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ABCD Training and Research Programme

Households 2015

Day 1

Facilitators: Nondumiso Pinyana, Anne Löffler

10.2.2015 Group 1

11.12.2015 Group 2



Overview

Group 1: Tuesday, 10th February – Extension 10, Extension 6, Extension 7, Transit Camp:

Group 2: Wednesday, 11th February – Bowker Street and Sun City

Programme:

09.00 - 9.20 am	Arrival
09.30 - 10.00 am	Welcome
10.05 - 12.00 pm	Research
01.00- 02.00 pm	Lunch
02.00 - 04.00 pm	ABCD (Introduction and Paradigm Shifting)

Details

Original plans

We formed two groups for our ABCD training: 1) Parents from Bowkerstreet and Sun City, 2) Parents from Extension 6, Extension 7, Extension 10 and Transit Camp. We planned to facilitate 2 training days with each group. The first day was used for a first ABCD-intervention impact survey and Asset Based Community Development was introduced (see programme description Group 1, Tuesday 10th February). For the second day we had planned working on the module of Paradigm Shifting.

The programme from day one we will have concluded for both groups until the 18th February. Day two as such could not be facilitated for group 2. With Group 1 we will repeat some material from day 1 and have an activity on “Types of poverty” (see details below).

Process

Group 1: Tuesday, 10th February – Extension 10, Extension 6, Extension 7, Transit Camp:

A) Attendance:

Parents → 3 members of three households out of 11 (one has a death in the family, three are working, four people did not send us apologies)

Other → 5 (Community Work Project) CWP workers

Altogether there were 8 attendees.

B) General Reflection:

We started one hour later because the people arrived late. Five CWP's (Community Workers Project) were interested in attending the workshop and asked us if they may participate. This group we know superficially from our visits at Sakhingomso. They were helping the play school with exercising different repairs and gardening. We felt first indecisive because with this workshop, including the intervention research which started the same day, we only considered our "target areas" (adult family members from Transit Camp, Extension 10, Extension 7 and Extension 6) and the intervention impact we wanted to measure. However, we decided to allow their attendance because we valued their interest and initiative taking. We were disappointed by the low parent-attendance (27 percent) who received a personal invitation letter (handed out at our first family visits) and were reminded by SMS a couple of days in advance. The expectations for the workshop from the group were: "more information about the workshop; to help others; change and positive attitude". However, we realized we should share our expectations to the group too (especially concerning the use of cellphones during activities and plenum sessions). However, the feedback at our checkout-round was very positive and we are optimistic that the parents who attended will come back to the follow-up session next week.

With our old community partner Sakhingomso, who was offered and agreed upon to be paid for the Event Management (preparing the venue with chairs, electricity and providing lunch), we were disappointed. The class room was not set-up and the lunch was prepared carelessly and insufficiently. We informed Sakhingomso about our concerns in a letter and reduced the scope of our collaboration to venue hire (including lights and room preparation) only from now on.



C) Workshop course

Introduction:

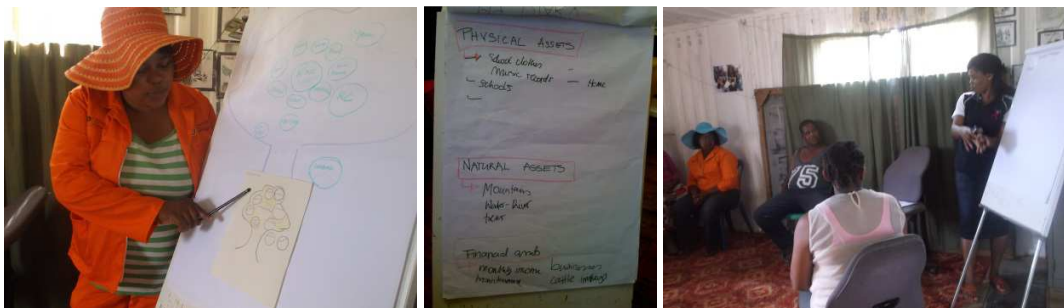
Personal introduction exercise in pairs went well and was a nice warm-up for the group. We need to do more of these activities.

Research

In this section of the workshop none of the participants was made aware of “assets” and “change” or anything related to paradigm shifting or ABCD yet. All participants completed 3 questionnaires which – we hope – will help us gaining an idea where people stand/ where do we start from. *Questionnaire 1* was focused on how / or if people appreciate themselves and the gifts they have. Furthermore it contained questions which gave an impression of how conscious people are about their physical/ material and social assets. *Questionnaire 2* focused on how people regard their community and its capacity and the last one contained questions reflecting on how people look after themselves (health and health sustaining behavior). In addition, people shared a little bit more about the situation concerning their social networks at by using the tree method (distance/ nearness of apples symbolizing people and their relationships). When asking the participants to 1. think of the different things, objects, institutions or people they would use or consult in order to get better and 2. Draw a mind-map with these it came to a misunderstanding. The attendees brainstormed about things, institutions and people who help for wellness (instead of looking at whom *they* approach or things *they* use). So, the next time we need to ask clearer, e.g.: “Remember the last time you felt ill or sick, which objects, institutions and people helped you to get better?” Finally, all participants concluded responding to *questionnaire-3* which reflects on ways how people look after themselves (health-sustaining behavior).

Finally, the research part didn't seem to be as exciting and fun as the ABCD training which followed after lunch. But we need to plan some ice-breakers in between so that the research part does not feel as “dry” and monotone. Furthermore, we are thinking about handing back the individual questionnaires to the respondents after the last

survey for them to have a personal documentation of their personal process. (Note: The same questionnaires, social network trees and the mind-map will be done at the end of 2015 as well as 2016.)



After the lunch break *ABCD* was introduced:

Appreciative Inquiry – sharing of story of success:

The question given to the whole group was: “What was your last story of success? What happened and what made it a success?” The immediate response was surprise and most attendees claimed it was difficult to answer. However, after a few minutes each member of the group could recall some of these memories. Meanwhile, one of us facilitators started gathering assets on the flipchart which were part of the stories of success.

Community A and B:

To open the peoples’ minds for the possibility of a different perspective when assessing present conditions (introduction of assets and *ABCD*) we introduced the stories of community A and community B. Both, in fact, are the same community but looked at in two different lenses: 1. in a very pessimistic way, and 2. in appreciation of its resourceful presence. The participants were divided into two groups which represented community A and community B. One facilitator read to the groups:

Community A: “You visited a community and noticed a lot people standing around with nothing to do. Most people have little or no formal schooling and lack skills. Adults are unemployed and dependent on welfare grants. Children do not have recreational facilities and there is no pre-school. There are few community leaders and little capacity to manage large scale programmes.”

Community B: “You visited a community and noticed it is vibrant. People are friendly and seem close knit. People have taught themselves a range of skills like building, sewing, brick making, beadwork, weaving, candle making, catering, carpentry, welding and mechanic work. Schooling is mostly informal with families and friends exchanging

knowledge and skills. The community is located in a mountainous area. Children spend most of their time outdoors. Some parents home school their children. Some community leaders are proactive and well respected. There have been many successful initiatives.”

Both community groups were required to share their feelings about their situation. Community A felt depressed, sick and poor. Community B felt proud and happy. It felt good to see the surprised faces of our participants when disclosing that both are the community. Also during this exercise one of the facilitators kept on documenting on the flipchart assets referred to during the reading and the talk afterwards.

Types of Assets:

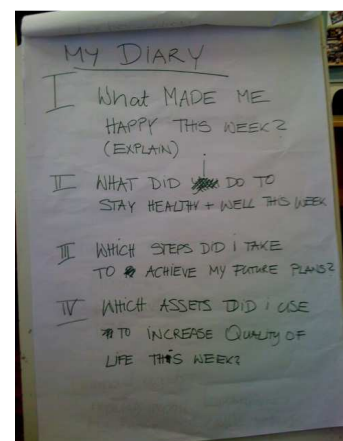
After both recent exercises we could introduce and discuss the types of assets with the group quite dialectically. Also, by means of those documented assets from the previous activities we were able to illustrate the different types of human assets (head, heart and hands) quite easily.

Defining ABCD:

Finally, from what the attendees had learned so far, we could define together the meaning and broader context of ABCD (why ABCD).

Check-out and diaries:

All participants received journals and pencils which they used to keep notes from the workshop. At this final stage of the day we introduced the other purpose of the journals: We asked each participant to use the journal as their diary where they could keep some notes about their personal ABCD-process. In this regard, we asked the group members to use some questions about their week as orientation. The questions were translated into isiXhosa and briefly discussed.



Furthermore, all participants indicated that they enjoyed the workshop. However, the heat outside that day let everyone wanting to rush home. For the next workshop we need to see that we have a proper check-out round where each participant is given a chance to share their workshop experience.

Group 2: Wednesday, 11th February – Parents from Bowker Street and Sun City

Just like with our other focus area, the parents from Bowker Street and Sun City were invited with an invitation letter which was personally handed over at the family visits. A couple of days before the training the parents were reminded by SMSses. When operating in this area we usually ask the Sun City pre-school to use one of their classes as venue.

At the workshop day 1 no-one arrived. Two team members took the car and went to the homesteads but could not reach anyone. Then something interesting happened: Wanting to help us, one of the Sun-City preschool teachers, started to walk through the Sun City community and ringing a small bell. In response to that people of different ages equipped with a dish gathered in our workshop room. We could smell alcohol and a few people were still in bathrobes or night gowns. Sun City is one of the poorest settlements with the most devastating health problems in Grahamstown. My colleague's immediate statement to me was: "These people definitely need ABCD." I agreed. Nondumiso explained to the gathered crowd who came in expectation to receive soup from us¹ that we are doing a workshop which takes a whole day and continues over several days and that parents from children who attend the Raphael Centre Child and Youth Wellness Programme were supposed to arrive this morning to take part in this activity. However, we explained our wellness programmes briefly and offered people with children from the ages of 7 to 18 years to leave contact details so that we can invite them to our parents meeting at the end of this year. This meeting is always used to recap the year, get feedback from the parents, introducing the projects of the following year and for registering children with us. Luckily, when the misunderstanding about us and the soup-kitchen was solved most people took it with warm humor.

A thought: Another option could to welcome these parents and their children on our programme from next week on: They live in one of our focus areas and we still have space in our children programme. We will discuss this as soon as possible.

¹ In Sun City there is a soup-kitchen project run by Childwelfare. Usually people are called with the bell the teacher used. So people thought it's soupkitchen-day.

Way forward

The parents from Bowkerstreet who did not arrive for the workshop we called for attending an emergency parent meeting on Tuesday, the 17th February. We are aware that most of them are not used to be involved in their children's affairs with institutions such as the Raphael Centre. It is also to assume that the majority of them are not used to receive workshop invitations. So this is why we want to give them another chance to stay in our household programme. At the parent meeting we will repeat our intention to work with the whole household to unblock traces towards wellness and stability. They will have to register for attending our ABCD workshops (18th February). Here, their attendance will be crucial to be candidate for the Ikhala training from Tuesday, the 24th to Friday, the 27th February.

Due to the situation of our first workshop days we decided to merge both groups for the Ikhala Training. So, all parents will participate 3.5 days of Ikhala training at the Assumption Development Centre. The workshop days we already facilitated will simply serve then as a "warm-up" for Ikhala.

We are excited and optimistic for the following ABCD meetings on the 17th and 18th February. And, we are looking very much forward and are proud of being able to welcome Nosimilo (Ikhala) and Carla (Calabsh Trust) in the following week!