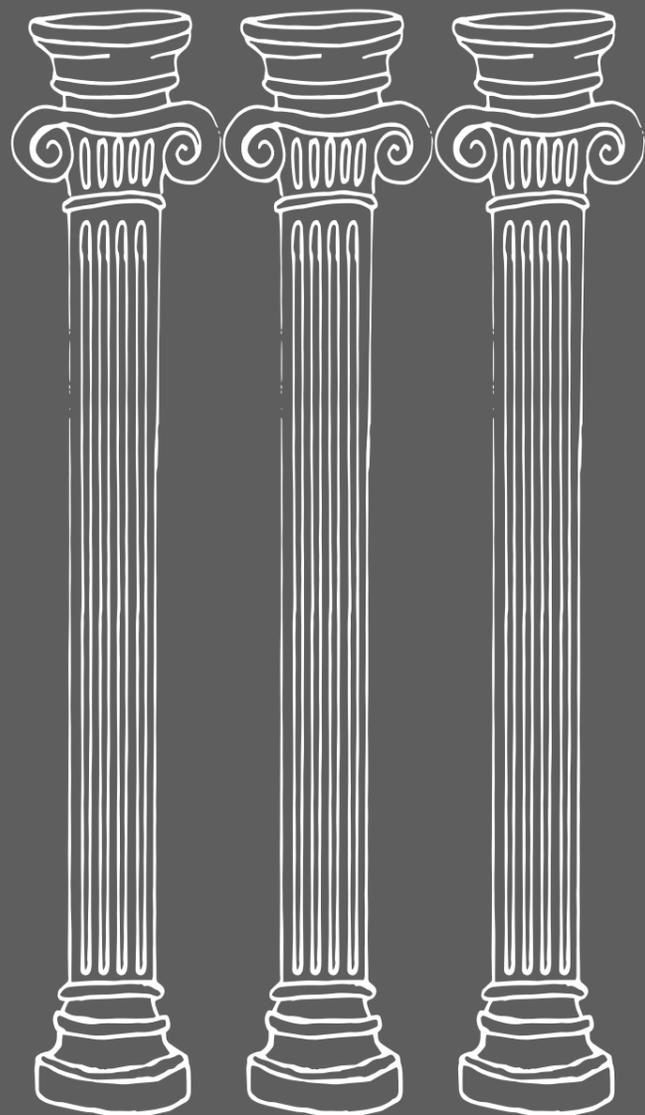
PART 3:
MAMELANI'S
APPROACH
TO YOUTH
DEVELOPMENT
PRACTICE



PART 3:

MAMELANI'S APPROACH TO YOUTH DEVELOPMENT PRACTICE

THE 3 PILLARS OF GROWTH: IDENTITY, RELATIONSHIPS and RESILIENCE



Mamelani's approach to Youth Development is not a quick fix approach to the challenges facing young people, but rather a slower process in which young people stand at the centre of their own development. We promote young people learning to make their own decisions and managing the consequences of their choices. Development does not happen in a straight line; it is an on-going process that happens as we build on previous experiences. In order to foster this type of growth, Mamelani has focused on 3 areas of development, which we call the 3 pillars of growth. These are **identity, relationships and resilience**. From our experience of working with young people, youth who have been able to make positive choices and reach their goals show signs of growth and development in these key areas. Young people who are secure in their identity, who are able to build healthy relationships and who are resilient, have a better chance of achieving positive outcomes in their adult lives. We therefore feel that these are essential areas to focus on when supporting young people in transition.

1. What do we mean by STRENGTHENING IDENTITY?

At Mamelani we acknowledge that the young people we work with have unique talents and possess skills, internal resources and abilities. We acknowledge that when young people enter our programme they have established identities which may have been shaped by experiences of being neglected by their family, living on the street, or growing up in a Child and Youth Care Centre.

There are many things that make up a young person's identity, for example, how they see themselves as a young man/woman, how they see themselves in relation to their future career, and how they see themselves in relation to their family and circle of friends. It is important to focus on all these different aspects of identity in order to help the young person build a more holistic sense of who they are. When preparing youth for their transitions it is important to explore what capabilities they require for each of these different roles and how we can best ensure that they are ready to take on these different responsibilities.

Young people's perceptions of themselves are heavily influenced by the way they are seen by their friends, family and community. Youth feel cultural and social pressure due to others' expectations about the kind of people they should become. During the Mamelani programme facilitators, together with the young people, explore the perceptions and expectations that youth believe others have of them, considering whether these perceptions are true, or in line with beliefs that the young people have about themselves. This process encourages young people to reflect on the impact of other people's perceptions and to develop an independent sense of self. The programme encourages young people

to reflect on their role in society and on their professional aspirations, as they simultaneously gain practical skills through internships and experiences in the world of work. Opportunities to learn and experience new roles, responsibilities and practical skills allow young people to master and demonstrate their personal strengths, which is an important part of building a sense of self-worth and accomplishment.

Our programme creates opportunities for young people to reflect on, assess and revise the way they see themselves. Celebrating small victories and achievements within their peer group helps young people to acknowledge their own growth, as well as to become more aware of how they are evolving. In this way their self-confidence increases, they begin to take control of their lives and are motivated to reach their personal goals.

"I think I realised that I am more than a Xhosa man - there was kind of like a lot of pressure on me to be a certain way and then I think I started to believe those things about me. I think this really stressed me out. But when you guys start asking those Mamelani questions I started to see that I was also a student, a friend, a brother and many other things. This made me see more things about myself. I realised that I am good at communicating and that I do actually have something to give other people." - feedback from young person

2. What do we mean by NURTURING RELATIONSHIPS?

We are very conscious of the importance of a high quality relationship between the young person and the facilitator and our programmes are designed with this in mind. The facilitator-young person relationship becomes the vehicle for youth to experience a safe and trusting space, where they are able to understand themselves better. This then allows the young person to begin to build and strengthen other relationships in his/her life. When young people are more comfortable with themselves and more accepting of who they are, they find it easier to build relationships with others. It is through this relationship with the facilitator that young people build other important skills, such as communication skills and an understanding of how to relate to others. It is important that the facilitators are available for the young people over a long period of time and that they are there for them as they transition from the CYCC back to the community.

Facilitators are encouraged to allocate time for on-going reflection on other relationships in young people's lives. The young person should be encouraged to reflect on how they relate to others and how to strengthen the relationships that they are already developing. Young people should establish healthy relationships with peers and other young people who have grown up in care, with child and youth care workers from partner organisations, and with partners, friends

and extended family. These relationships function as key developmental spaces in which young men and women learn about themselves. When young people are leaving care, those of us who are close to them often feel that we are their only source of support, but it is important for us to facilitate and encourage youth to develop other close relationships, allowing these other people to assist them in different ways.

"I would say with the continued mentoring and support, Mamelani gave me an opportunity to find my power and to find more self-belief. I've realised the importance of my relationships with other people. I needed to strengthen my communication with people around me and make an effort to grow my relationships. I also believe that I needed to change my attitude, to take responsibility and become self-motivated. I couldn't depend on Mamelani to help with things I needed to do for myself. I think Mamelani also allowed me to make mistakes and supported me in learning from them. I didn't feel judged even if I knew I messed up at times. I can say you inspired me and this kept me strong. I'm independent because I feel I can take responsibility and make things work out for me and not consider doing bad things as an option because they lead to death or prison." – feedback from young person

3. What do we mean by BUILDING RESILIENCE?

Many of the young people who enter the programme have shown resilience as they overcome obstacles in their lives and cope with a range of difficult situations. To build resilience, young people need to strengthen their internal ability to cope with challenges, as well as strengthen their external support system.

Internal resilience is built through enduring difficult experiences and developing skills to cope with these challenges. Young people's resilience is further strengthened if, in the process of dealing with challenges, they become aware of their strengths and their ability to cope with hardship. Given the reality that young people need to navigate a number of challenging circumstances and hurdles, these internal skills are critical to their healthy development. A healthy sense of self, supportive relationships, as well as knowing their limits and what they are capable of, helps young people to move through difficult times. Being able to recognize weaknesses, as well as acknowledge difficult emotions is part of building resilience, as is being able to make mistakes and finding the strength to move on.

External resilience is built through strengthening the networks of support that the young person has around them. The quality of the relationships in these networks will influence the extent to which a young person is able to cope with difficulties

and achieve positive outcomes. When we prepare young people for the transition to life outside of care, we need to help them to think about how to strengthen their networks of support.

Mamelani's programme actively helps youth to identify resources and support networks within their communities, and to understand how to access services. We work to create cohesion amongst the youth within the programme, so that the group itself becomes a peer support network. Older youth are given the opportunity to mentor and support younger participants. Time is spent making the support networks beyond the organisation visible to young people.

"The most important thing that I have learned from this journey with Mamelani is knowing myself – my strengths and my weaknesses and how to deal with hard situations. Having people who are walking alongside me in my life has really helped me because if I didn't have this support behind me I wouldn't be where I am today. I personally feel that I am very lucky to have all the people who played a positive role in my life – The Homestead, Mamelani and Beth Uriel. I can say I am where I am because of all of them." – feedback from young person

10 HELPFUL YOUTH DEVELOPMENT PRACTICES

In order to strengthen young people's identities, resilience and relationships, we need to adopt practices that are best suited to developing these key areas of development in young people's lives. The following are some of the fundamental practices that have assisted Mamelani in working with young people in an engaging and effective way.

1. FOCUS ON THE YOUNG PERSON'S STRENGTHS

When working with young people it is important to focus on their strengths as a way of building positive identities and increased capacity. A positive youth development approach sees young people as active agents in their development process, affirming their strengths, assets and talents as the building blocks for further development. When preparing young people for the transition to a life outside of care, it's important that they are able to identify the skills and strengths that they possess, as opposed to focusing on the deficits or things that are absent. In the programme, it is important to create spaces where we affirm the young people, as well as create opportunities where they are able to build on and become aware of the strengths that they already possess.

"Positive Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences, which help them to become socially, morally, emotionally, physically, and cognitively competent. It addresses the broader developmental needs of youths, in contrast to deficit-models, which focus solely on youth problems".³

2. BUILD AN AUTHENTIC RELATIONSHIP BETWEEN YOURSELF AND THE YOUNG PERSON

Many of the young people have difficult relationships with family members and struggle to form trusting relationships with adults. The relationship between the facilitator and the young person is therefore very important in demonstrating positive and healthy relationships that may be recreated in the future. A central part of building these relationships is ensuring that young people always feel emotionally and physically safe. A sense of emotional and physical security helps a young person to engage and open up to others, and for this reason it needs to be prioritised.

The child and youth care worker / social worker / manager needs to model the type of relationship that they are encouraging participants to develop. This relationship is the connecting thread that runs through the whole programme, as the adult accompanies the young person as they make their transition. It is important that enough time and care is taken to develop and negotiate an authentic relationship, one where the young person feels comfortable, where they are able to share different experiences without fear of judgement. Young people need to know that sensitive information shared with adults remains confidential. In our experience, resource allocation can also act as a barrier to relationship building, as the power held by the person with access to resources that the young person needs can be used as a bargaining tool and stand in the way of the building of an authentic relationship. All barriers to relationship building, such as gender, age, authority and race must be looked at and addressed.

3. HELP THE YOUNG PERSON TO LEARN BY DOING

We believe that young people (and adults) learn more effectively when they are actively engaged and interested in the learning process. Life skills in the classroom are one way of learning, but real life or hands on practical experiences are more effective. We often say that you can talk or advise a young person but they will only grasp what you are trying to share with them once they have gone through the experience themselves.

Learning by doing empowers young people by giving them the opportunity to take the lead. Given that young people who have grown up in care have had others doing things for them to meet their needs, learning by doing demands that young people do things for themselves and, in this way, develop the skills needed to cope with adult life. These skills are best learned through real life interactions.

"If young people are to become competent, caring and responsible contributors to their communities, they need meaningful opportunities to participate, to lead, to contribute, both side by side with adults and on their own....such opportunities satisfy their very deep seated developmental needs for belonging, recognition and power, and help them develop the skills and values they need to succeed in school, work, and life".⁴

4. CREATE OPPORTUNITIES FOR THE YOUNG PERSON TO BUILD SKILLS

When we consider the many transitions that youth have to go through it becomes evident that a range of different skills are needed to prepare them for adulthood. In our experience we have seen that youth experience a sense of confidence and become less anxious when they complete

activities and build skills that are required for the particular transition that they are facing. For example, learning to drive a car or cook a meal can help young people gain skills and develop a greater sense of autonomy, as they are about to exit the child and youth care centre. Learning work readiness skills may only become important when youth are trying to find or maintain employment; typing skills may only become important when at a job interview they are asked how many words they can type in one minute. It is therefore important to expose youth to real life challenges that are relevant to their particular circumstances. We also have to accept that some youth take longer than others to learn new skills and that each individual develops at their own pace.

Creating opportunities for building skills can be integrated into the daily operations of youth programmes. Youth can learn communication skills by being allowed to answer phone calls for one afternoon a week; youth can learn public speaking by co-hosting organisational events; youth can practice their typing skills by typing 'thank you' letters to donors. Engaging youth in the daily operations of an organisation or group not only helps them build and practice skills but also helps them develop a sense of mastery and ownership in relation to their own development.

Opportunities for skill building should address all of the developmental needs of young people. Programs and services for youth should ensure that they develop the physical, emotional, social, psychological and cognitive skills needed for different transitions. While cognitive skills play an important role in academic success, these should not be the only areas that are developed. Young people need to set positive goals for themselves in all areas of their development. When they are given opportunities to practice new skills, they experience self-improvement and often have fun developing their adult identities at the same time. We have noticed that the more young people are given responsibility, and "time behind the wheel" to practice these skills, the more confident and engaged they become in their own learning.

5. MARK THE YOUNG PERSON'S GROWTH THROUGH RITES OF PASSAGE PROCESSES, RITUALS AND CEREMONIES

In many societies rites, rituals and ceremonies are acknowledged as markers of human growth and development. A ceremony to celebrate a first job can help a young person begin to mark their exit from childhood and come to terms with their new roles and responsibilities as adults. By celebrating these achievements we support young people to experience a sense of growth and mastery. Failing to affirm and celebrate significant events in their development encourages them to form their own rituals. We have often seen adolescents engage in dangerous and high-risk behaviours as a way of affirming their emerging adult identities. Initiation into gangs is attractive to young males who do not have other pathways into adulthood. Services aimed at preparing youth for adulthood should therefore include and create opportunities to celebrate the accomplishments and achievements of young people. Attending award evenings, competitions, school plays and helping young people prepare for their matric ball are all existing ceremonies that can be attended as ways of marking achievements.

Every culture has its own unique rituals and rites of passage into adulthood. In the Xhosa culture young boys can only be recognised as men when they have undergone an initiation process. In the Jewish community a bar mitzvah signals the coming of age of young boys at the age of 13. It becomes important to consider cultural rites, rituals and ceremonies in supporting young people in developing positive roles and identities. Family members, peers and other supportive adults can play meaningful roles in celebrating and marking cultural ceremonies. These rites of passage processes encourage family, friends and mentors to treat youth in new ways and support them in accepting new roles and responsibilities.

6. BUILD NETWORKS OF SUPPORT

Developing healthy networks of support can play a significant role in improving young people's chances of success throughout life. Studies have shown that strong positive connections in the family and community are associated with lower levels of unhealthy risk taking and the development of caring, confident and competent young people (World Health Organisation 2007). However, in many cases developing quality relationships and support networks is hindered by past experiences of trauma, isolation and loss. It has therefore become critical that we use the quality of our relationships with young people as a vehicle to help them develop healthy connections with other supportive adults and peers. When we develop safe and trusting relationships with young people, they are able to develop the skills needed to form and maintain meaningful relationships with others. It is important that all services that are directed at young people strive to improve their relational competencies.

While it is desirable for young people to develop healthy relationships with their family and community, in many instances this is not possible. Giving young people opportunities to identify other people who they see as sources of support in their development, may illuminate networks and individuals who can provide assistance. Young people should be the drivers of developing their own networks of support, while we assist them to maintain and build these relationships. What is important is that young people have a range of supports, that they are presented with opportunities to belong to different groups and are able to develop skills to nurture meaningful relationships.

“EVERY CULTURE HAS ITS OWN UNIQUE RITUALS AND RITES OF PASSAGE INTO ADULTHOOD.”

7. TRY TO SEE THINGS FROM THE YOUNG PERSON'S PERSPECTIVE

To accompany youth, we must understand their worlds from their perspective: **facilitators should start from where youth are at and with what young men and women can change.** Each young person's reality and journey will be different, and this challenges child and youth care workers and social workers to understand the complexities of each young person's experience and to acknowledge that they will need different kinds of support. Taking time to listen to young people's views and opinions and making room for these perspectives in decision-making processes, supports their development towards becoming competent and responsible adults. It is important that in everything we do we aim to prepare the young person, giving them the space to engage in the process and bring their strengths and talents to the table.

8. WORK COLLABORATIVELY

The challenges facing youth in South Africa today are complex and multi-layered, demanding a holistic approach from those of us supporting them. For youth to succeed in their transitions we cannot work in isolation! We need to take hands across ages, cultures and organisations. Each partner providing support to youth in their area of expertise needs to do so in a coordinated and coherent way. It is essential that we intentionally build relationships with partners and service providers, and consistently encourage and support young people to build their own networks of support around them. In this way we can build a bridge for our youth to transition into adulthood successfully.

It is important that we also build collaborative relationships with the young people themselves. This can pose a challenge to us as care workers, as our designated roles, by definition, may suggest that we have power and authority over the young

people. We need to be flexible in our roles and find ways of building collaborative relationships, engaging with youth as adults. Structured time to reflect on the dynamics of relationships, with youth, can be helpful to building healthy relationships. Asking young people for support in areas where they have skills or expertise, can also help to shift power imbalances in the relationship.

9. COMMUNICATE THE INTENTION OF YOUR ACTIONS CLEARLY TO THE YOUNG PERSON

As a caregiver in the young person's life, we regularly take the lead, showing them how to do something for the first time. Sometimes we accompany them as they explore new experiences. On other occasions we create spaces for them to take the lead. We also play many different roles in the CYCC. In each of these circumstances we may act differently and perform different roles with the young people. It is therefore helpful to be explicit, explaining to them what role we are playing and why. If they understand the reasons or intentions behind our actions, it becomes easier for them to understand the boundaries that we put in place, or the fact that, at times, we step back and become less involved. Making our intentions explicit helps young people to understand where they stand in relation to us and aids them in navigating different situations. This is helpful for building stronger relationships between ourselves and the young people we work with.

It is also important to ensure that other people are involved in the young person's life so that they do not rely on you for everything – becoming over reliant on one person can make it difficult to develop boundaries with youth. Blurring the boundaries can create confusion and resentment and this is not helpful for the relationship. Providing resources can, on certain occasions, also create an obstacle in relationships with youth. When support comes in the form of resources, we should consider creating contracts and written agreements with young people, in order to ensure that expectations are clear.

10. BUILD A REFLECTIVE PRACTICE - BE PREPARED TO LOOK AT YOURSELF!

Effective facilitators are aware of what they bring to different spaces and conscious of how they position themselves in relation to others. To cultivate collaborative relationships with young people it is necessary to understand our way of relating to others and how we impact on others. We need to be aware of the power that we have and how we are using it, we need to be aware of our ideas and beliefs and how they impact on our ways of understanding the world. In order to enable critical self-reflection in others, we must first be conscious of, and responsible for, ourselves. We need to be aware of the way in which we step into another person's world, as this will determine the sense they make of our motives and how they interact with us. When young people observe adults reflect on themselves and demonstrate self-awareness and empathy, this can contribute to building authentic relationships, and assist young people to develop the same qualities in themselves.

Some things to reflect on when engaging a young person in a conversation or activity...

How are you focusing on or highlighting their strengths?

In what ways is the conversation or activity contributing to building an authentic relationship between you and the young person, or between the young person and others?

In what ways is the conversation or activity helping the young person to make connections with others, to be involved and make a contribution and build their sense of interdependence?

How are you marking their growth in ways that are meaningful to them?

How are you creating opportunities for building skills?

In what way did the activity give them a chance to learn by doing?

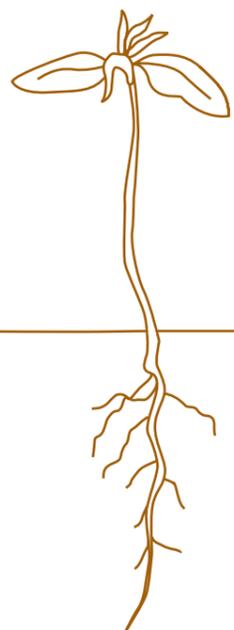
In what way did the conversation or activity help them to reflect on and strengthen their networks of support?

How has this activity or conversation built the young person's sense of self, their identity or their sense of belonging?

How has this activity or conversation helped the young person reflect on and build relationships?

In what way has this activity or conversation strengthened the young person's resilience?

**PART 4:
MAMELANI'S
APPROACH TO
TRANSITIONAL
SUPPORT
INTERVENTIONS**



PART 4: MAMELANI'S APPROACH TO TRANSITIONAL SUPPORT INTERVENTIONS

MAMELANI'S APPROACH

Please remember that there is no “one-size-fits-all” process for providing Transitional Support! What is described below is how Mamelani has tailored our intervention, based specifically on where we see ourselves playing the most effective role in supporting youth in transition. Mamelani is an external service provider working with young people residing in CYCCs – we are not a residential CYCC, so we do not have as much access to the young people as the staff that work in the CYCC would have, and have therefore, needed to adjust our intervention to provide the support that is required. Please note - the programme at each CYCC will look different based on each Centre's context and what you as a team feel will work well in your specific institution. You may want to structure your programme using similar activities to what Mamelani has chosen to use, or you may want to use your already existing activities, and adapt them to suit the young people in your care. We

have chosen to share some of the ways we work, so that should you want to plan your programme in a similar way, you have a sense of what we mean by each of these different activities. What we believe is most important is that your programme's design is in line with the youth development practices that support transitions, as well as that your activities cover the basic components that best prepare youth for their transitions to adulthood.

Given our particular context as an organisation, we have chosen to work in the following ways:

- Individual one-on-one sessions
- Experiential group work
- Rites of Passage processes
- Work readiness interventions (skills training, job shadowing, internships and job placement support)
- Access to resources

INDIVIDUAL WORK

The purpose of the individual sessions is two-fold. Firstly, it is a safe space where young people can explore positive and negative life experiences, reflect on their development and make visible progress towards reaching their goals. Secondly, it is the space where the relationship between the young person and the facilitator is negotiated, developed and strengthened. Within the one-on-one space, the young person is invited to make connections between their choices, their day-to-day experiences and their sense of themselves, creating opportunities for identity development. The facilitator is intentionally looking for ways to strengthen the young person's identity. The relationship that is developed in the individual work identifies, affirms and builds on strengths, nurturing the young person's resilience.

evaluate their readiness for the transition, and helps to map out the pathway towards achieving their goals. The facilitator walks alongside the young person as they work towards their goals. Opportunities for growth and reflection can be lost if the process is too goal orientated; instead, the facilitator acknowledges each small victory, encourages reflection on mistakes and lessons learnt, and challenges the young person to take the next step. Each achievement is celebrated with certificates and ceremonies. Time spent with the facilitator can vary, from informal conversations while walking in the neighbourhood, to a more held session in a private space at the office.

Outcomes of successful individual work include a healthy relationship between the young person and facilitator, their shared understanding of the young person's journey, and a stronger sense of agency in the young person. If a safe space is created, the young person is able to move through challenges and milestones with support, affirmation and guidance, learning from mistakes and celebrating victories.

GROUP WORK

The purpose of the group work is also two-fold: firstly, to make visible and strengthen, through experiential learning, the skills and knowledge that young people already have and to build on these; and secondly, to develop and strengthen relationships within the group. Experiential activities in the group sessions allow young people to experiment with new skills, increase their self-awareness and learn new things, thus building identity. Group work offers a space where young people can take on leadership roles, develop a sense of responsibility, and master coping skills. It is also a space where young people can build relationships and create a network of support amongst their peers.

The group sessions encourage participants to engage with others differently, and to reflect on challenges encountered, skills gained and lessons learnt in these engagements. Group members will have different experiences and responses: facilitators affirm diversity and encourage young people to value one another's differences. The group is also a space for celebrating victories and marking growth. Interactions within the group can indicate shifts in identity and growth in resilience, since identity and resilience are relational.

Group sessions are designed to be relevant to the lived experience of the young people, and are delivered such that there is continuity from one session to the next. Community Service Projects, which allow youth to develop their sense of generosity and belonging, form part of the group work component. Contributing to a community service project not only builds a young person's sense of self, but also connects them to a community and widens their network of support. Youth identify and plan these projects, developing communication, teamwork and organisation skills.

The outcomes of well-designed and well-facilitated group sessions are improved relationships within the group, increased self-awareness, and the development of key life skills. The community service projects, in particular, strengthen the young person's resilience, as he/she develops the inner capacity to seek help and build stronger networks of support. Identity is also strengthened, as contributing to others increases self-worth. A successful community service project is a learning opportunity, and a space for celebrating victories and contributions.

WILDERNESS RITES OF PASSAGE PROCESSES

The purpose of the Rites of Passage process within our programme is to mark and support transitions through Rites of Passage camps. The camps focus on building relationships between the young people, and preparing them for experiences and emotions that they are facing leading up to this life change. The Wilderness is used as a tool to explore and reconstruct self, to consolidate the impact of a series of interventions and for each young person to recognise their own and one another's growth. There is a strong ceremonial component, marking the initiation into the next phase of their life.

The outcome of successful Rites of Passage processes is that young people move through these transitions with an awareness of what is being left behind what has been achieved and gained, and how this will serve them in what lies ahead. Young people should leave the process with a renewed sense of self, feeling ready for their next step.

"Stepping out of our comfort zone made us to realise that we are bigger than what we think of ourselves. Being in the mountains allows one to be able to listen to their inner voice. While we were up there, we were asked to go and spend time alone. At first I was scared, but once I found my spot and sat down, I started to hear myself talking to myself and reflecting on what I've been going through during the year. A week before the camp I was told that this is my last year staying at the Homestead. I was scared and didn't know what to do. When I went to the mountains I realised that there is a lot that I can do when I step out of this place." – feedback from young person

"Before the camp I was shy and scared, I never took risks, now I am up for a challenge. I think this is the real me" – feedback from young person

WORK READINESS: SKILLS TRAINING, JOB SHADOWING, INTERNSHIPS AND JOB PLACEMENT SUPPORT

The purpose of the work readiness component is to ensure that young people have the technical and emotional skills required to secure and maintain employment, a fundamental part of becoming self-sustainable. As part of the assessment process, strengths and talents are identified, as well as potential areas for self and/or skills development, where further training could provide growth. This, along with work shadow opportunities and exposure to career guidance, helps the young person and the facilitator identify the career path that the young person would like to take. Identifying a career path is an opportunity to explore identity and the young person's sense of self.

Once the young person shows commitment and reliability within the programme, demonstrates a readiness to cope with the work environment, and has the technical skills necessary, he/she is given the opportunity to gain workplace skills through a 3-6 month internship in their selected field.

Facilitators assist young people to write CVs and open bank accounts. Time is spent modelling and strengthening interview and job-seeking skills. Once in internships, youth meet to discuss the challenges faced in the workplace and to provide peer support in overcoming these challenges.

As the young person adapts to and copes with work, their sense of self improves. Increased self-worth is affirmed and supported through the individual and group sessions. An internship allows the young person to generate income, to strengthen his/her sense of mastery, to gain experience in budgeting and managing money as well as an opportunity to build relationships with co-workers and, in this way, to increase their network of support. Mamelani intentionally engages with host companies and places where

young people work to ensure that a relationship is built with potential employers.

The outcome of a successful work readiness process is that the young person has gained the technical and emotional skills to cope with the work; has adjusted to the pressures and expectations of the world of work; and has developed an identity as someone with the necessary skills to find and maintain work.

"I really enjoyed the internship process because I learnt a lot about myself. It was the first time that I had to go and speak to a manager on my own. I was very nervous but once I did it the first time I just became more confident. I never knew that I could do something like that...I surprised myself. I also enjoyed learning new skills during my internship and I had to learn to be on time which was hard for me in the beginning." – feedback from young person

ACCESS TO RESOURCES: SUPPORT FOR FOOD, TRANSPORT, EDUCATION AND ACCOMMODATION

The participants in our programme have been identified as children in need of care. They return to extended families or communities who cannot meet their basic needs, support their education or provide them with accommodation. We therefore support young people in meeting these needs for the duration of their participation in the programme. As the programme goes on, youth are encouraged to identify ways in which they can begin to meet their own needs moving forward, so that they become more self-reliant.

It is important that we acknowledge that the young people in the programme feel that we understand that they have basic needs that are

difficult to meet. While some needs are covered within the programme, others are not. If young people do not manage the resources allocated to them, this can be used as a learning opportunity. We reflect with the young person on how managing resources affects reaching goals, on how he/she relates to material resources, and on how this reflects on his identity. Resource allocation and the accompanying reflection can be a learning space where youth move from an identity of dependency to one of healthy inter-dependence, where they are resourceful and proactive about finding ways to meet their needs. Strengthening existing relationships supports this process.

Access to educational support and accommodation are necessary for young people's development, mastery and sense of worth. Young people require basic material support (in accessing uniforms, books, transport, and tutors) and emotional support to continue with their education. Facilitators build relationships with young people's teachers, as a way of supporting progress in this area.

Accommodation is accessed either through extended family or friends or through partner organisations. The facilitator builds relationships with relevant individuals in these places to support the relationship the young person has with their new home.

The outcome of providing resources and support with education and accommodation is that young people have access to food, transport, education, and a safe and secure place to live. Material support is offered in almost all of the programmes supporting youth transitioning out of care, so for Mamelani the issue is not whether or not resources should be allocated, but **how they are allocated**, and the impact this has on identity, relationships and resilience. Resources that are allocated without the young person having to do anything will result in their becoming increasingly reliant on the programme, affirming an identity of dependence. Our approach emphasises responsibility and resourcefulness: young people are asked to work for and take care of resources, and encouraged to build networks of support and learn how to access resources elsewhere. This nurtures an identity of self-reliance, with young people believing that, with the added support of their network and local resources, they can do things for themselves.

PART 5:
BASIC COMPONENTS OF
TRANSITIONAL SUPPORT
PROGRAMMES



PART 5: BASIC COMPONENTS OF TRANSITIONAL SUPPORT PROGRAMMES

Now that we have explored the underlying philosophy and the youth development practices that underpin this work, we can begin unpacking what we consider to be the basic components of transitional support interventions. Mamelani has found that there are different aspects of the young person's development that need to be considered when preparing for life beyond the CYCC. Below you will find a breakdown of the key areas that need to be addressed, and equally importantly, things to consider about how to do this work in a way that prepares the young person to be able to do these things for themselves in the future!

Each section is followed by an activity that can be used or adapted as part of preparing the young person in that particular area of development.

8 KEY DEVELOPMENT AREAS TO FOCUS ON:

-  1. Getting essential documents
-  2. Strengthening social and emotional skills
-  3. Developing independent living skills
-  4. Self-care: looking after health and wellbeing
-  5. Building networks of support and navigating community resources
-  6. Accommodation and reintegration
-  7. Continuing with education and working towards a career
-  8. Getting ready for work

1. GETTING ESSENTIAL DOCUMENTS



It is important for young people to have certain essential documents because these are often required for life in the adult world. Having an identity document, a birth certificate, a bank account and certified copies of other relevant papers, **in their possession**, helps young people to be prepared for their transition towards adulthood.

PRACTICAL CHECKLIST:

- A birth certificate
- An identity document / relevant papers (Asylum seeker/Refugee status) with certified copies of these documents
- A Curriculum Vitae
- A bank account
- A learners License
- A contact list of their network of support
- A list of Emergency contact information
- Certificates of courses completed
- A library card

Do young people have their own file with the following documents?

USEFUL CONTACTS:

Cape Town Refugee Centre, Home Affairs, Legal Resources Centre, Scalabrini Centre, Traffic Department, UCT Law Centre/Refugee Law Clinic.

Things to think about...

How can young people play a role in obtaining their documents or are the adults in their life getting the documents for them?

Is there a way to go about getting the documents that would give the young person an opportunity to develop skills, i.e. to ask them to type up their CV to improve their typing skills?

How can you use the process of getting these documents to build the young people's sense of self or confidence?

How are you engaging the young person's network of support (family, friends, mentors, teachers) in assisting the young person to get these documents in order?

Are you marking the small victories in this process in a way that is meaningful to the young person?

2. DEVELOPING SOCIAL AND EMOTIONAL SKILLS

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Young people who have been separated from their families and placed in alternative care often experience lasting difficulties as a result of these experiences. Not having a stable home and family life results in them missing out on opportunities to develop social skills and form lasting relationships. It is important that young people develop the social skills that will allow them to build and maintain healthy relationships in their lives. Relationships that are built with social workers, child and youth care workers and teachers are existing connections that should be nurtured. The benefits of building and maintaining relationships with young people can be long-lasting and can continue to provide much needed support once the young person has transitioned from the CYCC. Creating opportunities that enhance social skills are important to help young people adapt to different social settings and engage with different people – these are skills that they will need to thrive as young adults.

PRACTICAL CHECKLIST:

- Relationship skills
- Decision making skills
- Self-awareness
- Social awareness
- Communication skills

Are young people able to...

- Tell others how they feel?
- Have a conversation with people in different settings?
- Deal with conflict without hurting themselves or others?
- Feel confident about meeting new people?
- Look at the pros and cons when making decisions?
- Listen to other people without interrupting?
- Take advice from others and give advice to others?
- Express their feelings and ideas freely?
- Set limits and boundaries with friends?

USEFUL CONTACTS:

Alternatives to Violence Project, Cape Mental Health, Child Welfare, Empilweni, FAMSA, Khululeka, Lifeline, Lovelife, Nonceba Family Counselling Centre, Rape Crisis, Simelela, The Trauma Centre, The Parent Centre, Young Mom Support.

How strong are the young person's social skills? How do they engage with others and build relationships?

“ IN THE WORDS OF THE YOUNG PEOPLE... ”

“It can be difficult though, from your own past, you had no one to trust and there was nobody there for you... so now when you start growing up, you can feel like not trusting anybody. But as a young person if you want connections, you need to try and find good people and try to open up to that person. If you open up, it also helps that person to be able to work with you and support you, because it's hard for them to support a person that isn't open.”

“You can't do everything on your own. At some point you need people there to guide you, to be there... people who believe in you, people who motivate you... Such things keep you going, even if you know, you do bad or do good, having these people around you to guide you, they push you to go forward.”

“What I liked about this session is that I can see that I can choose to change the way I feel – no one has got the power to change how I feel.”

“I really didn't think about having to leave Homestead one day. I didn't take it seriously until I realised that I had to leave. I realised that I needed help! I didn't know where I was going to go and what I was going to do. Mamelani helped me. You see these guys at Mamelani are like brothers to me and I get to talk about things that one would expect from a family. Mamelani gives people hope and that is so important because people lose hope when they are not supported. It gives guys leaving the children's home an opportunity of making something different of our lives and not having excuses.”

3. DEVELOPING INDEPENDENT LIVING SKILLS



Independent living skills can be understood as the skills that a young person needs to take care of themselves and to take care of their daily needs without adult supervision. These skills may include, but are not limited to, cooking, budgeting, cleaning, doing laundry, going shopping and taking care of their personal needs. Equipping young people with these skills is necessary so that they have the competency to cope with life away from the CYCC. Sometimes, these tasks will have been performed by cooks, cleaners, child and youth care workers and social workers at the CYCCs. When the young people move on from the CYCC, they will need to do these things for themselves.

Teaching young people independent living skills can also help them to develop confidence and experience a sense of agency as they move through their transition. Instead of getting young people to complete these tasks on their own, try and get family members, mentors and other friends to participate in the activities and help them to acquire these skills.

PRACTICAL CHECKLIST:

- Cooking skills
- Money management skills (including banking skills)
- Laundry
- Grocery shopping
- Cleaning
- Computer literacy
- Personal Hygiene

What independent living skills do young people possess?

Are young people able to...

- Create a budget for their basic living expenses?
- Stick to this budget?
- Create a shopping list within their budget?
- Cook 3 basic meals?
- Draw and deposit money at the bank?
- Use public transport on their own?
- Complete basic chores like cleaning, washing their own clothes and maintaining personal hygiene?

Things to think about ...

What are the range of independent living skills that the young people have identified as the most useful ones for their transition?

What opportunities exist for young people to develop independent living skills within the CYCC setting?

Are young people involved in daily activities? E.g. Meal planning, cooking, grocery shopping, budgeting?

How can independent living skills be taught in a fun and experiential way? For example, young people can be involved in preparing a meal to celebrate something at the CYCC. Each young person can be given the responsibility to cook a different course or can they cook together with staff.

How is the young person involving their network of support in developing independent living skills? E.g. Asking a family member or mentor to teach them how to cook.

“ EXPERIENCE OF A CHILD AND YOUTH CARE WORKER ”

“The other day, I allowed one of the boys to peel the potatoes. It was really hard for me to let go of the knife because I knew the knife was sharp. I was afraid that he might cut himself or that an accident might occur with one of the other boys. So I decided to give him a butter knife to peel the potatoes. Wow - this took so long and I was tempted to take the knife from him and do it myself but I had to remind myself that this was an important skill for him to learn. Afterwards, he seemed very proud of himself. He even prepared the other parts of the meal and helped to set up for the meal. That night everything just went smoothly. The boys ate all their food and even came back for seconds. Everyone seemed to win on the day but I must admit it was hard to control myself to not take the knife away from him.”

4. SELF-CARE - LOOKING AFTER HEALTH AND WELLBEING



PRACTICAL CHECKLIST:

- Visit to local health Center
- List of key health services (including eye, dental and sexual and reproductive health services)
- Medical records
- Clinic card
- Nutrition knowledge
- Fitness / exercise plan
- Personal hygiene
- Skills for stress management
- Basic first aid skills
- Access to a counsellor for emotional support
- Someone whom they can speak to about gender and sexuality

Can young people access basic health services?

How aware are young people of their health needs?

Do young people...

- Know how and where to access free/low cost health services?
- Have saved records of their medical history?
- Know where to go for emergency medical care?
- Feel confident to access health services?

USEFUL CONTACTS:

Cape Town Drug Counselling Centre, Hope House, Hope Street Dental Clinic, Ivan Toms Men's Health Centre, Matrix, Mitchells Plain Oral Healthcare Centre, Montrose Equine Therapy, Nicro, Rape Crisis, Treatment Action Campaign, Wolanani, Yabonga, Youth Centre - Bellville, Youth Centre - Crossroads 2, Youth Centre - Khayelitsha Site B, Youth Centre - Mitchells Plain.

Things to think about ...

Do young people have someone they feel comfortable to talk to about their identity, their gender roles and their sexuality?

How are youth supported to develop positive goals for personal health and wellbeing? E.g. Entering a fun run alongside a child and youth care worker can enhance relationships and develop positive attitudes to health and wellbeing.

Has the young person identified someone who can be a support with regards to their health, especially young people with histories of medical or mental health problems?

How are significant milestones with regard to health and wellbeing acknowledged or celebrated?

How are you promoting healthy habits in ways that are fun. E.g. Doing health and fitness assessments at a local gym can motivate youth to become more aware of their physical health and wellbeing.

“ YOUTH VOICES ”

“Yor..I didn't know that the kind of food that you eat can like affect your moods and stuff. Because in the sessions I learnt that eating so much white bread for breakfast is not the best thing to eat to keep my energy through the day. It kind of explains why I am so tired at 10 am already, and then I can't concentrate in class so that makes things kind of harder for me you know. So I think I am a lot more aware of what things I eat now”.

5. BUILDING NETWORKS OF SUPPORT & NAVIGATING COMMUNITY RESOURCES



To build resilience in young people, it is important to strengthen their network of support. Having friends, family or mentors outside of the CYCC can be a vital protective factor, especially in the first couple of months as the young person adjusts to the changes in their life. When young people experience stress and anxiety, which often comes up as they transition, one of the coping mechanisms many young people employ is to withdraw and become isolated when things become overwhelming. Having strong networks can assist a young person emotionally and practically as they move through transitions. These supportive relationships also contribute to the young person's sense of belonging, self-worth and sense of safety in the world. The support network is stronger if it is made up of a variety of people who are able to provide support to the young people in different areas of their lives.

PRACTICAL CHECKLIST:

- Supportive and trustworthy adult
- Mentor / mentors
- Team of people who show support
- Connection, where possible, to biological family
- List of community resources
- Explored cultural heritage
- Part of youth / social / recreational club
- Gained experience through volunteering / community service
- Facebook and email account

Are young people aware of...

- Their cultural background?
- Their own history?
- How to use the internet to get information?
- What services the local community organisations offer?
- How to travel on their own and how to read bus, train and taxi schedules?

How strong is the young person's network of support? How well can they navigate for resources in their community?

USEFUL CONTACTS:

Amandla EduFootball, Central Library, Dance for All, Educo Africa, Realistic, WC Youth Development Forum, Western Cape Network for Community Peace and Development, Young in Prison, Youth Café's, Zama Dance School.

Things to think about ...

- What opportunities have been created for the young person to identify and engage with the resources in the community they are moving into?
- How have young people been encouraged to identify and build networks of support?
- Are young people exposed to experiences that connect them with their heritage?
- Have opportunities been created to connect young people to their own cultural customs or with religious / spiritual groups?
- In what ways are young people encouraged and motivated to give back to the community?
- Have young people been able to identify different people they can turn to when they need support? e.g. Do they have someone they can call in the case of an emergency? A back up place to stay for the night and someone they can call to talk to when times are tough?
- What has the CYCC put in place to enhance and nurture relationships with teachers, family members, mentors and people like sports coaches outside of the CYCC?

“ YOUTH VOICES ”

“Mamelani taught me that in life you cannot operate well on your own – you need people around you that can give you advice. You must take responsibility for your actions – for example, if you have done something wrong, you must solve it or try and ask for help if it is difficult to solve on your own. As people we have choices in life. Mamelani is preparing me in the future to be able to work with other people, to help other people, to work as a team, to give people advice and to motivate others.”

“Now that I'm about to leave I'm actually realising that I will need people around me to support me. I didn't realise this before so I have started to connect with a family who I would consider to be my second family because they were good to me while I was staying at the Centre. So I gave them a call the other day and I want to try and call them regularly, and maybe start visiting them again. I can see that I have to build a relationship with them. I think they like me too so it makes things a little easier and not so awkward I guess. I have also joined a youth group which is something that I would never do in the past, but now I feel a bit more confident in myself to come out of my comfort zone and meet new people.”

ACTIVITY 5: MAPPING NETWORKS OF SUPPORT

Team of Life

The purpose of this exercise is to help young people to identify the existing relationships in the young person's life.

It is important for young people to identify and build their networks of support. Some young people can easily identify people whose input they value and those who are sources of positive support. Some young people find it harder to identify and talk about these things, making it important to choose tools that young people feel comfortable with. At Mamelani, we have adapted some strengths-based tools to help in our discussions with youth – to help them to open up and reflect more easily on their lives. We have found that young people engage easily with this tool, as it allows them to be creative.

FOCUSING ON STRENGTHS

The Team of Life is a narrative therapy tool that we use to map networks of support. It is a methodology designed in collaboration with Dulwich Centre Foundation⁵. It is strengths-based, drawing on what already exists in the young person's life, rather than deficit-based, focusing on what is lacking or what is problematic. The tools explore where the young people have come from, and looks ahead at their dreams and aspirations in the future. It helps young people to speak about their lives in ways that help them to see their strengths. It highlights their skills, affirms their knowledge and experiences.

The Team of Life can be used by a child care worker, social worker or mentor. A basic understanding of narrative therapy practice and methodology is helpful, as this contributes to creating a collaborative conversation between the young person and the person facilitating the exercise. The materials needed for the exercise are flipchart paper, pencils/crayons/markers and an openness and curiosity from the facilitator to explore and better understand the young person's

life story. It is wise to set aside at least two hours to do this exercise with a young person, so as not to rush the process. The facilitator explains the exercise and then guides the young person through the process of drawing and exploring the metaphor of the Team of Life. The facilitator asks questions at each stage of the drawing to help the young person record what is significant to them.

The Team of Life approach can be used with both genders, however our facilitators have found it more useful when working with young men as they can more readily relate to the soccer metaphor. The tools are not gender specific - if you are doing the exercise with a girl who loves a team sport like Netball, then the Team of Life can still be used, but adapted to the game of netball.

How does it work?

Share with the young person the purpose of the exercise and how it is a tool to get a better picture of their life. Invite the young person to choose a team sport that they partake in, and ask them to draw the playing field (e.g. soccer, rugby, netball). Start by asking the young person to tell you about the sport they have chosen and what it is that they enjoy about it.

Explain the metaphor of the Team of Life and begin by asking some guiding questions. The FIELD they have drawn is a metaphor for their environment and is the space where they will explore their life at present, their relationships and the activities

Some questions that can help to guide the conversation...

• POSITION ON THE TEAM:

Helps the young person to reflect on how they see themselves. Invite them to place themselves on the field that they have drawn. You can ask: do you take on a specific position on the team? Is the position you take important to you?

• MEMBERS OF THEIR TEAM:

Helps the young person to think about the people they have in their life and who they consider to form part of their networks of support. Questions can be asked about their family history and origins, about relationships that are meaningful to them and about significant others in their lives. It can also help young people to identify who they would like on their team, and also who they feel is playing with them or against them. Young people can give significant people in their life a certain position on the field. Is there a coach who is guiding them, or a referee who is controlling the game, or supporters on the sideline who are watching them play?

• CONDITIONS OF THE FIELD:

Helps the young person to reflect on how they relate to their environment. What does the playing field look like? What kind of field helps them to play a good game? What is their field looking like at the moment?

• PLAYING THE GAME:

Helps the young person explore what they see to be important skills for them to use in the "game of life". What skills, talents, spiritual gifts do they have, or would like to have? What is their strategy for playing a good game? How do they deal with a challenge on the field?

• GOALS and DREAMS:

Helps the young person explore the dreams, goals, and future that the young person aspires to. The conversation can also explore the history of those dreams and goals and the people in their life who feature as part of their story – people who have helped them reach their goals or people who stand in their way.

• CHALLENGES OF THE GAME:

Helps the young person reflect on the barriers standing in their way, explores the problems that they are faced with and the obstacles they have had to / are having to overcome.

Some lessons we have learned...

Sometimes the networks of support can provide moral support and motivate a young person when they are trying something new. Sometimes the network of support can provide practical support, teaching the young person a skill or providing them with transport money when they want to attend an event or activity that could contribute to their development. We have seen that lack of access to a small thing like transport money can act as a real barrier for a young person, and so support in this form can be really valuable.

NOTES:

6. ACCOMMODATION & REINTEGRATION



Youth leaving care often face challenges in finding safe and affordable accommodation. Planning where young people will live once they leave the CYCC is important because uncertainty, a bad placement, or dealing with unsustainable family situations can derail a young person's development in the first few months after leaving the institution. The transition from care often comes with many changes, and having a secure base can help to alleviate the anxiety around leaving the CYCC.

PRACTICAL CHECKLIST:

- Post-18 accommodation plan (permanency plan)
- Visits to post-18 transitional housing projects and youth development support services
- Research done on the costs of different housing options
- Back up / emergency plan

What has been put in place to reintegrate into a new environment and find a safe place to live?

USEFUL CONTACTS:

Beth Uriel, Fountain of Hope, Nonceba Family Counselling Centre, YMCA.

“ YOUTH VOICES ”

“I knew what life at home was like because I went home on weekends but now that I am living there all the time it really is different. It's much harder because you see what your family has struggled with every day and now they are my struggles also. It really helps when I have someone to talk to because I'm dealing with a lot of feelings and I need the support”

Things to think about ...

Do young people know when they have to leave the CYCC?

Do they know where they will go to?

Do young people have access to information about different living options? i.e family, friends, rentals, hostels, transitional housing programmes?

How has the young person engaged with the family, community or organisation where they will be living?

What supports are in place to help young people prepare and cope with their new living arrangements?

Has the young person been able to identify short and longer-term living options?

Do young people have a back-up plan if their living arrangement doesn't work out?

Do young people have the opportunity to identify who they consider to be their family and their circle of support?

Do young people have furniture and other goods that they might need when they move? How can they involve their network of support in helping them to get ready for the move and gather the things that they need?

How is the young person's transition from the CYCC and their move into their new accommodation celebrated or acknowledged? e.g. Holding a small ceremony to celebrate and mark their living on their own for the first time.

7. CONTINUING WITH EDUCATION and WORKING TOWARDS A CAREER



It is important for young people to have support to continue with their education and prevent school drop-out rates. Young people often have support within their school settings while they are still in the CYCC, but may lose this support when they exit the CYCC or if they have to move to another school. These relationships can serve as a protective factor when young people have to leave care. It is important to put plans in place to ensure that young people continue to go to school when they leave the CYCC, but also to look at what support structures they need to have in place to ensure that they are able to cope with pressures and thrive academically. Having support in place can help a young people remain focused on completing their education, developing their career and reaching their goals.

CYCCs can play a meaningful role in supporting young people to continue with their schooling and achieve their career goals by encouraging the young people to maintain these connections and also by creating opportunities to forge new ones. In our experience, we have seen how school teachers and principals have played a role in supporting young people to find work and further their education.

PRACTICAL CHECKLIST:

- School and educational records
- Completed a career assessment
- Educational pathway plan in place (including short and long term planning)
- Visits to FET / University / further skills training / college
- Accessed information on available skills training, bursaries and scholarships
- Completed applications for further training / study

What is in place to support the young person's education and career development?

USEFUL CONTACTS:

Annual Career Fair (UCT), BEST Centre, Career Planet, City Mission, College of Cape Town, Cornerstone College, CPUT, False Bay College, Ikamva Youth, Marguerite Steppe, Northlink, NSFAS, SA Chefs Academy, School of Hope, Tsiba.

Things to think about in terms of planning...

Are young people exposed to career guidance at a young age?

Are young people aware of the requirements and processes they need to follow to apply for courses, loans and bursaries?

Is it clear who holds the responsibility of ensuring the young people achieve positive educational outcomes? Who should attend parent meetings, build relationships and track academic progress?

In what ways are families and other supportive adults playing a meaningful role in the academic development of young people? Was the young person involved in identifying who these people are/should be?

Who is making decisions about the young people's career choices? Are adults prescribing career choices or are the young people's preferences being taken into account?

How are young people's natural talents and strengths being included in their education and career planning?

How are significant achievements marked or celebrated?

How is the CYCC collaborating with other institutions that are making a contribution towards the young person's academic development?

“ IN THE WORDS OF THE YOUNG PEOPLE...

“I was in grade 10 when I left the CYCC. I was like, you know what, I just want to quit everything and start working... working, working, working... but it's good that we have support you know, like Mamelani and the other organisations as well... Homestead and Beth Uriel. There was this lady there who was involved in everything. I first told her I want to find work, but she said 'you know what, I think you are making a mistake'... I know she's an honest lady, so I spoke to her and she made me realise how important it is to get an education.”

MENTOR FEEDBACK ”

“I think that as adults we sometimes assume that young people have the information they need about further education. We assume that they understand what the entrance criteria are for tertiary study. In my conversations with young people I am amazed that in Grade 11 and 12 some do not know the difference between a Bachelors pass and a Diploma pass, and the marks they need to attain each of these. Some of the less privileged schools do not have career fairs that expose young people to different options that would make them aware of what subjects to choose for their future career. We really need to have ongoing conversations about education and subject choice with young people from Grade 9 onwards to ensure that they know what they need to work towards and how they can access opportunities later on.”

ACTIVITY 7: COLLEGE VISIT

The purpose of this activity was to explore career and further study options and to broaden the young people's understanding of career pathway planning so that they would be able to make more informed decisions about their future careers.

How did it work?

We took a group of young people on a field trip to Cornerstone College in Salt River, Cape Town. The group were asked to travel to the college on their own as a way of showing that they were taking responsibility for their career plans. The young people were welcomed by one of the managers at the college, who asked each of the young people to introduce themselves and say what their expectations of the field trip were. He then shared information about the college, its history and the courses it offered. The young people asked about the prerequisites for the various courses, which led to a discussion about course requirements. The manager reflected on how students often were not aware of how their subject choices would affect their career options later on in life. He encouraged the group to become clear about what they want to do early on and to make sure that the subjects that they choose are appropriate for their area of interest.

Another thing that became clear from the conversation was that some of the participants didn't understand the difference between a diploma and a degree course. Most of the young people in the group did not know how the qualifications differed and what impact the different levels of qualification could have on their future careers. The young people shared that they often received mixed messages about what they should do and that people around them were guiding them in different directions, telling them what they should study without really taking the time to explore what options are most aligned with their strengths and their interests.

The group then had the opportunity to meet with other students who were in their 2nd and 3rd year of study. The students spoke about their experiences of leaving school and what had helped them to overcome the challenges they faced. By hearing the experiences of other young people, the group was able to see that the issues they were facing were not unique. Having young college students engage with the group generated a rich dialogue, as the young people engaged with them as equals, and were able to also share their experiences. At the end of the session the group had an opportunity to speak to the college students more informally. This allowed them to exchange contact details and forge connections outside of the planned process.

WHAT DID WE LEARN?

Setting the engagement up as a conversation, instead of a formal presentation, meant that the young people were more engaged in the process. It was important that they felt safe to share their experiences and the challenges that they were facing with regard to their future careers and studies. The young people shared that it was good that the session was held at the College itself, and not in a classroom or at the CYCC, as it gave them a taste of this new environment. The young people also shared that it was valuable for them to hear the information from someone who had experience in the field, such as the college manager, and also to speak to other students.

Some lessons we have learned...

Although Matric does not guarantee work or further study, it is an important for being able to access opportunities for further study, skills training and ultimately better employment. Encouraging and supporting young people to complete their Matric is of great value. Developing skills through tertiary education or technical training should be included in the young person's pathway planning towards their career. Exposing young people to tertiary and other skills training institutions early on can help them make informed career decisions and plan more effectively for their future careers. Young people remain focused and driven for longer periods when they know what they are working towards, and when their career goals are aligned with their interests, abilities and strengths.

For some young people, continuing with education is not an option, particularly if they need to begin working to sustain themselves. In these cases it is helpful to expose them to a range of alternative options that are available in developing a career. We have seen some young people who have not completed their education, but have been able to reach their career goals through hard work and developing their unique talents. One of the young people in our programme, for example, gained

photography skills through an after-school programme. He was eager to develop these skills and completed an internship as well as a job shadow experience. Given his talent in this area, as well as his commitment, he gained the skills needed for the job and has since been hired as a full-time photographer for an events company.

We believe that education is a critical aspect of future success, but it is important to acknowledge that it is not the only area that young people need to develop. It is also important that young people set goals in other areas of their lives (physical, emotional, cognitive development).

A healthy network of support can have a positive impact on young people's capacity for and engagement with further education. Community members, tutors, board members and other professionals can play a meaningful role in preparing young people for adulthood e.g. an adult working in the young person's field of interest can offer advice or provide a job shadow opportunity or internship, exposing the young person to the reality of their chosen field and giving them a real life experience that prepares them for their future career.

NOTES:

8. GETTING READY FOR WORK



Skills and experiences that help young people prepare for work are an essential part of getting ready for adult life. Work readiness refers to a range of soft skills that are critical to finding and maintaining a job. Exposure to the world of work and helping young people gain these skills can expose them to the reality of the world of work and broaden their understanding of different work environments – this is important to aid them in making the correct decisions with regard to their future work goals. In our experience, we have noticed how supporting young people with work readiness experience has improved their motivation and engagement with education, which has a positive impact on their development as a whole.

Finding and maintaining employment is critical in helping young people achieve financial security and supporting their transition into adulthood. To achieve this, youth need assistance in preparing for this challenge, they need to explore their strengths and identify what it is they want to do. One of the key features of adolescence and early adulthood is identity exploration, which plays a significant role in the decisions they make. Young people often explore their identity by trying out new things.

PRACTICAL CHECKLIST:

- Interview skills
- Completed mock job interview
- Job seeking skills
- Job maintenance skills
- CV writing skills
- Work experience through internships, volunteering, job shadowing and holiday jobs
- List of job placement agencies
- List of organisations offering work readiness support

How prepared are young people for the world of work?

“Large numbers of economically sustainable jobs are the only way we can absorb young people into the economy and start to change their lives. However there are a number of other issues we need to take into account that relate to the way in which young people are coping, or trying to cope, with unemployment. The available research shows that attitudes are an important factor at play, that education about labour markets and the world of work are vital, and that ‘becoming adult’ is an attitudinal and policy issue that needs to be talked about in rural and urban South Africa. Young people are often trying to make effective ‘transitions’ into adulthood, so that they can become responsible and productive members of society. How they define and understand this process impacts on the choices they make.”

Coping with Unemployment 2012: Young people strategies and their policy indications

USEFUL CONTACTS:

Dreamworker, Harambee, Jobstart, Learn to Earn, Network, Phillippi Trust, Robin Trust, Salesians, St Johns Ambulance, Youngpeople@work, Zenzele.

Things to think about...

What opportunities are there for young people to reflect on their skills, what they excel at and where their talents lie?

What opportunities are there to support young people while they develop work readiness skills?

Are there community resources or partner organisations who could provide work readiness training for young people?

How can work readiness activities be conducted in a fun and experiential way?

Are work experiences aligned to the interests and talents of young people?

How have you engaged with the organisations or host companies where young people will volunteer or do internships?

How are job related successes and failures acknowledged?

How have you engaged the young person's network of support (mentors, staff, board members and others) in preparing him/her for the world of work?

Have you had a conversation with the young person about their career goals? Do they understand the different steps they would need to take to get there?

How have you explored young people's expectations around the world of work, and how have you ensured that their expectations are realistic?

“ YOUTH VOICES ”

“I didn't realise that I loved photography until I was exposed to it, and even though I didn't get a degree, doing all those internships has helped me gain the experience to find a job as a photographer at an events company. I am also trying to see what courses I can take to improve my skills.”

“This internship has helped me a lot you know. I mean it helps me keep my mind focused but also makes me see that there is a lot of things that I need to still learn.”

ACTIVITY 8: SHIFTING PERCEPTIONS AROUND WORK

The purpose of this activity is to expose young people to an aspect of work readiness, namely having realistic expectations of their first job.

The quality of informal and formal discussions about work readiness and jobs can have a major impact on how young people transition into the world of work.

These can take place at the table eating breakfast or in a workshop setting, but it is important to discuss future options in a way that young people can relate to, because this will help them think critically about their future career. It also encourages them to explore their interests, strengths and abilities as well as begin to address their concerns and challenges. These conversations are opportunities for self-discovery and can be the building blocks in helping young people slowly to prepare for the demands of future employment.

What was their first job?

The exercise below is a creative way to get young people thinking about jobs – pointing out that even celebrities had to start out with very simple jobs.

How does it work?

Have participants use the internet to match the following famous people with their first job. Once they have completed the research, open a discussion regarding what stands out for them after the exercise.

CELEBRITY	FIRST JOB
1. Snoop Dog	A. Clothing store assistant
2. Beyonce	B. Watchman at a mine
3. Khanye West	C. Sweeper at hair salon
4. Queen Latifah	D. Cleaner in factory
5. Nelson Mandela	E. Packer
7. Whoopi Goldberg	F. Worked at Burger King
8. Jim Carey	G. Worked in a mortuary
9. Brad Pitt	H. Lion cage cleaner
10. Sylvester Stallone	I. Chicken mascot

Some lessons we have learned...

In our experience we have noticed that young people who are given opportunities to work before they leave school were more likely to find work after their transition. These opportunities included young people being coached while doing internships, as well as, weekend and holiday jobs. Apart from this they were also able to learn more about their strengths and realise what they did and didn't want to do. These experiences, along with guidance about career options and opportunities, can help young people become clearer about who they are and what they want to do. Therefore, the process that supports young people to prepare for the world of work should be aimed at helping them explore themselves and help them to make the connection between their strengths and talents and the opportunities that are available.

NOTES:

TRANSITIONAL CHECKLIST

To be completed with young person as part of transition planning process

Date checklist completed

Day	Month	Year
-----	-------	------

Initial
 6-month update
 90 day final plan

YOUTH INFORMATION

First Name	Surname	Date of Birth	
Projected date of leaving CYCC	Today's Date	Current age	Gender

Transition Teams should assist youth with creating opportunities to address the following needs (including the completion of necessary applications) prior to their transition from the CYCC:

ESSENTIAL DOCUMENTS

- Personal file to keep their documents
- Birth certificate
- Identity document /relevant papers (refugee status, asylum seeker status) & certified copies of these documents
- Curriculum vitae (CV)
- Bank account
- Learners License
- Network of support contact list
- Emergency contact information
- Certificates of courses completed
- Library card
- _____
- _____
- _____

SOCIAL AND EMOTIONAL SKILLS

- Relationship skills
- Decision making skills
- Self-awareness
- Social awareness
- Communication skills
- _____
- _____
- _____

INDEPENDENT LIVING SKILLS

- Cooking skills
- Money management
- Laundry
- Grocery shopping
- Cleaning
- Computer literacy
- _____
- _____
- _____

HEALTH & WELLBEING

- Visit to local health Centre
- List of key health services (including eye, dental and sexual and reproductive health)
- Clinic card
- Medical records
- Nutrition information
- Basic first aid skills
- Personal hygiene
- Access to a counsellor
- Someone to talk to about gender and sexuality
- _____
- _____
- _____

NETWORKS OF SUPPORT & COMMUNITY RESOURCES

- Supportive and trustworthy adult
- Mentor/s
- Team of support
- Connection to biological family
- List of Community resources
- Explored cultural heritage
- Connection to youth/ recreational club
- Volunteering/community service
- Assistance with transport to access services
- Facebook & email account
- _____
- _____
- _____

ACCOMMODATION & REINTEGRATION

- Post 18 Accommodation plan
- Visits to post 18 accommodation and youth development service providers
- Researched costs of different living options
- Back-up plan/emergency accommodation
- _____
- _____
- _____

EDUCATION & CAREER DEVELOPMENT

- School /educational records
- Career assessment
- Educational pathway plan
- FET/University/further skills training college visits
- Information on available bursary/ scholarship/skills training opportunities
- Applications for further education and training
- _____
- _____
- _____

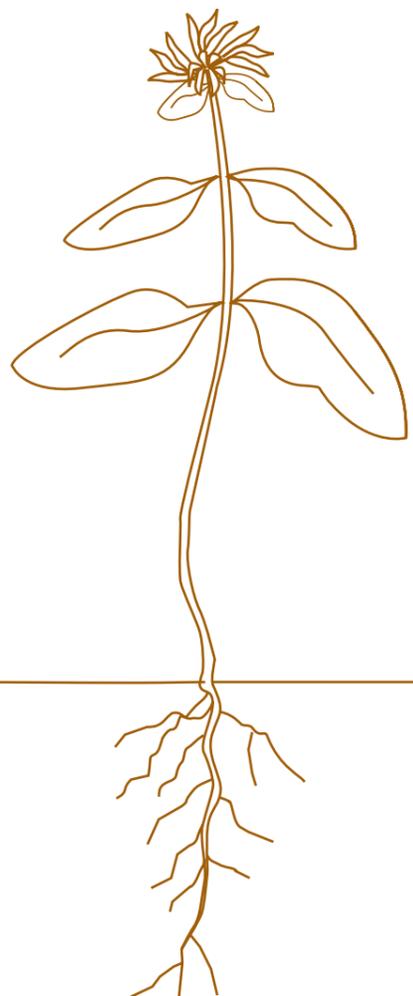
GETTING READY FOR WORK

- Interview skills
- Job searching skills
- Job maintenance skills
- Completed mock job interview
- CV writing skills
- Work experience through internships/ job shadowing/ volunteering/holiday jobs
- List of job placement agencies
- List of organisations offering job readiness support
- _____
- _____
- _____

TRANSITION TEAM MEMBERS

Name & role	Email	Contact number	Date

**PART 6:
IMPLEMENTING
TRANSITIONAL
SUPPORT
INTERVENTIONS**



PART 6: IMPLEMENTING TRANSITIONAL SUPPORT INTERVENTIONS

INTEGRATING YOUTH DEVELOPMENT PRACTICES AND TRANSITIONAL SUPPORT INTO CHILD AND YOUTH CARE CENTRES

This section discusses the lessons we have learned from the work we have done with our implementing partners over the last 18 months. We have been working together to strengthen the transitional support that each CYCC provides to the young people in their care. This process involved designing transitional support interventions and holding learning sessions to strengthen the team's capacity to deliver these interventions. Below we reflect on some of the enabling factors that can help CYCCs to integrate the youth development practices and the basic components, as outlined in Part 3 and Part 5.

For us, one of the most powerful aspects of the learning process was the mind-shift that took place; a shift from protective childcare practices, to more experiential youth development practices. The participants acknowledged that the practices that are beneficial for working with young adults are different from the practices that are suitable when working with young children, as outlined in Part 3.

Feedback from the child and youth care workers and social workers highlighted this shift:

"The process helped us to be more conscious of the work we do with our youth. Through very creative activities and deep conversations, Mamelani pushed us to reflect on ourselves and on the way we deal every day with the young people - to see the young man or woman in a different way."

"I went from doing things for children to doing it with them."

"Youth development and youth practice has become a topic and a practice in our Centre. Mamelani made our minds shift to a different way of seeing and working with our young people."

Implementing a Transitional Support intervention often requires that the CYCC shifts its practice in relation to working with older youth. This shift in practice needs to be understood at all levels of the organisation - child care workers, social workers, managers and directors need to have an understanding not only of what goes into a transitional support programme, but also what practices are best suited to preparing young people for life after care. Not everyone in the organisation needs to be involved in the development of this new area of work, but we found that it was helpful to involve as many key staff members as possible, as well as the young people themselves. This helps to ensure that staff and youth take ownership of the programme and develop a shared understanding of how it will work; what the transitional support will consist of; and why providing support that is developmentally and age-appropriate is important.

Feedback from CYCC Director's showed the value of involving others in making the transitional support part of the system:

"Historically, when youth reach 18, the perception was that the youth were no longer the CYCCs problem. Now the staff can see the need for transitional support, and see it as part of their responsibility. The whole staff body sees that the journey doesn't end at 18 - they recognise that young people need to be prepared for the future and that the Centre has a key role to play. The staff are working in a more purposeful way towards assisting youth to move towards a brighter future" - CYCC Director

"The whole system doesn't end when the child turns 18. We are not just ensuring that they are cared for while they are in the Centre. Now we are asking how are we going to set the child up for their future?" - CYCC Director

In order to develop this area of work in each Centre, we identified a core team who would be responsible for designing and implementing the intervention. This team needed to understand and be equipped with the skills to work from a youth development perspective. Having one individual who could champion or be the key driver at the Centre really helped to prioritise the intervention and take things forward. The team also needed to be exposed to the different components that form part of providing transitional support (as outlined in Part 5 under 'Basic components of Transitional Support').

We looked at how to create spaces for experiential learning where young people could learn new skills that are needed to prepare them practically for their transition. Processes were put in place to strengthen communication and to provide ongoing support and capacity building for the team responsible for implementing the programme.

Some of the feedback that we received highlighted the value of social workers and child and youth care workers coming together to learn, reflect and design what would work best in their Centre. Engagement and interest from Directors was also key to the success of the intervention, as we saw that management needed to be open and support the changes that needed to happen at a ground level.

What does this mean for you and your CYCC?

We acknowledge that each Centre will go about the process differently to develop and strengthen transitional support services. The specific form that the intervention can take will depend on the particular context that your CYCC finds itself in and on the needs of the young people in your care.

Young people have different needs and strengths, and so it is important to point out that while the components focus on specific areas, it is by no means a suggestion of a cookie cutter approach where the same activities will work for all young people. Each intervention needs to be designed with a particular group of young people in mind. We have seen that young women, young people who have not completed school and foreign nationals, for example, all face specific challenges around their transitions that require particular interventions. We encourage you to consider the specific needs of the young people in your care, as well as the contextual factors that might influence their transition, when you are developing your transitional programme.

Instead of trying to prepare a young person just before they need to leave the facility, we also encourage you to develop supports that start when the child enters the system; to put processes in place to prepare the young person while they are at the CYCC and to look into ways that this support can continue into an after care phase, whether this support comes from the CYCC or from partner organisations.

Transitional support interventions should include as many of the aspects outlined in this booklet as possible, as these practices have been shown to contribute to and strengthen young people's resilience. To best prepare the young person for adult life, the transitional support intervention should be delivered from a youth development perspective, where the young person has a chance to build their own capacity for self-reliance. It is important that the intervention includes emotional and practical preparation.

Transitional support interventions should be seen as a crucial part of service provision. These programmes should form an integral part of the life of the Centre. For this to happen, it is important that an enabling environment is developed in which a youth development practice forms part of the way the CYCC works with young people.

It is important to remember that some of the practices that are central to the care and protection of children can actually stand as barriers in preparing young people for their transition. When engaging with young adults, it is important to ask yourself: is the way I am working helping the young person to become more independent or is it unintentionally supporting them to remain dependent? It is valuable to reflect on whether you are working from a youth development or a child protection framework.

Making this shift in practice is not easy. It requires a lot of you as child and youth care workers, social workers and managers, as many of you have come into this profession precisely because you have a heart for being a caregiver, and so shifting these caregiving practices to youth development practices can be quite an adjustment.

Working in this way takes time. It requires an internal shift inside of you – a shift that requires ongoing reflection about when to step in and when to hold back. A youth development practice is one where the practitioner is able to watch a young person make the mistakes they need to make in order to learn the lessons they need to learn, and be there for them to reflect on the experience. It is a practice that sometimes requires letting go of a sense of order and a sense of control, and at other times stepping in to draw the line – and being able to work out what to do in each given situation. Can you let a young person with their learner's license learn to drive in an organisational vehicle? What do you do with the mess that is left behind when young people become responsible for cleaning a particular space? How do you deal with money that has been misused, when it was given as a way to learn to be more responsible? Do you bail someone out of jail? Do you lend them money when they are broke so that they can still get to work?

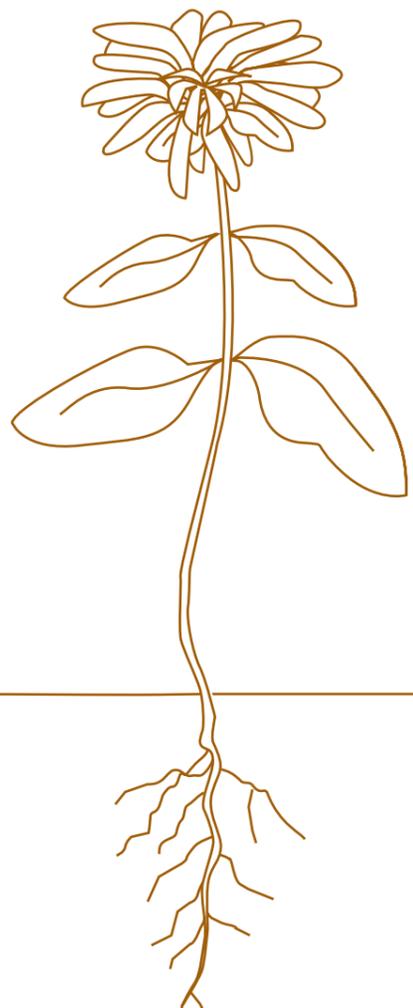
The specific thing that you decide to do as a response to these situations will be different in each Centre. Youth development does not dictate exactly what you should do – it rather asks you to reflect on how what you choose to do helps

the young person to grow. It also focuses on the conversations that you have with the young people about what these experiences have meant for them. Working out how to balance what is at risk and what can be learned is the complex task of the practitioner.

This practice requires having the patience and wisdom to sit in difficult conversations with a young person – at times to talk about something that you saw coming their way, maybe even warned them of, and are now needing to process with them – all the while, holding the knowledge, that going through the experience was important for them.

Just like the young people, it is helpful to have a network of support around you as an organisation. It is helpful to have relationships with partners where you can come together to think creatively about how to strengthen your interventions. It will be important for you to look at what services and supports you already have in place to help the young people in your care, and to see what resources you have around you that can help to better equip them to make these transitions.

Because change is a process, and an uneven one, it is necessary to create spaces to encourage engagement, reflection and involvement to support the changes you are trying to make. It is helpful if spaces are created for conversations where staff members can reflect on and explore how it feels to be incorporating these practices. Creating space for reflection on the building of this practice encourages these practices to grow.



PART 7: USEFUL CONTACTS



GETTING ESSENTIAL DOCUMENTS

Name Organization	Location	Contact	Services	Criteria / Target group
Cape Town Refugee Centre	F12 First Floor Wynberg Centre 123 Main Road Wynberg	Contact: Vuyani Shwane Tel: 021 762 9670 www.ctrc.co.za	To provide a supportive network of services, create a conducive environment and empower vulnerable refugees in South Africa.	Refugees and asylum seekers.
Home Affairs	Faircape Building 56 Barrack Street Cape Town	Contact: Mr. F Joubert Tel: 021 468 4507 www.home-affairs.gov.za	Birth Certificates, Identity Documents, Marriage Certificates, Death Certificates, Adoption, Citizenship, Amendments & Travel Documents	Public
Legal Resources Centre	54 Short Market Street Cape Town	Contact: Thembile Maneli Tel: 021 423 8285 www.lrc.org.za	Legal Advice	First come first served basis, advice provided at no cost.
Scalabrini Centre	47 Commercial Street Cape Town	Contact: Miranda Madikane Tel: 021 465 6433 www.scalabrini.org.za	Welfare and advocacy, as well as socio-economic support is provided to those who have migrated to South Africa.	Refugees and asylum seekers
Traffic Department	Traffic Centres in: Bellville, Durbanville, Elsie's River, Green Point, Goodwood, Ottery, Kuils River, Milnerton, Mitchells Plain, Parow and Phillipi.	Tel: 021 406 8700 www.westerncape.gov.za/directories/facilities/688	Learner's and driver's licence testing, Payment of traffic fines, Law enforcement, Card license renewal, Public driving permits, Card collections.	Public
UCT Law Centre/Refugee Law Clinic	Kramer Law School Building UCT Middle Campus Rondebosch	Contact: Asmah Khan Tel: 021 650 5632 www.refugeerights.uct.ac.za	Legal Advice	Refugees and asylum seekers. By appointment only.



STRENGTHENING SOCIAL AND EMOTIONAL SKILLS

Name Organization	Location	Contact	Services	Criteria / Target group
Alternatives to Violence Project	Quaker Peace Centre 3 Rye Road Mowbray Cape Town	Tel: 0216857800 www.quaker.org/capetown/avp-ct.htm	Helping people to recognise the sources of violent behaviour within themselves and how to avoid and deal with violence in others.	Youth between the ages of 14-21
Cape Mental Health	22 Ivy Street Observatory Cape Town	Contact: Terri-Sue Smith Tel: 021 447 9040 www.capementalhealth.co.za	Mental Health services	People with mental health needs
Child Welfare	Petunia Road Silvertown Bridgetown Cape Town	Tel: 021 638 3127 www.helpkids.org.za	Helping children emerge from crisis situations ranging from drug/alcohol abuse, poverty, homelessness and crime, to severe neglect and physical and sexual abuse.	Children under the age of 18
Empilweni	Metropolitan Building Corner Spine and Ntlazane Roads Ilitha Park Khayelitsha	Contact: Donand Mfuniselwa Tel: 021 361 7063 www.empilweni.org	Individual and Family counseling, Group counseling, Community outreach and capacity building, Advocacy and lobbying around mental health issues, Training in Child Mental Health.	School going children ages 4 to 18
FAMSA	9 Bowden Road Observatory Cape Town	Contact: Gloria Masenene Tel: 021 447 7951 www.famsa.org.za	Counseling Services Training Services Educational / Preventative Services for Children & Youth Educational / Preventative Services for Adults Legal Intervention Services	Young people and their families

Name Organization	Location	Contact	Services	Criteria / Target group
Khululeka	16 Norton Way Rondebosch Cape Town	Contact: Marion Lefleur Tel: 021 685 1128 www.khululeka.org	Training programmes on recognising and supporting bereaved children; mentoring those trained to use the information and skills in their workplace, peer support groups for children who have suffered loss.	Support for youth experiencing the impact of loss and grief.
Life-line	38 Fleming Rd Wynberg Cape Town	Tel:021 762 8198 http://lifelinewc.org.za/	Offers a face-to-face counselling service for adults.	Youth
Loveline	Suite 301 A/B, Building 20 Waverley Business Park Kotzee Road Mowbray	Contact: Clairissa Arendse Tel: 021 447 9942 www.lovelife.org.za	A variety of programmes and resources for young people concerning self- confidence, sexuality and safe sex. Also a portal for internships and learning opportunities.	Youth
Nonceba Family Counselling Centre	29 Tanga Street Eyethu Khayelitsha	Contact: Nandi Junu Tel:021 364 0135 www.nonceba.org	Provides a holistic programme of care to women and children which includes Prevention, Early intervention and treatment.	Children who have been sexually abused

Name Organization	Location	Contact	Services	Criteria / Target group
Rape Crisis	Offices in Athlone, Observatory and Khayelitsha	Contact: Karen Verrooi Tel: 021 4471467 www.rapecrisis.org.za	Counselling and training programmes for rape survivors.	Young people who have experienced sexual violence
Simelela	Site B Day Hospital Lwandle Road Site B Khayelitsha Cape Town	Contact: Thabo Jim Tel:021 361 0543 www.simelela.org.za	Simelela provides confidential medical and emotional support for survivors of domestic and sexual violence	Survivors of sexual and domestic violence in Khayelitsha
The Parent Centre	Upper Level Wynberg Centre 123 Main Road Wynberg Cape Town	Contact: Leticia Thomlinson Tel:021 762 0116 www.theparentcentre.org.za	Support for young parents	Young parents
The Trauma Centre	Cowley House 126 Chapel Street Woodstock Cape Town	Contact: Lulamele Mdudu Tel: 021 465 7373 www.trauma.org.za	Counselling, mentoring and training	Survivors of violence and trauma
Young Mom Support	Desmond Tutu Foundation Youth Centre Guinea Fowl Road Masiphumele Cape Town	www.youngmomsupport.co.za	Provides a safe, healthy and non-judgmental environment for young mothers of all races, cultures, religions and family situations to socialise with their children.	Young mothers

Name Organization	Location	Contact	Services	Criteria / Target group
Cape Town Drug Counselling Centre	1 Roman Road Observatory Cape Town	Contact: Kathy Karasselos Tel: 021 447 8026 www.drugcentre.org.za	Provides treatment, prevention and training services to respond to the challenges of substance abuse.	Youth struggling with substance dependence.
Hope House	14 Silverhurst Way Bergvliet Cape Town	Contact: Judy Stickland Tel: 021 715 0424 www.hopehouse.org.za	Provides counselling, courses, workshops, support groups and training, as well as outpatients rehabilitation programme.	Youth struggling with substance dependence.
Hope Street Dental Clinic	Hope Street Cape Town	Contact: Sister Windt Tel: 021 465 4017 www.westerncape.gov.za > Directories > Facilities > Health > Clinics	Dentistry	Open to the public
Ivan Toms Mens Health Centre	Victoria Walk Road Woodstock Cape Town	Contact: Sue Ferreira Tel: 021 4472844 www.health4men.co.za	Health services for men.	Men
Matrix	C Block Stocks & Stocks Municipal Offices Ntlakhohlaza Street Town 2, Village 1 Khayelitsha Cape Town	Contact: Lumka Njwumbi Tel: 021 360 4014 www.matrixinstitute.org	Drug and substance abuse rehabilitation centre	Youth struggling with substance dependence.
Mitchells Plain Oral Health-care Centre	6th Floor Medical Complex A Z Berman Drive Mitchells Plain Cape Town	Contact: Mr Barnies Tel: 021 3704400 www.westerncape.gov.za > Directories > Facilities > Health > Clinics	Dentistry	Open to the public

Name Organization	Location	Contact	Services	Criteria / Target group
Montrose Equine Therapy	De Grendal Estate Panorama Cape Town	Contact: Stacey Doorley-Jones Tel: 021 801 6725 www.mon-trosefoundation.co.za	Provides lifeskills programme for youth at risk, as well as care for the caregiver programmes. Also provides drug rehabilitation support.	Young people and carers
Nicro	4 Buitensingel Street Cape Town	Contact: Janine Delange Tel: 021 422 1690 www.nicro.org.za	Provides diversion services for children in South Africa.	Children in conflict with the law
Rape Crisis	23 Trill Road, Observatory, Cape Town 335a Klipfontein Road, Gatesville, Athlone. 89 Msobomvu Drive, Ilitha Park, Khayelitsha.	Contact: Karen Togill Tel: 021 447 1467 http://rapecrisis.org.za/	Supporting the recovery of rape survivors.	Rape survivors.
Treatment Action Campaign	2nd Floor Westminster House 122 Longmarket Street Cape Town	Contact: Lawrence Leseka Tel: 021 422 1700 www.tac.org.za	Prevention and Treatment Literacy, Community Health Advocacy.	Information and support for people living with HIV.
Wolanani	Unit 3, Block A, Collingwood Place 9 Drake Street Observatory Cape Town	Contact: Chesray Green Tel: 021 447 2091 www.wolanani.co.za	HIV support groups and income generation activities	People living with HIV and AIDS
Yabonga	2 Main Road Wynberg 7800 Cape Town	Contact: Emily Rudolph Tel: 021 761 2940 www.yabonga.com	Education, personal growth and skills development	Adults, orphans and vulnerable children, as well as to high school youth affected by HIV.
Youth Centre - Bellville	7 Kruiskraal Road Bellville Cape Town	Tel: 021 949 8151	Youth friendly health services	Youth

Name Organization	Location	Contact	Services	Criteria/ Target group
Youth Centre - Crossroads 2	Lansdowne Road Crossroads Cape Town	Tel: 021 386 1113	Youth friendly health services	Youth
Youth Centre - Khayelitsha Site B	C/o Sulani & Sulani Street Site B Khayelitsha Cape Town	Tel: 021 364 8134/5	Youth friendly health services	Youth
Youth Centre - Mitchells Plain	7 Polka Square Town Centre Mitchells Plain Cape Town	Tel: 021 392 1914	Youth friendly health services	Youth

Name Organization	Location	Contact	Services	Criteria/ Target group
Beth Uriel	289 Victoria Road Salt River Cape Town	Contact: Melvin Koopman Tel: 021 447 8727 www.bethuriel.co.za	Youth Development project that provides accommodation for young men wanting to focus on study, work and becoming independent.	Young men aged from 16-24
Fountain of Hope	Z118 Dabula Street Khayelitsha Cape Town	Contact: Noah Malete Tel: 021 703 7477 http://baphumelele.org.za/baphumelele-projects/fountain-of-hope/	Provides a safe and nurturing environment for orphaned and vulnerable children, and young people from alternative care.	Young people aged from 18-21
Nonceba Family Counselling Centre	29 Tanga Street Eyeyethu Khayelitsha Cape Town	Contact: Nandi Junu Tel: 021 3640135 www.nonceba.org.za	Safe houses for abused mothers and their children.	Victims of child abuse/neglect
YMCA	Burham Road Observatory Cape Town	Contact: Julia Koopman Tel: 021 447 6217 http://ymcacapetown.org.za/	Accommodation and youth development	For both men and women

Name Organization	Location	Contact	Services	Criteria / Target group
Annual Career Fair (UCT)	North Lane Rondebosch Cape Town	Contact: Monica Gqoji Tel: 021 6502497 www.careers.uct.ac.za/at-tend-careers-expo	A multitude of learning and training opportunities available to the public.	Youth
BEST Centre	20 Durham Avenue Salt River Cape Town	Contact: Mrs Solomon Tel: 021 448 5746 www.bestcentre.co.za	ABET school for learners who are older than their grade. School supports young people who have fallen behind on their education and provides a nurturing environment to return to the mainstream system.	Young people between 14 and 18 years of age.
Career Planet	Online	www.careerplanet.co.za	Learning opportunities and a connection-to-opportunities portal	Unemployed youth
City Mission	66 Tarentaal Road Bridgetown Athlone Cape Town	Contact: Olivia Olivier Tel: 021 699 0692 www.citymission.org.za	Training courses available for young people	Children who have formerly lived on the street or are not in school.
College of Cape Town	334 Albert Road Salt River Cape Town	Contact: Signori Koli Tel: 021 696 5133 www.cct.edu.za	Short courses and Diplomas.	Minimum Grade 9
Cornerstone College	Cnr Durham & Victoria Roads Observatory Cape Town	Contact: Call centre Tel: 0877557755 www.cornerstone.ac.za	Short courses and Diplomas.	Matric Certificate

Name Organization	Location	Contact	Services	Criteria / Target group
CPUT	Keizersgracht and Tennant Street Zonnebloem	Contact: Call centre Tel: 021 460 3911 www.cput.ac.za	The university has six faculties offering a wide range of accredited undergraduate and postgraduate courses in the fields of Applied Sciences, Business, Education and Social Sciences, Engineering, Informatics and Design as well as Health and Wellness Sciences.	Matric Certificate
False Bay College	Westlake Dr Westlake Cape Town	Contact: Sanelsiwe Ntshkelo Tel: 021 701 1340 www.falsebaycollege.co.za/	Offers quality, accredited, vocational, occupational and skills programmes in a range of fields, designed with industry to meet the skills shortages of South Africa.	Grade 9
Ikamva Youth	Makhaza: The Nazeema Isaacs Library Nyanga: The Zolani Centre Masiphumelele: The Masi Library	Contact: Joy Olivier Tel: 021 462 5590 http://ikamvayouth.org/	Through weekly tutoring and support, IkamvaYouth equips learners from disadvantaged communities with the knowledge, skills, networks and resources to access tertiary education and/or employment opportunities once they matriculate.	Young people from Khayelitsha, Nyanga and Masiphumelele from grades 9 - 12.
Marguerite Steppe		Contact: Marguerite Steppe Tel: 083 238 4146 http://msteppebyl.wix.com/careercoaching	Educational Assessments	School going youth
Northlink	80 Voortrekker Road Bellville Cape Town	Contact: Call Centre Tel: 0860065465 www.northlink.co.za	Runs vocational courses.	Minimum Grade 9

Name Organization	Location	Contact	Services	Criteria / Target group
NSFAS	Private Bag X4 Plumstead Cape Town	Contact: Call centre Tel: 0860 067 327 www.nsfas.org.za	NSFAS provide loans and bursaries to students at all 25 public universities and 50 public TVET colleges throughout the country.	NSFAS assists students who have the academic potential to succeed at university and who qualify in terms of the NSFAS Means Test for financial aid.
SA Chefs Academy	Black River Park Fir Street Observatory Cape Town	Contact: Shakira Amos Tel: 021 447 3168 www.sachefsacademy.com	Practical intensive course with hands-on classes training Chefs.	Matric Certificate
School of Hope	27A Waverley Business Park Kotzee Road Observatory Cape Town	Contact: Fred Kleimschmidt Tel: 021 447 0334 www.thembaletsha.org.za	Provides small classroom-based education for young people Grades 9-12	Young people up to age 22 wanting to complete high school.
Tsiba	307 Forest Drive Extension Pinelands Cape Town	Contact: Rosie DuPreez Tel: 021 5322750 www.tsiba.org.za	Accredited full time degree programmes at little or no cost to the students (the HCBA and the BBA degree) and a Postgraduate Diploma in Small Enterprise Consulting. The Ignition Centre includes Enterprise Development, Community Training and Leadership Development.	Matric Certificate

Name Organization	Location	Contact	Services	Criteria / Target group
Amandla EduFootball	302 Salt Circle 19 Kent Street Salt River Cape Town	Contact: Yanga Dudumashe Tel: 021 447 8261 www.edufootball.org	Creating safe spaces that bring together the power of football and learning to empower youth and change lives.	Youth
Central Library	Old Drill Hall Cnr. Parade & Darling Street Cape Town	Contact: Mrs S Brijmohun Tel: 021 444 0209 https://www.capetown.gov.za/en/Library/Pages/CentralLibrary.aspx	The library not only lends books to residents but also provides them with access to electronic resources, magazines and journals, programmes in information-retrieval skills, lifelong learning and storytelling. City libraries function as cultural hubs and venues for community activities and events.	Public
Dance for All	10 Aden Avenue Athlone Cape Town	Contact: Simone Williams Tel: 021 697 5509 www.danceforall.co.za	Provides a structured extramural activity in the form of dance classes for children and youth in historically disadvantaged communities.	Youth
Educo Africa	7 Dalegarth Road Plumstead Cape Town	Contact: Siphelele Chirwe Tel: 021 761 8939 www.educo.org.za	Youth Development and Leadership, with a special focus on wilderness-based Rites of Passage work.	Youth



Name Organization	Location	Contact	Services	Criteria / Target group
Realistic	Shop No 9, NY6 Gugulethu Cape Town	Contact: Solomon Madikane Tel: 021 633 1800 www.charitysa.co.za/realistic.html	Vocational and Therapeutic Programmes.	Youth
WC Youth Development Forum	4 Albertus Street Cape Town	Contact: Janice Sparg Tel: 072 4500 456 https://sites.google.com/site/wcscfsa/home/about-the-youth-forum	A collaborative space where Youth Development organisations monthly to share resources, build practice and connect to other service providers.	Registered Non-profit organisations
Western Cape Network for Community Peace and Development	Office 4, 1st Floor at Gugulethu Sports Complex Steve Biko Drive Gugulethu Cape Town	Contact: Nariman Laattoe Tel: 021 829 0181 www.peacenetnetworkwc.org	A collectively guided independent and registered non-profit umbrella organization that aims to create peaceful and sustainable communities in the Western Cape.	Registered Non-profit organisations
Young in Prison	41 Community House Salt River Road Salt River Cape Town	Contact: Clinton Osbourn Tel: 021 448 5275 www.younginprison.org.za	To prepare children and youth in conflict with law in making the transition from incarceration back into society through imparting life skills for behaviour change, offering skills development for effective reintegration and reducing re-offending.	Young people with who have been incarcerated.



Name Organization	Location	Contact	Services	Criteria / Target group
Youth Cafés	Shop VR6A, Vangate Mall, Vanguard Drive Shop 15, Rocklands, Shopping Centre, Cnr Caravelle Road and Park Avenue	Contact: Christine Tafel Tel: 021 699 0402 www.youthcafe.co.za	One-stop hub where young people across the social divide can come together and access services, opportunities and support. Access to opportunities, free Internet and skills training workshops.	Youth
Zama Dance School	NY43 Gugulethu Cape Town	Contact: Andrew Warti Tel: 021 638 6861 www.zamadance.co.za	Through the medium of dance and specifically classical ballet, Zama Dance School aims to develop young dancers, choreographers and teachers by equipping them with a sense of pride, self-discipline and achievement.	Youth



Name Organization	Location	Contact	Services	Criteria / Target group
Dreamworker	2nd Floor, Cape Town Science Centre 370B Main Road Observatory Cape Town	Contact: Bronnie Davidson Tel: 021 448 5828 www.dreamworker.org.za	Assists young people to write CVs and places their CV on a central database for recruitment.	Young people in search of employment
Harambee	Online	http://harambee.co.za/	Recruitment service	Young people in search of employment - particularly those with Matric.
Jobstart	37A Somerset Road Green Point Cape Town	Contact: Ntsiki Jacobs Tel: 0214611404 www.cwd.org.za/jobstart.asp	Skills Training Centre targeting unemployed people between the ages of 18-45 from disadvantaged communities.	Unemployed people from 18-45
Learn to Earn	79 Belvedere Road Claremont Cape Town	Contact: Heather Britten Tel: 021 671 2230 www.learn-to-earn.org.za	A skills development and job creation organisation providing training and support.	Unemployed people between 18-45
NETWORK	Capitol Corner 25 Church Street 1st Floor Wynberg Cape Town	Contact: Phillipa Maramwijze Tel: 021 761 5370 www.network.org.za	Job readiness programme that provides information and access to networks and opportunities for work.	Young people in search of employment
Phillipi Trust	23 Bright Street Somerset West Cape Town	Contact: Chantel Philander Tel: 074 181 5488 www.philippitrust.co.za	Provides affordable and accessible professional counselling and counselling training to both churches and communities.	Youth in need of counselling and young people wanting to train as counsellors.
Robin Trust	Howard Place Cape Town	Contact: Abigail Newman Tel: 021 447 1565 www.pinelandsdirectory.co.za/detailSubscriber.php?id=975	The trust aims to provide training and create employment opportunities to those who display an aptitude and desire to care for others.	Young people wanting to train as home-based carers



Name Organization	Location	Contact	Services	Criteria / Target group
Salesians	2 Somerset Road Greenpoint Cape Town	Contact: Sive Ngqwala Tel: 021 425 1450 www.salesians.org.za	Youth development activities and skills training programmes for young males with little or no family support structures between the ages of 17 and 24 to assist them to reintegrate into mainstream society.	Young men between the ages of 17 -24
St Johns Ambulance	183 Sir Lowry Road Woodstock Cape Town	Contact: Noeleen Van De Merwe Tel: 021 461 8420 www.stjohn.org.za	First Aid and Home-based Care Training	Young people wanting to get training in first aid or as home-based carers
Youngpeople@work	Bishop Lavis Library Lavis Drive Cape Town	Contact: Frank Julie Tel: 021 9115444 www.youngpeopleatwork.weebly.com	Provides a job readiness programme and computer skills training, as well as access to networks and opportunities for work.	Young people in search of employment
Zenzele	Khayelitsha Training Centre Corner of Lwandle and Spine Road Khayelitsha Cape Town	Contact: Nthabiseng Tsolo Tel: 021 361 1840 http://www.charitysa.co.za/zenzele-training-and-development.html	Provides vocational skills training, business skills training, mentorship and small business development for the unemployed people, especially youth from Khayelitsha and surrounding areas.	Youth

Transitional Support Programmes for the Child and Youth Care Sector

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In this booklet we outline Mamelani's approach to Youth Development and our approach to providing transitional support to young people as they transition out of Child and Youth Care Centres. We share what we believe should go into a Transitional Support Programme and unpack the ways in which adults can best support young people as they make these transitions. The lessons learned and ideas shared have come out of Mamelani's work with young care leavers over the last decade.

The purpose of this booklet is to provide a framework that can guide others who want to strengthen their transitional support programmes. We hope that what is shared here can help you and your team to think about what would work best in your context and assist you to prepare and equip the young people in your care as they journey towards adulthood.

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