

Profile

RAISING GIANTS



HIV PREVENTION PROGRAM, HIV and
AIDS CARE AND HIV TRAINING
PROGRAM



Registration No: 131-229 NGO

Background to Raising Giants (I)

- Meeting of Minds

- ✓ When founder and philanthropist Sicelo Mathenjwa and few friends saw the need. They took the initiative to gather a group around them, consisting of local activists and few experts, with the ambition to develop a response that would help young people to participate in sport and avoid unsafe sex, drugs and in criminal activities.
- ✓ Sport and physical education is another view of join or fight with surrounding natural environment. It noteworthy that human mind requires minimal training. If circumstances are integrated with rural traditions, intrinsic rural development would be definitely followed by increased productivity of land and creatures.
- ✓ Sport and physical education not only facilitate human interaction with rural development factors, but it will reconcile humans with development and their economic, social, cultural activities with surrounding environment.
- ✓ The group developed a behaviour change programme that sought to inspire youth to avoid risky behaviours by instilling in them a set of incentives that would motivate them to avoid unsafe sex and instead focus on their school work and they believe that sport will definitely prohibit young people to focus their mind in the wrong things and unsafe sex.
- ✓ Raising Giants came to contribute to the holistic development of young people in the rural development.

Background to Raising Giants (II)

- About Us

- ✓ Raising Giants is a Non-Governmental Organization that aims to bridge the educational information gap between rural high school learners and their peers in urban high schools, the organization aim to offer previously disadvantage young people who demonstrate the potential to excel academically, and who have the desire to fully engage in available opportunities. It is the Scholarship's vision to develop a community of young academically minded youth so that learners will gain access to university. Education in South Africa has traditionally created a divide between rural and urban high school graduates. Rural learners matriculate without the necessary academic and social capital to effectively explore their further education options and to succeed in university life. If they do gain access to a tertiary education institution they struggle to adapt to the university and urban environment and consequently many rural students drop out before completing their studies. Rural youth are marginalized in these settings because they face a multitude of overlapping challenges including access to information, finance, information technology skills, language abilities, and internalized feelings of inferiority.

Background to Raising Giants (III)

- Raising Giants model

- ✓ Raising Giants intervention model is based on the assumption that if young people in the rural area have a **dream** of better life, if they have **self-esteem** to know that they are worthy of a better life, if they have **self-confidence** to know that they have some power to change their lives, and if they have **self-discipline** to work hard well then, they can Indeed make that dream come true.
- ✓ Through a unique combination of joyful inspiration, music and arts, psycho-social support, Life Skills education, HIV literacy and attention to the individual learner,

Raising Giants provides support to High School learners and University students so that they can build their self-esteem, strengthen their self-confidence and stay disciplined on their studies.

Background to Raising Giants (IV)

- The nature of intervention

- ✓ The Raising giants intervention is centred on the work by Mentors at the schools. With a basic university degree in the behavioural sciences, including psychology, each Coach works in 2- 4 schools depending on enrolment.
- ✓ The Mentor works with three main programme components: two large workshops each year, a set of classroom sessions, as well as individual psycho-social support.
- ✓ To assist in this work, Raising Giants develops Peer Educators among the learners as well as strong support among teachers and the Principal.
- ✓ Mentors work within the general Life Skills curriculum and Raising Giants seeks to align its programme to the vision of the schools and the policy goals of the Education Department.

Background to Raising Giants (V)

- Executive Summary

- ✓ Raising Giants is an NGO which was founded due to a need for young people to know that even though no one can walk their journey to success and greatness for them but there is someone out there who cares enough to walk this journey with them. According to Statistic SA 4.7 percent of South African children are orphans, 8.1 percent live in a skip-generation households with their grandparents, 55.5 percent of households headed by young people aged 15 to 24 and 36.4 percent of young people [aged 15 to 24] who dropped out of educational institution due to lack of money to pay fees as the main reason for dropping out. Therefore, founding Raising Giants is to alleviate such percentage of the future generation of this country through sports, evidently, due to these young people's circumstances believing in a changed, better and brighter tomorrow is merely a dream. Most of uMkhanyakude young people in the above-mentioned circumstances have no one to look up to and if they do have someone they look up to, they have no belief that they will get to level they [Role Models] are in due to their day to day reality. However, introducing sports can keep young people at school, focused on their future ambitions and transformed with a hope that it is possible.
- ✓ Realities indicate limited hardware and software sports facilities in uMkhanyakude. Given the young population and youth enthusiasm and interest in sport, authorities should develop a plan for decentralization and development of sport facilities in different parts of South Africa rural communities. A general look at the structure of sport and physical education in rural communities clearly reveals lack of facilities in rural areas. This can lead to migration, drug addiction and other social complications.

Raising Giants responding to challenges

- Executive Summary

- ✓ Education in South Africa has traditionally created a divide between rural and urban high school graduates. Rural learners matriculate without the necessary academic and social capital to effectively explore their further education options and to succeed in university life.

- ✓ If they do gain access to a tertiary education institution they struggle to adapt to the university and urban environment and consequently many rural students drop out before completing their studies. Rural youth are marginalised in these settings because they face a multitude of overlapping challenges including access to sports, information, finance, information technology skills, language abilities, and internalised feelings of inferiority.

Vision Statement

- Raising Giants

To attest to a generation that takes charge of their development and growth through mentorship and mentoring. A youth that strives to be prominent and take [a] lead in their future"

Mission Statement

- Raising Giants

To nurture a generation that will be transformed to look beyond their adversities into the extraordinary beings they are.

Objectives

- ✓ To strengthen the internal infrastructure and self-esteem of learners, to enable them to make life-affirming decisions and choices.
- ✓ To reinforce a comprehensive understanding of HIV and AIDS, as well as the factors associated with protection and risk.
- ✓ To inspire commitment to improved academic performance and to foster a turnaround in the rate of school dropouts.
- ✓ To advocate primary and secondary sexual abstinence.
- ✓ To engender a culture of safe and faithful relationships.
- ✓ To cultivate responsible sexuality and sexual responsibility through the safe use of condoms as a means of preventing unwanted pregnancy and Sexually Transmitted Infections (STIs), including HIV and AIDS.
- ✓ To promote HIV Counselling and Testing (HCT) as the only sure way of knowing and living meaningfully with one's HIV status
- ✓ To motivate, guide and support future leaders to be giants in their own fields in order to bring change in their communities
- ✓ To empower strong minds of youth in order to develop a well healthy community
- ✓ To create confidence for future leaders to be giants in order to handle any challenge that they may face

Project Objectives

The ultimate benefits of the Raising Giants HIV and AIDS school based intervention are:

- A. **Self Esteem.** To improve self-esteem among young people in schools. The school project aims at integrating HIV and AIDS prevention in the school curriculum and in the mainstream structures of the school through partnerships between the management and teachers in schools.

- B. **Improved capacities** of young people. This focuses on building youth capacity and awareness to inspire young people to take personal responsibility for their education, to improve self-esteem among learners in school based skills development and educational programmes and provide information to youth on life skills necessary for improving young people's behaviours.

Project Description

Target Group

The project is targeting school going young people and University students from ages 13 to 23 years. These children will be in school grades 8 to grade 12 and Year 1 to Year four at University. A school environment has been identified as it is one of the most suitable sites for a project that address challenges facing young people, in the sense that:

- ✓ Schools are a site where young people of the target age group and gender mix congregate in the highest numbers, frequency and consistency. This allows for appropriate targeted interventions and desired predictability of access.
- ✓ Schools provide a 'natural' infrastructure for intervention implementation, as they have historical legitimacy as centres of care, youth participation, support and learning.
- ✓ Teachers (Educators) are in a position to share their vision with youth and other constituencies.
- ✓ Schools are best suited for creating partnerships and awareness because they bring together the community, through school structures like the School Management Teams.

Raising Giants - Key Activities

The Raising Giants HIV and AIDS Intervention programme is implemented over a period of 3-5 years.

Year 1 implementation is described below:

Pre – launch

- ✓ Principals of selected schools attend a workshop on the program, to enable them to obtain support with skills and strategies for the effective running of their schools. This is done two (2) or one (1) month(s) before Launch of the project.
- ✓ The School Management Team (SMT) attends a workshop at the school, to support and coach SMTs, as heads of learning streams, with strategies to promote a culture of effective teaching and learning of HIV and AIDS intervention. Along with this workshop, RG and the SMT conclude a Memorandum of Understanding (MOU). This is conducted one (1) month before the launch of the programme.
- ✓ A first workshop for Teachers (average of 35 teachers per school), to promote inspiration and transformation to learners through the mental inspiration and personal transformation of teachers as leaders and eminent role models in the school and the community. This is conducted either one (1) week before the launch or as part of the launch.

- ✓ A first workshop for all learners at schools, which lasts for about 3-4 days, is conducted at a hired marquee to avoid destruction of teaching and learning.

Post launch

- ✓ Mentors (Life skills) work once a week in a school, providing One-on-One mentoring, counselling, consultations, coaching and classroom workshops.
- ✓ Mentors launch peer educators programme, which is conducted as a workshop for 30 learners at school. This is conducted two (2) to three (3) months after the launch.
- ✓ The peer educators' programmes allow young people (learners) to debate around issues that affect their lives, and how to prevent HIV and AIDS. The peer educators programmes are very effective forums for promoting youth conversations
- ✓ Two (2) days long Life Orientation (LO) workshops on self actualization. Four (4) workshops for all the schools are conducted, at a hired venue. Each teacher receives an information pack. This is conducted three (3) to four (4) months after the launch.
- ✓ School Management Team (SMT) workshop-meeting based at the school to discuss the progress. This is conducted four (4) to five (5) months after the launch.
- ✓ Second workshop for teachers is conducted. This lasts for about two (2) to three (3) hours at the school. Each teacher receives an information pack, as workshop material. This is done six (6) months after the launch.
- ✓ Second workshop for learners, conducted by coach, a marquee is hired for three (3) to four (4) days, an information pack is provided. This is conducted six (6) months after the launch.
- ✓ Awards day (speech and prize) each school will have this function to recognize learners who are going an extra mile, trophies and medals are provided by RG-School
- ✓ A five days (total of 20 days over 2 years) capacity building workshop on lay counselling workshop for LO educators for all the schools (1 representative per schools). This is a skills based approach which is conducted in partnership with the **University**. In addition to the support given to LO educators in equipping them with skills for identifying and supporting fellow learners with specific needs and challenges, this initiative is also in line with the Department's strategy of transforming schools into centres of care and support. This is conducted seven (7) months after the launch.
- ✓ Principals' forums, which are designed to discuss progress. These are conducted at the end of the year (eight to nine months after the launch).

In addition to the regular workshops and training activities, there are meetings held, to facilitate the transfer of skills, creating a platform for both Mentors and LO educators to share their experiences and to support LO educators in enhancing their roles as Mentors.

Once all the programmes are implemented successfully in year 1, the same process for implementing the same types of programmes in year 2 and year 3 is followed.

Raising Giants value propositions

Raising Giants ensures that there is child participation through the following

- ✓ Youth Parliaments.
- ✓ Learner workshops where the programmes promote dialogue and debate among young people.

- ✓ Peer Educators workshops. Young people take ownership of the programmes by taking roles and responsibilities for conducting peer education workshops. The peer educators provide services to fellow students always through a structured grouping (i.e. a classroom or grouping of classrooms).
- ✓ Through the participation of young people, through using a school based intervention approach.

Raising Giants ensures that there is community responsiveness through the following:

- ✓ By involving people who have knowledge of the community to participate as Mentors for learners, which develop them into community that is able to respond to young people's problems. These mentors are drawn from the community.
- ✓ Evaluation of the RG School based intervention programme conducted by Giants Alive Group is clear that RG has effective ways of working with community through schools and other related structures.

RG shows having a knowledge repository through the following:

- ✓ Reports from mentors. The mentors are the ones implementing the programmes directly, and they in turn record all information.
- ✓ Monitoring and evaluation

RG addresses accountability among stakeholders through the following:

- ✓ MOU with schools, which compel both the RG and the schools to be accountable to each other.
- ✓ The RG approaches and methods of implementation are line with priorities of NDOH, school districts or community organizations, showing that RG is accountable to the Government and other partners.

RG considers having a safety and nurturing environment in the following ways:

- ✓ By choosing schools as sites of implementation. Schools provide a 'natural' infrastructure for intervention implementation, as they have historical legitimacy as centres of care, youth participation, support and learning.

Raising Giants

- Underlying problems and the context of project existence in the area
- ✓ With 35% of all new HIV infections, Southern Africa remains the sub-region in Africa that is worst hit by the pandemic. South Africa continues to bear a disproportionate share of the burden, as a national HIV prevalence and incidence study by Shisana *et al.* (2009) showed that the prevalence rate of HIV among all adult (15-49 years) South Africans was approximately 16.9% in 2008. South Africa has the largest national epidemic in absolute numbers, with 5.2 million people being HIV positive in 2008.

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- Target Group and desired Outcomes

Our framework is designed to provide opportunities for both Youth and Adult in each of these areas:

- ✓ **Competence** – Positive view of one’s actions in specific areas including Sport, social, academic, cognitive, and vocational.
- ✓ **Confidence** – The internal sense of overall positive self-worth and self-efficacy, identity, and belief in the future.
- ✓ **Connection** – Positive bonds with people and institutions—peers, family, school, and community—in which both parties contribute to the relationship.
- ✓ **Character** – Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), spirituality, integrity.
- ✓ **Caring and Compassion** – A sense of sympathy and empathy for others.

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- Beneficiary – How will they benefit

- ✓ Career Guidance
 - What areas of your career would you like to develop?
 - What do you see as the next logical step for your career? What doubts do you have that you may be able to reach the next step?
 - What is your long-term vision for your career?
 - What are your educational goals?
- ✓ Personal Development
 - What are your current strengths and developmental areas?
 - What steps would you like to take to improve in these areas?
 - What individuals/books/events have most impacted who you are?
 - What are you passionate about?
- ✓ Knowledge Sharing
 - Discuss an article or book that impacted your personal or professional life.
 - Explain some of the “un-written rules” you have learned about being successful
- ✓ Young emerging leaders’ conversation
 - Ethics in leadership
 - Mentoring and succession in leadership
- ✓ Networking
 - Link up with other sporting pairs / codes or another activity.
- ✓ Skill Development
 - Ask to observe your coaches while he/she presents to a group.
 - Discuss insights and takeaways.

✓ Career Advice

- Offer to tell your sporting career story in some detail. How did you start your career?
- What changes did you make along the way? Include high and low points and how these learning experiences helped you.

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- Ensures that there is community responsiveness through the following:

- ✓ By involving people who have knowledge of the community to participate as different sporting codes coaches for young people, which develop them into community that is able to respond to young people's problems. These coaches are drawn from the community.
- ✓ Evaluation of the program intervention will be conducted by independent evaluators.

Programmes objectives

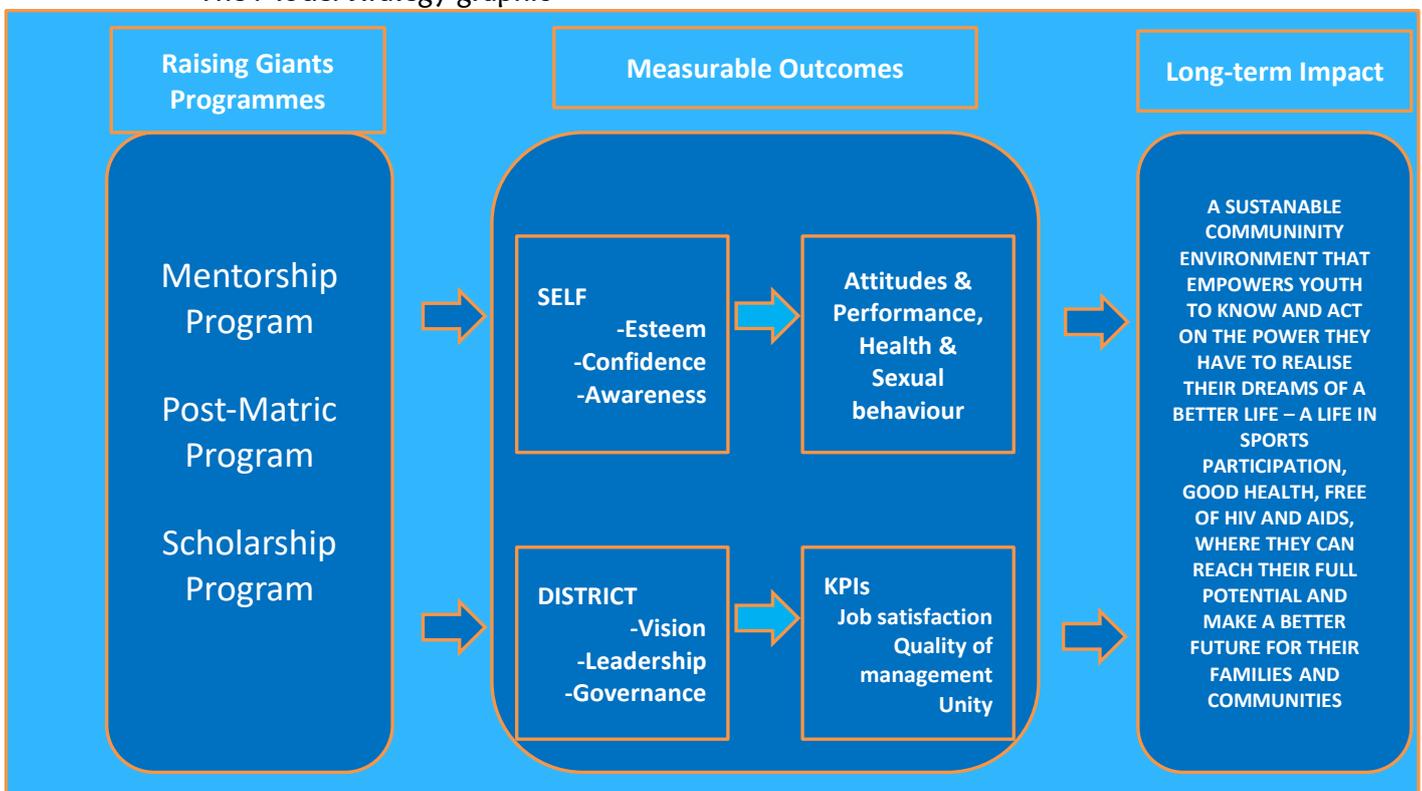
- Youth Objectives

<ul style="list-style-type: none"> ✓ Enabling children and youth to articulate their needs and aspirations through sports and forums that promote their developments. 	<ul style="list-style-type: none"> ✓ Raising Giants emphasizes on the centrality of self-esteem in getting youth to realize their dreams and aspirations.
<ul style="list-style-type: none"> ✓ Conducting tournaments amongst young people, in the district. 	<ul style="list-style-type: none"> ✓ Raising Giants creates partnerships with municipality and schools to implement the programme.
<ul style="list-style-type: none"> ✓ Enabling young people to participate in decision making and engage them in policy development. 	<ul style="list-style-type: none"> ✓ Self-esteem contributes to building very positive attitudes to young people's life opportunities and their attitudes towards school. Better performance and educational development among young people allows them to be informed of the policy environment and how it affects them. ✓ Knowledge and awareness of HIV in community, where the resources for sustainability of its projects are drawn from is also important in creating self-esteem, behavior change and ultimately the ability to participate in decision-making. ✓ Positive attitudes towards sports, behavior change do determine preventive actions such as condom use, pregnancy testing and reduced incidence of sexual indulgence.

- ✓ Advocacy programmes that enable young people to participate in issues affecting them, their wellbeing and communities to be responsive to children's rights.
- ✓ Sports participation advocate for the delay of drug usage, sexual debut. In this principle, Raising Giants works closely with schools and out of school youth through a series of workshops and monthly themes. The monthly themes are developed together with young people at schools under the guidance of teachers

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- The Model strategy graphic



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- Experiencing Challenges

Sustainability

- ✓ While the programme had proven to be effective for the learners, an initial three – year intervention didn't to build sufficient capacity and motivation in the schools to take over the running of the programme – there was a lack of sustainability.

Relevance

- ✓ Although HIV remains a major public health threat in the region, it is no longer the exceptional threat it was only a few years back. In order to assist the youth in that

context, Raising Giants can therefore no longer remain limited to HIV prevention, or we will become irrelevant to the learners.

Sustainability

- ✓ In order to ensure sustainability, Raising Giants now makes a long-term commitment to a 5+ year intervention in each school, with more emphasis given to help strengthen the school and its ability to take ownership of the programme in the long-term. We call this our 'Model School Strategy'.

Relevance

- ✓ Without losing our original focus on reducing HIV incidence among learners, SFL now has the broader ambition to empower learners with inspiration for education, entrepreneurship and skills development, as well as more general health promotion.

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- Expected Outputs and Outcomes

The importance of this project lies also in the anticipated outcome and the benefits would be multi-dimensional.

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- Community Initiatives

As part of the HIV/Aids programme, Raising Giants offers educational health services through its mentors. RG organize mobile clinic that visits schools, this facility which visits each school at least once every term offers HIV testing counselling and other medical services to teachers and members of the local community in these rural areas that are not very well serviced. Where required individuals are referred to centres where special care and attention can be provided over and above Star for Life service offering.

Currently Raising Giants is exploring skills development and entrepreneurship assistance programmes for roll out in some areas of our operations

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- Expected Outputs and Outcomes

Essentially the programme will bring positive change to young people, through their active participation in interventions that affect their lives. The following positive outcomes are expected:

- ✓ RG learners, through attaining high levels of self esteem will be able to demonstrate positive attitudes towards school, better school attendance, better

performance and sound knowledge of HIV and AIDS. Therefore RG assists in preventing relative disadvantage in school attendance among young people.

- ✓ Young people will understand and assess the individual, social and environmental factors that raise and lower the risk of HIV transmission.
- ✓ RG learners will cope with the effects of HIV and AIDS because of attaining high levels of self esteem.
- ✓ Young people will know confidently, that their individual development is as a result of their active participation in programmes that affect their lives.
- ✓ Increased reflection on the RG interventions, such as use of the dream book, will enable young people to document their aspirations for the future.
- ✓ Increased youth participation because of forums and sessions where the learners discuss issues about life, school, sexual behaviour and HIV and AIDS. These forums and discussions will integrate in the day to day school activities and in other themes of extra curricula activities like drama clubs, debating clubs, music, and art.
- ✓ Increased abstinence from sex will most likely be common thinking among learners and teachers, thereby preventing HIV-infection.

There is continued support provided by one Life Coach who is retained to train special groups at each school. The Life Coach, who is a Psychologist, works in the schools which have graduated from RG programme, providing training to Peer Educators, Lay Counsellors, and the LO teachers to continue the RG work over a period of two years.



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