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## Intermediate Project Report

### Parent Training: Relationship Child and Caregivers

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#### 1. Caring for Children (22<sup>nd</sup> April 2015)

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**Project Composition:** parent-child relationship workshop sessions for parents with different foci

**Dates:** April – October (7 meetings)

**Venue:** Assumption Development Centre



How do build from  
step & understand your child?  
You will be communication  
with your child  
if you share with your child  
and you must listen when your  
child speak to you (listen) Teach  
your child to be respect to the other  
people, even same age group.  
Build friendship with your child so  
that he/she not scared when something  
is wrong, maybe (being) he must  
be careful when we do something  
infront of our children as language  
Smoking and drinking is not good  
for our children. When something  
is breaking our hearts as parent  
the child must not see that a  
our face. Be advising infront of  
our children so that how ever  
will have that moment.

## Project Background

In the center of Raphael Centre's wellness-intervention strategy are children. All of them grow up in poor families. In many families there is HIV present. A few children are HIV-positive themselves. Some had lost one parent or both to Aids. In addition, since 2015, the Centre embarked on involving children with special needs into programme activities. The Raphael Centre decided to do so because they especially are vulnerable to abuse and traumatising episodes with discriminating and marginalising responses of peers and adults of their daily lives (e.g. at mainstream schools). With its interventions the Centre wishes to encourage and assist children and youth to become purposeful, resilient and responsible adults. To facilitate resilience and purposeful living there was designed a child and youth programme made of various life-skills and wellness interventions. However, without proper support by the parents there are only little chances to find motivated and engaged youth at the Child and Youth Wellness programme. Hence, since the beginning of 2015 we have had embarked on a *two-generations strategy* (National Human Services Assembly) with families in certain geographically defined areas of Grahamstown to promote wellness within the entire household. In other words, the Centre now works closely with guardians of children and other adult members of their homesteads: They are offered training in Asset Based Community Development (ABCD) which is followed-up by a family-centered approach to work towards visions and an uplifting of family livelihoods. Further, it is assisted with networking to education- or job-programmes. Finally, the Centre also lays focus on fostering child-caregiver bonds through involving parents in projects and by offering parenting workshops. The bond between a child and its caregiver is one of the crucial ingredients in the process of growing up and building resilience and wellbeing.

However, there are various pre-conditions impacting on child and caregiver relationship which Raphael Centre tries to consider and tackle in its wellness interventions:

All children attending the Centre's programme live in poverty. And, living in poverty is traumatising due to different attributes and side-effects of poverty: "Children living in poor neighbourhoods are more likely to suffer traumatic incidents, like witnessing or being victims of shooting, parental neglect or abuse. They also struggle with pernicious daily stressors, including food or housing insecurity, overcrowding and overworked or underemployed, stressed-out parents" (Gilbertson, 2014). In Grahamstown, the majority of the children and their families are very poor. There are concerns about child neglect as a result of unemployment and poverty of the children's caregivers which frequently co-relates to excessive drinking in this town (poverty and its side-effects). In addition, Gerry Vassar explains links between stresses caused by dealing with urban poverty and how it can affect the bond between parent and child:

Though trauma may not affect the parenting practices of all parents, the experiences of chronic trauma and the stress associated with urban poverty have been associated with decreased parental effectiveness, less warmth, limited understanding of child development and needs, increased use of corporal punishment and harsh discipline, high incidents of neglect and an overall strategy of reactive parenting. (Vassar, 2011)

Apart from poverty, the presence of HIV and/ or disabilities can pose additional stressors onto a bond between child and its carer. Hence, at parent level - the Raphael Centre team decided to intervene with special parent-child relationship workshops which partly involve local partners who are experts in the field of families and childhood development.

## Project Overview

**Project Title:** Parent Training: Relationship Child and Caregivers

**Project Start Date:** 22<sup>nd</sup> April 2015

**Projected Finish Date:** 14<sup>th</sup> October 2015

**Budget Information:** Rand 11,802.00

**Project Coordination:** Zodwa Goje phone: 046-622831 [Zodwa@raphaelcentre.co.za](mailto:Zodwa@raphaelcentre.co.za)

**Project Aim:** Supporting and fostering close and good relationship between children and care givers

### Objectives:

- 1) At least 20 parents attend 7 workshops about care givers skills
- 2) At least 30 percent of the attendees subsequently are willing to help in the Child and Youth Wellness projects and have interest in planning the programme of the following year

### Approach and Process:

The project was originally planned for caregivers of children who live in our 2015/ 2016-target areas of A) Transit Camp, Extension 6, Extension 7 and Extension 10 and B) Bowker Street, Sun City. However, we extended these workshops to the care givers of all children who attend the Child and Youth Wellness Programme.

- 1) Caring for children: 22<sup>nd</sup> April by Nondumiso Pinyana (Raphael Centre)
- 2) Parent Involvement: 13<sup>th</sup> May by Centre for Social Development (CSD at Rhodes University) or Families South Africa (FAMSA)
- 3) Single Parent Skills: 17<sup>th</sup> June by FAMSA
- 4) Dignity and Respect: 15<sup>th</sup> July by FAMSA
- 5) Heritage and Culture: 9<sup>th</sup> September by n.n.
- 6) Self-confidence: 22<sup>nd</sup> September by Psychology Clinic
- 7) Disclosure: 14<sup>th</sup> October by Community Wellness team and Nondumiso Pinyana (Raphael Centre)

## Roles and Responsibilities:

Role	Name/ position	Organization	Contact Information
Project and group coordination	Zodwa Godje	Raphael Centre	<a href="mailto:Zodwa@raphaelcentre.co.za">Zodwa@raphaelcentre.co.za</a> 046-61228831
Project Support and Assistance	Henry Michaels Nomfundo Tobi	Raphael Centre	046-6228831
Project report & budgeting	Anne Loeffler	Raphael Centre	<a href="mailto:anne@raphaelcentre.co.za">anne@raphaelcentre.co.za</a>
Workshop Facilitation:	Various: See stakeholder analysis		

### References:

- Gilbertson, A. 2014. Teaching through trauma: How poverty affects kid's brains. (available at: <http://www.scpr.org/blogs/education/2014/06/02/16743/poverty-has-been-found-to-affect-kids-brains-can-o/>, last access: 04 June 2014).
- Vassar, G. 2011. Poverty, a factor of trauma in children. (available at: <http://lakesideconnect.com/about/>, last access: 04 June 2015).
- National Human Services Assembly. 2013. Breaking the Cycle of Poverty in Young Families. Research Report. (available at: [http://www.nassembly.org/knowledge/documents/NHSAFull\\_Report2GenOSOWFamilies.pdf](http://www.nassembly.org/knowledge/documents/NHSAFull_Report2GenOSOWFamilies.pdf), last access: 03 June 2015).

## Workshop 1: Caring for Children

**Date:** 22<sup>nd</sup> April

**Venue:** Assumption Development Centre

**Time:** 2.30 pm – 4.30 pm

**Facilitator:** Nondumiso Pinyana (Coordinator Child and Youth Wellness Programme Raphael Centre)

### Attendance:

We invited guardians from all 16 households of our focus areas called Bowkerstreet/ Sun City, Transit Camp, Extension 10, Extension 7 and Extension 6. The team made a few efforts to get the group together: during family visits they received an overview with training dates, one week in advance they started to make phone calls and a day before the event reminded everyone with phone calls and SMSes again. To this first workshop making themselves available were finally three parents (about 20 percent). One of them even did not live in our focus area but has her son at our Child and Youth Wellness Programme.



### Highlights:

This workshop was designed to help guardians to reflect upon and better understand what their children need to feel safe, the children's rights, how parents can support them at school, and how to build a trusting, reliable relationship. For working on some of the workshop-items, the facilitator Ndumi divided the attendees into two groups which had to discuss several questions and present their ideas about: 1. How to build a friendship with your child? (understanding your child), 2. What do children need?, 3. What do children need so that they can go to school?, 4. How to keep your child safe at home. At the final discussion Ndumi added and highlighted important points and led the conclusion.

### Evaluation

Yet, working closely with the parents has not been victory path. The usual problem is the project attendance at any kind of workshop. Only 20 percent of

the parents. Most of the unemployed parents should be able to prioritize education, family matters. We are aware and respect the daily routine and know that many unemployed parents look after their houses, older or sick family members and small children during the day.

Yet, we are not sure how to consider these routines in the future. One option could be, to take stock of preferred time slots during our routine family visits at the beginning of each year. Also, in the future we might consider offering a playing corner for small children the guardians have to look after during the day. However, another aspect could be that most parents are not used to being involved in education, workshops and also with the education of their children. Hence, it simply might require time, patience

and some “positive community gossip” about the activities by parents and other guardians who attended them. For the rest of the year, we will extend the range of invitations to all of the households we work with.

The way Ndumi chose to teach parents about parenting was very wisely chosen and appropriate: one cannot teach parents about parenting skills in a top down approach without coming across as being ascribing to participants bad parenthood in very subtle ways (‘we need to teach you about how to be a good parent’). All of them have already valuable experiences and practices in their role as guardians of children. So gathering their ideas, their experiences and open it to discussion was a reasonable method. Ndumi finally had the role to add and highlight points from her side as mother, as coordinator of a Child and Youth Programme and of an expert who attended herself parenting workshops held by the Centre for Social Development at Rhodes.

Prepared by: Anne Löffler

Date: 04.06.2015

	Stakeholder 1	Stakeholder 2	Stakeholder 3	Stakeholder 4	Stakeholder 5	Stakeholder 6
<b>Organization</b>	Assumption Development Centre	Families South Africa (FAMSA) - Grahamstown	Centre for Community Development	RU Psychology Clinic	n.n.	Emthonjeni
<b>Role on project</b>	Venue	Facilitation	Facilitation	Facilitation	Facilitation	Main Sponsor of project
<b>Unique facts about stakeholder</b>	Strategic partner for community development	Experts in family, gender and children and youth issues and long established partnership	Experts in community development, ABCD ambassadors and Early Childhood Development	Experts in psychotherapy and counselling	Heritage and Culture/ cross-cultural counselling	Internationality and financial resources
<b>Level of interest</b>	Professional, strategic and as site for activities	Professional, knowledge	Professional, knowledge	Professional, counselling services children and knowledge	Professional, knowledge	Sponsorship
<b>Level of influence for this project</b>	important	Very important	Very important	Important	Important	Very important: Liquidity, finances for project realisation
<b>Suggestions on managing relationships</b>	Report back (email), payment of rent	Thank you email Provision of our written report Mentioned in annual report/ web and on our facebook-site	Thank you email Provision of our written report Mentioned in annual report/ web and on our facebook-site	Thank you email Provision of our written report Mentioned in annual report/ web and on our facebook-site	Thank you email Provision of our written report Mentioned in annual report/ web and on our facebook-site	Project Report annual report: mentioning support at posters/ pamphlets and media/ thank-you

RC = Raphael Centre