

**ASSESSING THE NEEDS OF PARENTS OF “AT- RISK ”
CHILDREN IN RESIDENTIAL CARE : TOWARDS THE
DEVELOPMENT OF A PARENT SUPPORT PROGRAMME.**

By

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ABSTRACT

The research study that the researcher was engaged in, attempted to gather, present and analyse the needs and assess the present level of functioning of parents of “at-risk” children in residential care. An exploratory study was conducted at a non-profit welfare organisation, a residential institution in Athlone.

The importance of the study was an attempt to make a contribution to the understanding that if reunification is an attempt to reunite the child back with it’s family then one cannot work with children in isolation from the parents. Traditionally, parents were viewed as part of the problem rather than being part of the solution, therefore, this study also attempts to bridge that gap and looks at assessing and addressing the needs of the parents of children in residential care.

The study used the semi-structured interview method and focus-group sessions. There were ten respondents interviewed at their homes and of the ten only seven responded to the focus-group sessions. The data collected was used to generate themes and subcategories.

The conclusions that the study arrived at, are that, it is important for parents to be included from the very beginning and continuous assessment of the needs of families be made.

The study also concludes that there is a need to assist not only the children but the parents with skills to cope with day-to-day situations. Therefore, the study further highlighted the need for an effective support programme for parents, to give vent to their fears and expectations for themselves and their children.

I would like to note that due to the limited nature of methodology, time and scope of the study, the conclusions arrived at in this study should not be generalised beyond the confines of the study, as the residential agency cannot be representative of all the residential facilities in Cape Town.

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CHAPTER ONE : INTRODUCTION

1. INTRODUCTION

This chapter introduces the reader to the topic, the research study, its rationale, significance of the study.

1.1 THE RESEARCH TOPIC

Assessing the needs of parents of “at-risk “ children in residential care :

Towards the development of a parent support programme.

1.2 THE RESEARCH CRITERIA

This research study was conducted at a non-profit welfare organisation in Athlone. The Residential Care facility under study has focussed on addressing the needs and assessing the present level of functioning of parents of “at-risk” children in residential care.

The residential agency under study had for some time been an essentially female home, but now it has become a home for boys and girls, ranging in age from four to eighteen years of age. The agency often admits all the siblings of an “at-risk” family. The agency offers individual treatment programmes for children who have been victims of abuse, neglect and deprivation and who have been subsequently removed from their parents care and home. Sometimes, what should have been a temporary placement developed into a long term one. Thus, problems of maintaining a relationship with their family members becomes a continual issue, especially for the parents (Gaffley:1991). Once the children have been removed ,the parents are left with feelings of guilt and blame and the children are left with feelings of loss, separation, shame and despair. Once the children were placed at the institution, they were exposed to life skills enhancement programmes which helped them to cope with their difficulties in a healthier manner. However, very little was done to enhance the coping skills of the parents or to help them with unresolved issues. Hence the need for this study. Reconstruction services rendered by social services agencies could only target a certain number of families and were not extensive or intensive enough. According to Gaffley (1991), once the children returned, the biological families had continuing needs for the most basic services such as housing, employment and parent

skills training. Therefore, some children were not happy to be placed back with their families. Traditionally, parents were viewed as part of the problem rather than being part of the solution. This study, however, attempts to bridge that gap and looks at assessing and addressing the needs of the parents of children in residential care.

The concept of family and family reunification is an important one, therefore through this study the agency might benefit from increased knowledge of the needs of parents and how the parents can be empowered to improve their situation so that their children can be returned to them. While sociologists have examined the concept of family and psychologists have looked at the effects on children of institutionalization and “broken homes”, social workers have removed children but they have not focussed on the parents who ultimately hold the family together. In the past, there has been much blame accorded to parents and families in which a member has been placed in residential care. It is understandable that such families would withdraw socially in order to avoid such judgements. Also, lack of knowledge and isolation, may cut families off from their usual support systems, therefore it is important that close links be kept with the parents of the children.

Some of the problems surrounding reunification are as follows :

1. There may be evidence of high levels of expressed emotion or non expressed emotion that could also be traumatic for both parent and child at the time of removal. Case studies have proved that parents tend to withdraw from further contact with their children at the institution.
2. Communication within a family that is unclear and complicated may result in further confusion between parent, child and the rest of the family members.
3. Boundaries and limit setting within family systems may become blurred and lead to confusion, for example, a study by Sinclair and Gibbs (1998:39) has shown that most parents see the role of residential care as exercising the kind of parental control that the parents themselves were unable to provide or were not willing to provide. In the end the older child loses respect for the parent who is not able to give her /him those boundaries.
4. Role expectations by both parent and child may need reconsidering in order to allow the sense of self worth to be promoted.

5. When families are inflexible in their capacity to respond to change, the outlook could be negative.
6. Families may need assistance in accepting support from a wide range of sources in order to improve their situation.
7. Justification of parents for placing their children in residential care, is to see it as providing breathing space for parents and families under stress, so that relationship among those left behind can recover and those between parent and child can be re-established. According to Sinclair and Gibbs (1998) the majority of the parents may believe that their children will miss them once they are removed and will want to return home. However, this is often not the case. What happens in Leliebloem is that the residential social worker of the agency is responsible for providing for the needs of the child. The Child Care Act 74/1983 stipulates that reconstruction services with parents are to be dealt with the referral agency. Therefore, what has been happening in practice is that the external agencies have been working in a vacuum and that parents have not been taking cognisance of the issues of their children and hence further separation.

1.3 RATIONALE FOR RESEARCH

The reason for doing this research arose from research needs that were identified by a residential agency reunification programme.

This research would also allow the agency to see what role the residential care worker can play in encouraging an easier reunification.

Although we can find comfort in knowing that many children have been protected from further abuse and neglect, through institutionalization, we need to be discouraged by the evidence which proves what happens to children after they have been taken into care. Children come into care without a sense of where they are heading and without a sense of attachment to any significant adult. It is for this reason that the evolution of the concept of permanency planning (Starcke: 1989) had been implemented. The underlying philosophy of permanency planning is that children need and have a right to a stable and permanent home. Generally, the child's own home with his/her biological parents is still considered to be the best home to provide permanency. Therefore the guiding principle should be to maintain and restore the family and if this is not possible to make an permanent plan as

soon as possible. It is in the light of this background that the idea of “reunification” had been formulated. The need for the child to be reunified with his/her parents or extended family should be of paramount importance.

Reunification is an attempt to reunite the child back with it’s family. Studies have shown that one cannot work with the child in isolation from the parents. If there is regular contact between parent and child, the chance of a child being placed back with his/her parents is seen as a greater possibility. It has been clear from our experience that reunification is not a process that can be seen as predictable. There is no fully developed reunification formula, nor one which will work with all families. The process of reunifying that child with his/her biological parents or extended family members could take a year or two before final reunification is conducted and the child is placed back permanently with the family. Importantly, with every step, the families and children, are receiving a different service that ensures that the child’s broken circle is mended.

Between 1993 and 2000, 189 children were reunited with their families, through the agency’s reunification program. Even though reunification has been somewhat successful, there were, issues which arose especially when children were placed back in their biological parents care. During their stay, in the home, the children were exposed to life skills enhancement programmes which helped them to cope with their difficulties in a healthier manner. This had not only given them insight into dealing with life issues but being removed from home had also made them stronger. They had learnt to become independent of their parents, which in turn made the parents feel inadequate and threatened. However, very little was done to enhance the coping skills of the parents or to help with issues that were unresolved. If the continuity of relationships with nurturing parents was seen as important then, the way reconstruction services was being rendered had to be changed.

The social workers responsible for family reconstruction often found the family unco-operative to work with, therefore, they would either close the case or have limited contact with the family. Thus, the relationship between the child and his family deteriorates, it continues to be neglected. The parents is then left unassisted and further guilt and frustration sets in for both parent and child, and the possibility of reunification for parent

and child seems futile.

The agency experienced that most parents circumstances, after a period of time, had changed and therefore found that the child could be placed back with the parents, but under regular supervision and assistance. Some parents could not cope with the expectations of the child once they returned home. The agency saw the need for parents to be empowered to improve their situation, so that their children could be returned to them and also that they could adjust and cope with the changes of having them back home. This highlighted the need for an effective support programme for parents to give vent to their fears and expectations for themselves and their children.

1.4 SIGNIFICANCE OF THE STUDY FOR RESIDENTIAL CARE AND SOCIAL WORK PRACTICE

Issues of child and family welfare which are being defined in the Reconstruction and Development Programme in South Africa as well as the Transformation of Child and Youth Care System, all emphasize the importance that society places on strong families. South Africa's policy of apartheid resulted in it's children and youth finding themselves in a national crisis (Allwood,1991). Therefore, as a result of the inequalities experienced during the apartheid era, not only have the youth suffered, but also whole families, including the parents. Statistics have shown that due to the effects of apartheid and poverty, more 'out of home care' (Gaffley:1991) has increased.

Thus, there is an increase in the breakdown of family life and this affects the relationship between parent and child. With the increase of public awareness of abuse, the caseloads of social workers have increased dramatically. Therefore, it has become increasingly difficult for social workers to assist individuals and their families using only casework methods. Due to the inadequate professional resources and financial restraints, it has become evident that reconstruction services rendered by different organisations to children in residential care, has not been effective . This resulted in the children spending a longer term in the care system, which contradicts the principles of family preservation and permanency planning. Furthermore, there is a growing recognition that children and families have unique and constructive ways of managing and overcoming difficulties, when

given support. As social workers have been trained in areas of family counselling, family therapy and skills training, the skills that they have acquired could be put to good use and through this study, they could look at possibilities of improving family functioning.

1.5 CLARIFICATION OF TERMS AND CONCEPTS

The following concepts have been identified as relevant to the research:

FAMILY REUNIFICATION : A mutual inclusive process which seeks to explore all opportunities to reunite and reconcile relationships between children, youth and there families and /or significant others through a strengths-based approach (IMC:1998).

THE FAMILY :...The study of the family has been influenced by functionalism which defines a family as any social unit consisting of a husband and wife and their dependent children. This type of family is popularly known as the “nuclear family”(Shaffer:1993).

PARENTHOOD : Belsky (1984) asserts that parenthood has been expressed from the point of view of the child rather than the parent. It can be defined as a role or even career. The birth of a child is seen as the first initiation in parenthood. As parenthood involves self definition and presentation of oneself in relation to family, friends and others in the community it influences adult identity.

PARENTING : Shanock (1990) asserts that parenting is an intense relationship based on caring for the evolving needs of the developing child. Because of its ongoing demands, parenting influences intimacy. As parents redefine themselves in relation to their responsibilities, they are engaged in tasks of parenting and parenthood.

RECONSTRUCTION WORK : Family work being undertaken by social workers, child and family members. It is seen as a planned programme towards rehabilitation.

“BRIDGE PERSON” : Gallagher & Nahan (cited in Nyden & Figert :1995) sees this role evolving with regular contact between agency, child and parent. Through a process of informal and formal communication, a common understanding of goals will be realized.

SOCIAL NETWORKS : Are the links people have with others. It refers to links with friends, the church group, social clubs, schools as well as certain community groups that can assist people in need.

THEORY OF DEPRIVATION : Deprivation is a term which refers mainly, to those

circumstances which prevent people developing their potential - physically, emotionally and intellectually.

CULTURE OF POVERTY : According to Lewis (Jordan 1974), the culture of poverty is both an adaptation to and reaction of the poor, of their position to the standard of the larger society.

1.6 OBJECTIVES OF THE RESEARCH

The goal of this project will be to assess the needs and assess the present level of functioning of parents of “at-risk” children in residential care. Also, to develop a parent support programme through increasing parents knowledge about themselves, their children and their needs.

Objective 1:

- * was primarily dealt with through semi-structured interviews that allowed parents to identify their needs and to decide on the themes in the focus groups. Furthermore, the first five focus group sessions provided a peer group context for them to address their expressed needs and give each other support.

Objective 2 :

- * was explored in the context of the focus group sessions which constituted the parent support programme.
- * objectives 1 and 2 were assessed via questionnaires in which a sample group of families gave their responses to personally conducted interviews.

1.7 ETHICAL CONSIDERATIONS

In engaging in this research project I had to ask myself a number of questions relating to ethical questions. Some of the things considered were, whether the study was worth doing, do the participants understand what they were consenting to? Will the privacy of the participants be respected.

After careful considerations of the questions I came up with the following specific ethical issues that needed consideration before, during and after the study.

i) **The issue of confidentiality**

We know that strategies to maintain confidentiality are critical as De Vos (1998) mentions. If not, this could harm those that are being studied. However, within the boundaries of group sessions certain scenarios could be highlighted that the parent may feel that they are being discussed openly in front of others. Unless it is not made clear within the confines of the group, it could cause further damage.

ii **Emotional harm**

This to respondents is often more difficult to predict. Therefore, the respondents should be thoroughly informed beforehand about the potential impact of the investigation. The researcher practiced this throughout and was sensitive to the participant's emotions during the focus group sessions.

iii) **Informed consent**

This should be obtained from the respondents. According to DeVos (1998:25) emphasis must be placed on accurate and complete information so that the respondents will be able to make a voluntary decision about their possible participation. Therefore the research procedure was clearly explained to the participants before the research commenced and they were assured that where they felt they are being misinterpreted they will be listened to. The researcher also explained that they are not obliged to participate if they are not willing to do so.

iv **Publication of the findings:**

The researcher is aware that the findings of the study should be compiled in a report. Also that the participants be informed about the findings. As DeVos (1998:33) mentions that "participation in the research project should be a learning experience for all" including the participants. Therefore, this was discussed with the participants from the very beginning, who were more than keen to know about the results.

CHAPTER TWO

1. LITERATURE REVIEW

2.1 INTRODUCTION

This study arose from research needs that were identified by a residential agency reunification programme. The agency, Leliebloem House is a registered private, non-profit, residential centre for 84 children from troubled families, clients in difficult circumstances, who are in need of care.

The agency often admits all the siblings of an at-risk family. The agency offers individual treatment programmes for clients who have been victims of abuse, neglect and destitution. They have been removed from their parents care and home. Sometimes what ought to have been an temporary placement seem to have been a permanent placement. Thus, problems of re-establishing and maintaining a relationship with their family members is a continual issue especially for the parents. For the families themselves, once the child/ren have been removed, the parents are left with feelings of guilt and blame and the children left with feelings of loss, separation, shame and despair. It is behind the backdrop of the above-mentioned that certain issues have to be explored.

As the children were placed and treated at the institution, they grew through various programmes to cope with life. This allowed them to have a mature look through their circumstances. However, one problem that remained was **that no one focussed on the parents and families**. So once again children were going back to a further deprived family. According to Gaffley (1991) the children returned to needy homes, poor housing, no employment, poor parenting skills.

The concept of family and family reunification is an important issue at Leliebloem House. Therefore, the home might benefit from increased knowledge of how parents can be empowered to improve their situation so that children can be returned to them.

2.2 THEORETICAL AND HISTORICAL BACKGROUND

The institution of the family presents itself as a subject of intense and contentious public concern. Not only has it received heightened attention recently from academics and policymakers, but also from the popular media and the public at large.

Furthermore, issues of child and family welfare which are being defined in the

Reconstruction and Development Programme in South Africa as well as the Transformation of Child and Youth Care System, all emphasize the importance that society places on strong families which in turn can build stronger communities. South Africa's policy of apartheid resulted in its children and youth finding themselves in a national crisis (Allwood:1991). This appears to have resulted in labels such as a "lost generation", (Bundy:1993 in Richardson 1994) which has not excluded youth in residential care and their families.

Generally there appears to be limited research regarding children and youth in South Africa and moreover parents, parenthood and their needs. In Shaffer's (1993) developmental psychology text "the family" is viewed as a social system. This is seen as a development of Bowlby's focus on the mother and child relationship.

..... "families are complex social systems, that is, networks of reciprocal relationships and alliances that are constantly evolving and are greatly affected by the larger social context in which they are embedded" (Shaffer:1993,583).

Traditionally in western societies, the study of the family has been influenced by functionalism which defines a family as any social unit consisting of a husband and wife and their dependent children. With the emphasis of this tradition on marriage and biological parenthood, this type of family is popularly known as the "nuclear family".

According to Seedat and Nell (cited in Bradshaw & Sainsbury :2000), South African society has become synonymous with poverty. Since the time of colonial conquest South African families have been broken up as a result of migrant labour system, detention, imprisonment, exile, banning, and forced removals (Chikane:1986).

Inevitably, a different picture of the family emerges in South Africa. According to Sachs (1990) the nature of South African families have not yet been fundamentally described or explained. Instead political organisations have looked at ways and means of repairing the nuclear family structure from the evils of apartheid.

The study conducted by Simkens (1986) highlighted differences in households structure in South African society. For example, the study disclosed that household structure ranged from solitary families, i.e one person households to multiple family structures, i.e households having at least two family nuclei (Simkins:1986).

The United Nations Publication (1995) study also has shown the increase of the female -

headed household which is rife within the South African communities. The female-headed households embrace a sub-population which may be potentially vulnerable to social and economic hardship, since women usually have limited economic, social education resources available to them. The notion is that the unequal position of female heads compared to males may produce negative effects on the welfare of the family, therefore, the increase of children placed in institutional care.

A high level of female headship is ingrained in the historical legacy of colonialism. Within, South Africa and Eastern Africa, young men were the first to accept wage employment on white-owned farms and mines, fostering male out migration and increase in female headship. With exposure to Western family norms, extended family systems that traditionally supported unmarried women have been weakening in many developing societies. As rapid urbanization along with increased economic pressure may be diminishing the sense of obligation to support kinswomen and their children.

Most children are removed from home as the law perceives, and with the social patterns as mentioned in the above paragraphs, the parents are incapable of caring for their children and thus they are labelled "faulty" parents. Whatever age children come into institutional care, they have parents and family backgrounds unique to them. Now they also have parents who are stigmatised by law as being incapable. As Gaffley (1991) mentions "the passage of time cannot erode their past". These children can never be wholly separated from their origin. Respect for the child includes respect for the parent. Parents and children have a need and a right to belong, to know each other. He further asserts that we cannot take on the day-to-day care of "someone else's" child without involving the parents.

Turner (cited in Gaffley :1996) suggests that the main reason for the breakdown in reunification is that the original parent, child and family problem, precipitating the need for placement has not been resolved at the time of reunification. Gaffley adds, that according to Stein (1990), efforts to resolve family problems must begin immediately following placements. Many families do not have the insight to their problems and therefore resist intervention or any further form of reconstruction or change. Traditionally, parents were viewed as part of the problem rather than as part of the solution (Whittaker, vd Ploeg:1992) When children are removed from their family the focus is on incompetence, deficiency or imperfection of parents on family dysfunction. Therefore, the need has arisen

for parents to be assisted in handling their life situations by teaching them coping skills, as well as parenting skills, in order to understand their children's behaviour. The fears of parents are very real. Will their child see them as failures? Will the child want to come back after living in what may seem to be a superior home? Could he /she be changed by the influence of these substitute parents and not feel like their child anymore? Will they lose his /her love? Changes are taking place within the Child and Youth Care system whereby the approach of care is that of a strength-based approach or development approach. By this approach clients are supported to make progress on a development continuum. The whole idea of this approach, is that they have seen and identified the need for support to be extended to the parents of these children.

2.3 ISSUES OF PARENTING AND THE PROBLEMS THAT EXIST

Parenthood has been part of the lives of men and women since the beginning of time. All human beings experience parenting at some level, being parented by someone in childhood while most adults parent children later in their lives. A wide selection of disciplines have examined and researched various aspects of parenthood.

The advent of parenthood requires new and demanding tasks that differ in kind and extent for mothers and fathers. Presently, parenthood is used to describe what in effect is to be observed as motherhood (Evans:1995). This places the care taking obligation with the mother even though both parents are given the responsibility for the instrumental roles of child-rearing (Burman:1994). Howe (1999) and George (as cited in Gabarino, 1992) claims that when adults become parents, the characteristics of their care-giving derives from their internal working model of attachment. Models can contain pictures (mental presentations) of both the self and others within relationships. These representations also guide the way in which parents perceive, emotionally experience and interact with their own children. Initially, social and psychological researchers examined parenthood in terms of the influence that parenting styles had on children. This was followed by research on reciprocal nature of the parent - child relationship. Raphael-Leff's work (1980, 1983, 1984) differs from these in that she focuses on the experience of the parent rather than the child. Her approach traces parenting styles from conception into early parenthood. Belsky (1984), however, has an opposing view by claiming that parenting style is not only from

conception into early parenthood but studies on child maltreatment indicates that parenting is influenced by characteristics of the individual and especially characteristics that are a product of a persons development history.

Parenthood has usually been expressed from the point of view of the child rather than the parent. More and more research has shown that one can no longer look at the needs of developments and experiences of the infant to have healthy growth but ascertain the developmental history and personality of the parent in order to promote optimal child functioning.

Belsky (1984) further asserts that the model of parental functioning assumes that linkages between parents psychological well-being and their parental functioning may be traced back to the experiences parents had while growing up. The development history of parents will shape their personality and psychological well-being which in turn influences their parental functioning. Thus we know supportive developmental experiences give rise to a mature healthy personality that is then capable of providing sensitive parental care which fosters optimal child development. This also indicates that one is not able to change the personal experience of these parents but supporting them to understand and overcome these difficulties is but the start to progression in the parental patterns.

Finally, Gabarino (1992) refers to Shanock (1990) who distinguishes between the task of parenting a child and the process of becoming a parent. She asserts that parenting is an intense relationship based on the evolving needs of the developing child. Because of it's ongoing demands, parenting influences intimacy. Parenthood, however, can be defined as a role or even a career. Because parenthood involves self definition and presentation of oneself in relation to family, friends and others in the community it influences adult identity. As parents redefine themselves in relation to their parental responsibilities, they are engaged in the interlocking tasks of parenting and parenthood, the ongoing process of becoming parents.

2.4 PARENTING PROBLEMS

The judgement of what is abnormal is essentially a social one. Certain adults fail to meet particular expectations in society of what constitutes appropriate parental behaviour.

Parental behaviour can be reduced to major dimensions. Some parental styles can be seen as warm and loving at one extreme and rejecting and hostile at the other. For example, an antagonistic parent is one who combines hostility and restrictiveness, while a protective parent is one who is both loving and restrictive. Signs of abnormal parenting involve exaggerations, deficiencies or harmful combinations of behaviour common to most parents. There will be differences but needs to see it in terms of degree and not in kind. Parents are the crucial link in the chain of rearing children which is a process called socialisation. Thus taking care of young children is likely to be more stressful for some parents than others, especially in unfavourable circumstances (poverty, or poor housing). Belsky mentions that a study done by Colletta (1979) shows that mothers receiving the least amount of total support tended to have more household rules and to use more authoritarian punishment techniques. Why is this? Parenting appears to be positively associated with social support is not surprising, therefore he believes that support and general well being have been repeatedly linked. He also raises the question of how support influences parenting. What could give rise to parenting problems is the sources of stress that is evident. He adds that there are three distinct sources of stress that influences parenting: marital relationship, social network, employment.

2.5 MARITAL RELATIONSHIP

Belsky identifies the marital relationship as the principal support system for the parents. High level of involvement of the father and continuous support of father to mother would have a positive impact on parenting. For example, Bandura and Walters (1959) observed that mothers inclined to nag and scold their sons felt less warmth and affection towards their husbands. Olweu's (1980) recent work on the development of aggression indicated that the quality of the emotional relationship between spouses influence mother's negativism toward their adolescent sons, which itself leads to aggressive anti-social behaviour. Thus we need to see that research suggests that to understand parenting and it's influences on child development, attention must be accorded to the marital relationship (Belsky:1981).

Further research by Rutter and Quinton (1984) also showed that women who through childhood had been institutionalised was not able to survive within an unstable marriage.

The studies showed that those institution -reared women demonstrated a strong link between childhood experiences and parenting problems. Should this not be an eye opener for us to prevent further breakdown in families by reuniting the child with its parents but also helping the parent to identify the complex issues they are dealing with.

2.6 SOCIAL NETWORKS

It is clearly shown through research that significant others support have a beneficial impact on parent- child relations. Powell (1980) and Abernethy (1973) studies have shown that mothering qualities improved the child's competency if there was a presence of a tightly knit social network. Thus, the support that social networks provide can enhance self esteem within the parent and then provide a more positive parenting role.

2.7 EMPLOYMENT

Another major source of stress support on parenting is suggested by research which shows unemployment and labour market decline is linked with child maltreatment and abuse (Belsky:1984). If the father is unemployed in the family and the mother becomes the sole provider, this also has an impact on the marital relationship. The mother's employment status also has an effect on her spouse's parenting behaviour. A few investigations indicate that maternal employment creates strain in the father-son relationship in lower income families. With single-parenting the onus rests on that parent to provide. Decreased social contacts as a result of work commitments may mean less time with the children, who may respond by being more demanding and resistant when they are together.

With reference to the above information, one can agree with the above assumption that a person's response to any stressor will be influenced by his/her appraisal of the situation, and by his /her capacity to process the experience and attach meaning to it. Therefore, it is important for us, as researchers to understand how parents deal with life stressors and adversities. As we know a person's ability to act positively is a function of their self-esteem and feelings of self-efficacy as much as their range of problem solving skills.

2.8 SELF-ESTEEM

Powell and Abernethy studies have shown that the support that social networks provide

can enhance the self-esteem within the parent, who is then able to have a more positive parenting role.

Coopersmith (1981) defined self-esteem as “the evaluation a person makes, maintains, of himself or herself”. Since much of one’s self-image is developed from messages received from significant others, the first and most important message a child can receive from a parent is one of acceptance. Parents need to be accepting of themselves and in this way model acceptance to their children. Field (1993) states, “acceptance is something a person does within their mind” but in order for it to be transferred, it should actively demonstrate acceptance towards the target person. Therefore, parents should be aware that children who understand that they are accepted by their parents will develop their confidence. Most parents have difficulty expressing their acceptance of their children, because they mainly have difficulty with themselves. It is imperative then that parents establish and work within their children a positive sense of self through communication.

2.9 COMMUNICATION

The reality is that creating effective communication channels takes time. It begins when children are born and continues throughout the years. Donnelly, Winter & Procaccino (1999) mentions that communication encompasses a wide choice of verbal behaviours. Helmstetter (1986) further mentions that a message is projected in one of three ways: 7% of our message is attributed to the words we are speaking, 38% to one’s tone and 55% to body language. Thus, it is not what one says, but how one communicates. Therefore to add, the self-esteem level of any family can be a function of how well they develop various communication skills and how well they reinforce one another for using those skills.

2.10 PARENTHOOD AND POVERTY

According to Maluccio, Fein and Kluger (as cited in UN Publications, 1995) children and women have been linked to poverty despite improvements in health and social welfare. As mentioned earlier, the number of female headed households and working mothers are on the increase. Maluccio also believes that the poverty of women and children are exacerbated and caused by government policy, poor planned social programmes and demographic changes in family structure. In many families, single parenthood is associated with low

income. According to Jordan (1974) poverty deprives the senses. He further mentions that associated with poverty is the cycle of deprivation. Deprivation is a term which mainly refers to those circumstances which prevent people developing nearer their potential-physically, emotionally and intellectually. Deprivation takes many forms and they interact, for example, it shows itself, in poverty, in emotional impoverishment, in personality disorder, in poor educational attainment, in depression and despair. It can be found in all levels of society but amongst the most vulnerable are those already at the bottom.

Jordan (1974) mentions that in spite of the lack of evidence linking poverty with maladjustment the official stereotype of the bad parent is still the “poor”parent. Thus it is where there is a combination of bad factors, mainly problems associated with poverty, poor housing and large family size, that children are most at risk.

Lewis, 1972 (cited in Jordan 1974) mentions that the culture of poverty is both an adaptation to and reaction of the poor of their position to the standard of the larger society. It represents an effort to cope with feelings of hopelessness and despair which develop from the realisation of the impossibility or improbability of achieving success in terms of the values and goals of the larger society. Therefore, it is so easier for the thought patterns to come into existence. As it tends to perpetuate itself from generation to generation. At an early age children have absorbed the basic values and attitudes of their subculture and are not psychologically geared to take full advantage of changing conditions or increase opportunities which may occur in their life.

2.11 SUMMARY

The literature review has examined the need of parents of “at-risk” children in residential care. Looking at development of parent support programme models and assessing to what extent the programme will increase parents knowledge about themselves, their behaviour and their children.

The research methodology will be set out in Chapter 3.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the search for an appropriate method to adopt in this study, Fraenkel and Wallen (1993) offer appealing advice. Research questions, such as the ones that directs this study, are aimed at examining social issues, viz “What are the needs and assessment of the present level of functioning of parents of “at-risk” children in residential care. How can we bridge the gap between parent and child. To what extent will a parent support programme increase knowledge about themselves, their children and their behaviour. In order, therefore, to appropriately investigate and answer the question, Fraenkel and Wallen (1993:379), who have evaluated the advantages of research approaches in the study of social phenomena, suggest a qualitative research method.

The main concern of the study is to investigate and describe analytically, the needs of the parents and the need for a parent support programme as best understood by the participants.

3.2 MAIN RESEARCH QUESTIONS

The concern of this research is to assess the need of parents of “at-risk” children in residential care also looking at development of parent support programme models.

In order to reach any conclusion in this regard, three research questions had to be answered:

- i) Firstly, what are the needs and assessment of the present level of functioning of parents of “at-risk” children in residential care?
- ii Secondly, how can we bridge the gap between parent and child?
- iii) Thirdly, to what extent will a parent support programme:
 - a) increase knowledge about themselves, their children and their behaviour?
 - b) improve family functioning?
 - c) and improve social support?

The research methodology will be undertaken in distinct phases. The framework for

discussion of this chapter is as follows :

Overall Research Design, Sampling Strategy, Data Collection, Data Analysis and Limitations.

3.3 OVERALL RESEARCH DESIGN

The research design is basically an exploratory study using a qualitative approach. The heart of this study consists of the exploration of and assessing parents' needs done through the focus-group approach. Information was gathered during structured interviews and focus group sessions. This further encompasses a sense of ownership, as the participants were instrumental in compiling this document. A further advantage of this approach is that significant qualitative data was obtained that otherwise might have been missed.

Because the purpose of qualitative research is, as Strauss and Corbin (1990:19) suggest, "to uncover the nature of a person's experiences with a phenomenon", it was found that it provided an appropriate methodology for this study. Neuman (1997:328) for example, states that qualitative reports, "often contain rich description, colourful detail, and unusual characters instead of a formal neutral tone with statistics". Maykut and Morehouse (1994:46) make similar claims about qualitative approaches, "The data of qualitative inquiry is most often people's words and actions and this requires methods that allow the researcher to capture language and behaviour". This is further linked with DeVos and Creswell (1998) who claims that the only reality for the qualitative researcher "is that constructed by the individuals involved in the research situation". Through this approach the researcher is able to interact with those they study. The specific choice of focus groups as a research technique was motivated by the inclusiveness and interdependent characteristic of this research process. This research technique rests on the assumption that clients have the capacity to consider and evaluate the accuracy of their needs and opinions. This, Turner (cited in De Vos :1988) further asserts that the results are framed in the language of those who occupy the settings in which the data was collected. Hence, the results are accessible to the participants who can then scrutinise and comment upon them. Therefore in relation to the nature of the problem being researched and its focus on human behaviour, the choice of the qualitative approach seems obvious.

3.4 METHODOLOGY

3.4.1 THE SAMPLING STRATEGY

A sample as Arkava and Lane (1983:27) quotes “ is the element of the population considered for actual inclusion in the study”. As Seaberg (1988:240) further describes that “ a sample is a small portion of the total set of objects, events or persons which together comprises the subject of our study”.

This sample is a non-probability sample which is done without randomisation.

The researcher involved one residential agency in the study. A purposive sample was drawn, of which, only parents of children who were in residential care at Leliebloem House would be eligible for selection. This sample could be classified also as purposive and convenience sampling. It is purposive in that the sample group contains particular characteristics under investigation. For example, why I used purposive sampling in my study is because of the small sample that I am dealing with, and I had in mind those who could give variability of perceptions in the study. The topic addressed issues that affect parents, children and social workers. I believe that my participants’ selection was based on those who are likely to be affected by the issue being investigated.

It is also a “convenience volunteer sample” in that those parents who are part of the clientele base of the agency where the researchers works were approached. The volunteer nature relates to the fact that these parents would not be coerced in any way.

A letter was sent to all parents of children at the agency, requesting permission for their participation in the study, with a brief explanation of the proposed study.

(See Appendix A). Ten out of twenty five responded positively and were willing to be interviewed. Of the ten interviewed only seven attended and participated in the focus group sessions.

3.4.2 THE DATA COLLECTION STRATEGY

A variety of data collection strategies were adopted. Information was gathered via interviews with participants using the interview schedules and data was captured from the

focus group sessions.

The Interview Schedule

The interview schedule was used to interview the participants for the focus group sessions.

Ackroyd and Hughes (1983 cited in May, 1993) define an interview as :

“an encounter between a researcher and a respondent in which the latter is asked a series of questions relevant to the subject of the research (1993:91)”.

May argues that there are four types of interviews, the structured, semi-structured and unstructured interviews. As opposed to quantitative inquiry that uses more formal standardised examples like surveys, qualitative inquiry that requires depth uses less formal examples like semi-structured , which allows the respondents to answer without feeling constrained by pre-formulated ideas of the researcher.

According to Verma and Mallick (1999:122) the structured format, with closed questions, was found to be too restrictive for the purposes of this study in the sense that it would possibly limit free expression of ideas of the way the needs of the parents were understood.

The unstructured format is described by Maykut and Morehouse (1994:81-82) in the following terms, “ this conversation is not scripted ahead of time. Rather the researcher asks questions pertinent to the study as opportunities arise, then listens closely to people’s responses for clues as to what questions to ask next, or whether it is important to probe for additional information”.

Although the unstructured format interview could be useful as data collection tool, the above authors do not recommend it for the inexperienced researcher.

Semi-structured interview questions were instead adopted for this study. This meant that some questions had to be prepared in advance. A set of open ended questions allowed the interviewee to explore areas of interest, and the interviewer, through the interview schedule was assisted in covering important questions for the focus group sessions (see appendix B). The researcher believe the interviews gave a rich source of data and allowed participants to speak freely about their aspirations and feelings.

The researcher had questions designed before hand, but using the semi-structured

sessions typically consist of tape recorded group discussions among four to ten participants who share their thoughts and experiences on a set of topics selected by researcher” .

The six sessions were held and the format decided upon for each session, was adhered to. The problems experienced were as follows :

- i the researcher felt she was not fully prepared to start the group sessions;
- ii the venue used for the focus-group sessions were unsuitable for recording purposes, and the group had no option but to move from one venue to another;
- iii the researcher had anxiety about the recording of sessions since she saw that the participants were overwhelmed by it;
- iv the researcher was also anxious about the attendance of participants.

3.5 DATA ANALYSIS

Interview Schedule

The researcher collated the responses from the interview schedules, identified themes and discussed them in relation to literature reviewed. Data from the initial interview schedule will be prescribed in a table.

Focus group sessions

The content of the focus-group sessions were tape recorded. The researcher transcribed the audio-tapes. These transcriptions were examined for common themes.

These themes were discussed integrating theory and finally conclusions were drawn from all the results i.e. interviews and focus-group sessions.

The responses of the participants to the group format of the parent support programme will be summarised and presented briefly in the findings chapter. Data from the focus groups will be analysed according to Tech's eight steps (De Vos:1998).

Although there are no general acceptable rules in qualitative data analysis, Neuman (1997) argues in favour of the need for a qualitative researcher to explicitly inform on how the data was analysed. In cognisance of the expert advice, the first stage was to review the

field tape recordings and make transcriptions. As Tesch (1990:154-156) mentions “ the researcher ought to get a sense of the whole by reading through all of the transcriptions carefully”.

In order to build a comprehensive report from raw data, McMillan and Schumacher (1993:486) found that “ it is almost impossible to interpret data unless one organizes them.....” .This is highlighted by Tesch (1990:154-156) who emphasizes that a list is made up of all the topics. The focus group sessions transcripts were each thoroughly studied with the purpose of identifying topics from the responses of the participants.

As part of the organisation of the data, the identified topics were placed together in groups, according to their similarities. According to Tesch (1990) the researcher finds “the most descriptive wording for the topics and turns them into categories”. Categorisation into which segments of data were placed, is something that a researcher has to develop in order to make sense from the raw data (Boulton and Hammersley 1996:288).

Identification of which topics go together, and the classification and refinement of categories required an act of repeatedly making comparisons. The researcher makes a final decision of the categories and alphabetises the codes (Tesch:1990). Therefore a constant comparative method of data analysis was used.

Coding, as Neuman (1997:422) points out, has the advantages of making the raw data manageable. Codes are viewed as an important part of data analysis. Punch (1998) observes that the usefulness of codes lies in summarising data, thus making it possible to present a report. According to DeVos (1998:344) there is not a wrong or right way to perform data analysis, the important issue is that” the researcher should be able to account for the stages in data analysis.

3.6 GENERAL LIMITATIONS OF THE STUDY

- i The research was conducted in English, while the mother tongue was Xhosa and Afrikaans.
- ii The research is focussed on parents of at-risk children in residential care and the results cannot be generalised to other parents whose children are not in residential care.
- iii The method of intervention is time consuming and will require commitment from

five couples for at least a month period to meet once a week for about two hours (six focus group sessions).

- iv Measures to substantially evaluate improvement in family functioning is difficult.
- v As the focus group sessions will be limited the topics will not be fully explored and therefore results will not be comprehensive.
- vi As results are to be transcribed - there could be a bias in reporting the transcriptions.
- vii The study is a limited study with a limited group of respondents and is not guaranteed.
- viii The researcher's inexperience in collating and analysing data from two various techniques used proved to be a difficult task.

3.6.1 LIMITATIONS OF FOCUS GROUPS

- i The effectiveness of the focus groups, depends significantly on the skill of the facilitator in drawing out information and in trusting in the group process.
- ii The fact that focus groups last for more than six session, means that this present group will be disadvantaged as they would not probably reach a final stage. This could impact negatively on the results of the research.
- iii Morgan and Spanish (1984:260) suggest the two major limitations of focus“ the unnatural settings in which they are conducted and the researcher's lack of control over the course of discussion”. They state that the fact that focus groups are created and recruited by researchers, imposes serious limitations on the nature of the interactions to be observed.

3.7 SUMMARY

In this chapter, the research design, data collection techniques and data analysis were clarified and the methodological steps in the research process was laid out.

In the following chapter, the researcher will attempt to present and discuss the results obtained in relation to the literature reviewed.

CHAPTER 4

4. RESULTS AND DISCUSSIONS ON FINDINGS

4.1 INTRODUCTION

Six focus group sessions were conducted, lasting two hours each and a semi-structured interview schedule was used to gain information about the respondents personal profiles, prior to the focus group. Furthermore the interview schedule was also used to explore the respondents feelings about the themes that needed to be discussed in the focus group sessions. By dealing with these themes, respondents needs would be addressed and they would at the same time be receiving support from their peers.

Data was collected by means of discussion around themes in focus groups.

Focus Group session 1 : Theme = Self -Esteem

Focus Group session 2 : Theme = Family Relationships

Focus Group session 3 : Theme = Dealing with the Responsibility of Parenting

Focus Group session 4 : Theme = Dealing with the Responsibility of Parenting

Focus Group session 5 : Theme = Coping Strategies

Focus Group session 6 : Theme = Action & Reflection Learning

These themes were based on respondents' needs and pertain to the two main research objectives:

1. To address the needs and assess the present level of functioning of parents of "at-risk" children in residential care.
2. To develop a parent support programme through increasing parents knowledge about themselves, their children and their needs.

Objective 1. was dealt with through semi-structured interviews which allowed parents to identify their needs and to decide on the themes in the focus groups. Furthermore, the first five focus group sessions provided a peer group context for them to address their expressed needs and give each other support.

Objective 2. was explored in the context of the focus group sessions which constituted the parent support programme.

4.2 PARTICIPANTS IN THE STUDY

i) Strategies in recruiting participants

It was envisaged that the respondents be voluntary and be part of a “convenience sample”. Only families of children who were in residential care at the facility would be eligible for selection. Files were drawn from the registers and families chosen. Those families that were chosen, were sent a letter, formally asking them to participate in a research initiative. Those families who were willing to participate, were interviewed to inform them of the plan to conduct group sessions and to determine their interest and commitment to the parent support group programme. Home visits were undertaken to assess the home circumstances of the respondents. For the group sessions, the researcher had respondents collected and dropped off with the organisation’s vehicle while the rest used public transport. Lunch was also provided for a period of three days, as a gift of gratitude for their willingness to participate in the research initiative.

Respondents were invited to an introductory session, where they were able to meet each other for the first time and make acquaintance. Discussion of the time and date of the forthcoming sessions were clarified and decided upon by the respondents themselves. Respondents were reminded about the dates of the sessions at the attended group sessions.

ii Difficulties experienced in recruiting the sample

The researcher initially arranged with the respondents to have the focus group sessions over a period of three weeks. Some of the respondents vehemently objected to this. They felt the period of three weeks was too short but soon changed their minds after the researcher pointed out to them that once the school reopened a few of them would have difficulty in attending those sessions.

Initially, the focus group was seen as an escape from mundane routine and later on in the discussion they realised how empowering such a focus group could be for them for their growth and capacity to cope with their children. Only seven of the ten who indicated that they would attend, arrived for the introductory session. Of the three missing but potential participants, one contacted the researcher and explained that they would not be able to attend the sessions, due to work commitments. The other two informed the researcher that they had other important matters to attend to and would not be able to become part of the research group. It could be that the idea of attending these sessions may have been

threatening to these individuals.

One positive aspect was that they at least felt the need to inform the researcher about non-participation. This drop-out caused the researcher some anxiety at first but this was dissipated when the seven members attended the first session.

Despite the initial feelings of anxiety which the members were experiencing, it soon became apparent that they were very excited to be a part of the group session.

The venue used for the focus group sessions was unsuitable for recording purposes, and thus, for the second session the group moved to another venue. With regards to the recording of sessions the researcher felt some trepidation since she felt that it could affect the respondents negatively but this was not the case.

iii Number of participants in the sample

A list of twenty families were initially targeted and requested to participate in the study. Ten responded to the letter and indicated that they were willing to participate in the focus group sessions. Seven respondents attended the focus group sessions. Six of these respondents attended all the sessions. Therefore, only one respondent completed five sessions and the others completed all six sessions with one member only completing five sessions.

iv Subject profiles

Name of participant	Age	Present Employment	No. of children	Reason for removal	Date of reintegration with children	No. of sessions	Grade levels	Support Network
FS	57	Unemployed	2	Alcohol abuse & neglect by the parent	01/12/1997	6	Gr 5	Husband & son
JB	60	Unemployed	8	Behavioral problems with child	23/01/1997	6	Gr 5	Her children & rest of family
JS	47	Employed	5	Alcohol abuse by parent	01/12/1998	6	Gr 6	Husband, social worker & church
CA	36	Unemployed	7	Neglect, alcohol abuse by the parent	02/12/1996	6	Gr 7	Husband
BA	35	Unemployed	5	Behavioral problems by the child	02/12/1998	5	Gr 5	Husband & social workers
IB	50	Unemployed	2	Alcohol abuse by the parent	23/05/1994	6	Gr 5	Family & husband
RJ	36	Employed	5	Uncontrollable behavior by the child	23/10/1998	6	Gr 6	Eldest daughter, husband & church

(Data from the semi-structured interview schedule) (See Appendix B)

4.3 FINDINGS

A. THE RESPONDENTS SOCIO-ECONOMIC CONTEXT

Values and stresses impacts on every individuals lives. How they are taught to handle the difficulties depends on what they have experienced. These conditions they find themselves in affect their coping abilities and their sense of self worth.

The following are the key issues and stressors which impact on the respondents self-esteem and their ability to cope with life :

i. Living with poverty in general

In the focus group sessions, the following key issues emerged: poverty in general, lack of proper shelter, limited income, petty crime, family and marital discord and substance abuse. The above-mentioned factors impacted on the nature and quality of parenting. These issues emerged throughout the group sessions.

Poverty is one of the primary reasons for placement in residential care of more than 75% of the children in the South African Home (Coughlan :1998).

Pelton (1994) is of the opinion that poverty-related factors such as unemployment, insufficient money and overcrowding or lack of shelter are potentially stressful factors. Such conditions can provoke anger and may lead to child abuse, despair or neglect depending on how family members cope with these stressors.

It has been the respondents experience that an already unstable relationship is further exacerbated if one or more of the above stressors is experienced in conjunction with other existing difficulties.

Some researchers (Jordan :1974) define poverty as "*not having enough food to stay alive and others have focussed on the effects of poverty on people's lifestyles.*" Oppenheim (1996) is of the opinion that poverty is about "*being denied the expectation of decent health, shelter, social life, and a sense of self-esteem which the rest of society takes for granted.*"

Being denied food by one's own family can be a harsh reality as experienced by one respondent.

"my familie het my baie afgedruk. Kos sal hulle nie vir my gee nie maar vir my

ander susters en hulle kinders.”

(Appendix C, CA : 89)

Respondents in the group noted that during times of difficulty, they had to remain committed to the family. This view was confirmed by the following statement.

“ek was ma en pa vir hulle so alhoewel, dit moeilik was het ek maar aangegaan.”

(Appendix C, RJ:92)

Another has indicated that even though their children are back in their care, their lifestyle of poverty has not changed. Thus, they are even more under pressure to make ends meet.

*“ek is nog spyt maar ek is bly my kinders is by my. Alhoewel my lewe swaar is
.....”*

(Appendix C, CA:92)

ii Lack of proper shelter

There was clear evidence that certain respondents in the study had difficulties finding proper shelter. Not only was there a lack of proper shelter but parents also found themselves on the streets with their children. Finding a partner and a home offered one respondent and her child the possibility of not sleeping on the streets.

“ ek was op die pad gewees en ek ook het baie buite geslaap, maar nie almal van hulle nie, maar ek alleen met my vriende, dan dink ek waar is T, waar is hy. Hy kom nie huis toe nie. Agterna toe realise ek mag nie weer buite slaap nie ek gaan nou maar huis toe waar ek gebly het by ander mense en daar het ek toe 'n outjie ontmoet toe ek trou toe sien ek my kind het begin by die huis bly - elke aand het hy huis toe gekom. Toe sê ek vir hom ons slaap nie meer op karton nie, ons het ons se eie huis nou”.

(Appendix C, BJ:115)

Another respondent realised that she was encouraging her children to beg from door to door, when they were living on the street.

“ die rede hoekom my kinders op die straat beland het, hulle het ook buite geslaap en dis terwille van my want ek was nie 'n goeie voorbeeld vir hulle nie. As dit by Xmas kom, was die inkomste baie swak en ons gaan sê, ' Merry Xmas ‘

vir die mense. Dan klop hulle by die deure, dan steek ek vir my weg agter die boom. Dan kry hulle lekkernye, klere en geld en so het dit aangegaan vir drie dae op 'n slag. En as dit kom by Labarang dan doen ons dit ook. Toe besef ek ek moet dit nie doen nie want dit is nie die moeite werd nie.

(Appendix C, RJ:116)

Adjustment to a stable lifestyle may prove to be difficult often sleeping on the streets for a number of years but it is possible.

“Ek het vir ses jaar buite geslaap.....”

(Appendix C, CA:92)

One respondent had to face the reality that the place of safety was able to provide for her children's needs much more than she could.

“so kyk die wat by die place of safety was, het hulle kos, klere gekry op daardie tydstop het ek nog nie 'n plek gehad nie om hulle by my te hou nie.....”

(Appendix C, JS: 131, 132)

Deprivation (Joseph :1972) which is associated with poverty, takes many forms. It shows itself in emotional impoverishment, in personality disorder, in poor educational attainment, in depression and despair. It can be found in all levels of society - “but the most vulnerable are those already at the bottom of the economic and social ladder” (Jordan :1972).

Living in poverty is also associated with risks to the health, well-being and future prospects of children and young people (Blackburn :1991). For example, one respondent highlighted a predicament when her partner forced her to evict her own daughter.

“so het my suster my kind ingeneem as my eggenoot haar uitgesit, dan sien ek hoe loop sy met die “American gangs”, dan dink ek ja, dis deur jou dat my dogter uit die huis is.

(AppendixC, CA:88)

Thus, children who come from such broken homes, are all vulnerable and easy prey for gangs since they are seeking a substitute for their absent families.

iii. Impact of limited income

Income was not a main theme of the focus sessions but it is a partly relative factor. Six out of seven respondents were unemployed and were dependent on grants. Respondents highlighted the difficulties of maintaining positive relationships with their children when money was short.

“N, het baie complain van klere..... By LBH het sy baie klere gekry. Toe sê ek vir haar N, ek is besig met my papiere by LBH sodat ek geld kan kry vir julle. Ek het geld gekry en ek kon vir haar en die anders sorg.

(Appendix C, CA:118)

One respondent who had encouraged her children, to beg for money, soon lost control over them. She needed a social worker to intervene.

“Die rede hoekom my kinders op die straat beland het, hulle het ook buite geslaap en dis terwille van my . As dit by Xmas kom was die inkomste swak en dan klop hulle by die deure. Toe besef ek, ek moet dit nie weer doen nie. Dan roep ek vir hulle na skool, dan gaan hulle ook na die winkels toe. Toe moet ek na ‘n social worker toe gaan om my te help.

(Appendix C, RJ:116)

In general, the respondents indicated that they had good relationships with their children. Tension and difficulties often arose - due to limited or no income.

iv **Reality of being a breadwinner**

A study has shown that the number of female-headed households and working mothers are on the increase within the South African communities.

“The female- headed households embrace a sub-population which may be potentially vulnerable to social and economic hardship, since women usually have limited economic, social, education resources available to them.” (UN,1995)

Commenting on the current status of women in the workplace, Dr Pat Gorvalla (Athlone news, Aug 14,2001) noted that women make up more than half of South Africa's population, do two thirds of the work, but only earn one tenth of the wealth of the country. Furthermore, figures show that 30 % of all households are headed by women, and

although the poverty rate among women is 50% higher than that among men, women tend to contribute more to the monthly income of a house.

A significant proportion of families served by the agency at which this research was conducted, fall in the low income or unemployed category as this sample of respondents suggests. These female respondents are being faced with emotional and financial burdens which make it difficult for them, to provide for their children adequately. Their partners and husbands were often not supportive.

“Ek was ma en pa vir hulle, so alhoewel dit moeilik was het ek maar aangegaan”.

(Appendix C, RJ:92)

Another respondent indicated that even though the father was alive he had not contributed financially.

“Die pa het gelewe, maar hy het mos nie betaal nie” (Appendix C, JS :118)

It is obvious from the above, that socio-economic factors play an all encompassing role in the quality of life and the holistic development of families in general. Living with poverty in general , marred the well- being of all the families interviewed and this resulted in dysfunctional families.

In conclusion, the researcher’s findings has proven that quality parenting is severely curtailed by factors such as limited income, lack of shelter, substance abuse.

The above, further impacts on self-esteem, resulting in depression, poor educational attainment and emotional deprivation.

2. NEGATIVE COPING MECHANISMS

i. Resorting to petty crime

A few respondents of the group identified their “petty “criminal activities as stemming from boredom, desperation, lack of money and also being influenced by the illegal activities of friends and family.

Some general comments which was received by one respondent indicated that her children got involved in stealing. She realised this could only change once she had made changes

to her lifestyle.

“ my kinders het baie dinge gedoen wat verkeerd was. Toe ek begin drink het , het hulle weggeloop van die huis en somtyds gesteel. Na ‘n tyd het ek opgelet dat hulle respek verloor het vir my . Toe beseef ek dat my drinkery maak net dinge sleg, want dit help nie vir my nie. Dinge het verander maar ek moes self die verandering maak.”

(Appendix C, RJ:92)

Another respondent ran away from the police to prevent her children from being removed from her care. According to the Child Care Act, 74/1983 it is seen as a criminal offence to obstruct the law with regards to the welfare of your children.

“ ek het baie weggehardloop want ek wou nie my kinders moet in ‘n home in gaan nie. So ek het baie weggehardloop van die polisie. Toe was ek gevang deur die polisie.....”

(Appendix C, CA:92)

Most had family or friends, who were or who had been involved in criminal activities.

“ eintlik ek, toe ek by die huis kom was daar ‘n klein moeilikheid by my huis. My suster het die polisie gehad om deur my plek te gaan en ek is ‘n persoon ek kan baie gou my humeur en respek verloor as ek iets gehoor het”..... ek het my kinders gevat en toe sê hulle nou wat gebeur het”.

(Appendix C, CA:112, 113)

Thus, lack of money, lack of proper shelter and little emotional support has led much of those respondents into criminal activities.

ii Resorting to alcohol abuse

Alcohol abuse has always been a problematic phenomenon and it is clear from this sample that some have resorted to alcohol. The problem is particularly rife in the Western Cape (Flisher :1993).

Flisher et al.(1993) have provided insight in terms of the prevalence of the problem in the Cape Peninsula. Their research has highlighted, that alcohol abuse of parents has increased, the vulnerability of youth/children in poverty-stricken areas with high rates of

unemployment, crime and the lack of positive role models.

Alcohol abuse by one family member eventually takes a toll on the entire family system. Many of the respondents in the group have given testimony to this problem, which has been a contributing factor to them losing their children in the first place. Three respondents commented on how the abuse of alcohol had negatively affected them and their family.

“ek het ook gedrink en die kinders was verwyder weens my drank probleem. Toe begin ek met drank in Bontheuwel, het my kinders hul respek vir my verloor .”

(Appendix C, JS:91)

“my kinders het baie dinge gedoen wat verkeerd was. Toe ek begin drink het hulle het weggeloop.... toe besef ek dat my drinkery maak met dinge sleg, want dit help nie vir my nie.”

(Appendix C, RJ:92)

“ek het baie gedrink en ek het baie maer geword. Terwyl my kinders hier was - 4jaar- het ek opgehou drink.”

(Appendix C, IB:85)

As drunk mothers they had little or no control over their children and often neglected them.

Poverty-stricken circumstances resulted in families using negative coping mechanisms in order to survive in society. The researchers findings suggest that few families living in dire poverty may resort to petty crime and alcohol abuse in order to alleviate their burdens and feelings of inadequacy.

B. SELF ESTEEM ISSUES

The “need to be accepted” was a statement that was made on numerous occasions throughout the focus group sessions. There was this constant reference to needing love and being accepted. This has contributed to the feeling of being vulnerable to life circumstances. The late David Roberts (Field :1993) once observed that if parents had to choose one thing which they alone could give their children - “ it should be a sturdy sense of their own worth”. Without a solid sense of self worth, a person is limited in his ability to live fully and to relate in a mutually fulfilling way. Many people have been exposed to bad

experiences and have not worked through those experiences in a positive way. They may take on a “victim mentality” with it’s accompanying feelings of powerlessness and of not being in control. Field (1993) mentions that our self worth begins in the cradle.

Although some parents may have loved their children they were not able to express their feelings in such a way which makes it possible for their children to understand how much they are loved. The respondents in this sample have a poor self- image. These constant negative ideas and attitudes about themselves impacts on their functioning and handicap them.

All of the above impacts on feelings of self worth. However, respondents spoke quite clearly around issues of love; dealing with shame, anger and guilt; understanding their behaviour, taking care of themselves, eating and sleeping properly.

i. Need to love and be loved

The researcher motivated respondents to choose an object which they liked and to mention why they chose that specific object. This exercise highlighted a recurrent theme and that was the respondent’s need to give love and to receive love.

“ek is JB en hoekom ek die beer gekies het want ek soek liefde .”

(Appendix C,JB:81)

“ek is FS - die rede waarom ek die bal gevat het, is ek het ‘n grandson, klein seuntjie, en hy is baie lief om te speel met die kleintjies, ek ook.”

(Appendix C,FS:82)

It appears that one respondent made use of a religious reference to explain her need to be trusted. This was highlighted in the following example.

“ek is RJ en ek het die kers gekies want die kers is ‘n simbool van lig en die Here is die lig van die wêreld en as ons se lig skyn kan die mense ons vertrou.”

(Appendix C, RJ: 82)

Furthermore, during the exercise they also highlighted that they love their children and constantly think of them.

“ek is CA. Hoekom ek die baba poppie gevat het, ek is baie lief vir my kinders en ek gee altyd vir kinders liefde.” (Appendix C,CA:81)

“ek is IB, en ek het die krale gekies, dit laat my dink aan my dogter,J, sy is baie lief vir krale”. (Appendix C, IB:82)

All respondents indicated that their relationships with their children was also fraught with emotional strain. When during an exercise, they had to write a card to someone, whom they had difficulty with, the following responses were recorded:

“ ek het aan my dogter geskryf en sy het my seer gemaak, maar ek voel nou beter.... ” (Appendix C, JB:134)

“ ek het aan my dogter geskrywe wat my so hartseer maak.... ” (Appendix C, JS:135)

“ek dink ek moet die kaartjie aan Tr, my seun gee of Te, my ander seun maar daar is altyd ‘n jaloersie tussen hulle twee”. (Appendix C, BJ:135)

Thus it would appear that the respondent's are rather fragile and vulnerable themselves. They appear to be wanting to convince the researcher that they do love their children. They themselves are seeking love and affection which they have lacked in their own lives. Strained emotional relationships with their children are a major challenge which faces them.

These parents were seen as incapable of caring for their children and thus they were labelled as “faulty parents”. They interpret it as being a failure and are usually defensive about their relationships to their children.

Thus there is a need for them to constantly reaffirm that they love their children and their children love and accept them. Also there is a need that their children should forgive them and they themselves forgive themselves as one respondent highlighted:

“ Ja, jouself eers te vergewe en jouself te leer lief het . ” (Appendix C,JB:90)

ii Understanding oneself

The focus in first sessions was to allow the respondents the opportunity for self-reflection. Their physical, social and psychological well-being was explored.

It was clear from the responses to this session that the respondents had very subjective views about what counted as good or poor health. Two thirds of the sample described their health as reasonable and as average, although they indicated unhealthy patterns of physical body neglect. Some associated poor health with being bedridden or spending time in hospital.

“ek sit gewig op,maar ek voel lekker, ek is nie 'n sieklike mens wat in die bed of hospitaal lê nie.”

(Appendix C, FS:85)

In terms of substance abuse, many stated that they had alcohol-related problems, which took years for them to overcome. Half of the group were regular smokers or lived in homes where two or more people smoked. They knew that it has impacted on their health but they were not sure how much.

“ek het ook gedrink en die kinders was verwyder weens my drank probleem...”

(Appendix C,JS:91)

“ toe ek begin drink het, het my kinders weggeloop van die huis. Toe beseef ek dat drinkery maak net dinge sleg,want dit help nie vir my nie.”

(Appendix C,RJ:92)

iii Sleeping patterns

All respondents are under stress and do not see it as a contributing factor to bad health. These issues all became evident when the group was questioned about their eating and sleeping patterns. These patterns give one insight into the physical or emotional health of the individual. Some comments were:

“ ek is vroeg oggend wakker. Ek slaap baie min.”

(Appendix C, JS:95)

One respondent commented on her lack of sleep which is also associated with the pain she experiences in her arms.

“Ja ek slaap baie min. Hoe ouer ek word hoe minder slaap ek. Pyn in die arms

maak my wakker.

(Appendix C, JS:96)

Another claims that she sleep peacefully but admits that she sleep to much.

“ ek slaap baie rustig maar ek het net pyn met die sterilisasie. Ek slaap baie. Ek slaap in middag ook.”

(Appendix C, CA:96)

One respondent indicated her anxiety and restlessness about certain things which hampers her ability to have a peaceful sleep.

“ ek was baie onrustig, slaap ek laat dan is ek weer vroeg op”.

(Appendix C, RJ:114)

The pattern that emerged was that most of the respondents did not sleep well due to pain, anxiety or insomnia. One respondent who did not have sleeping problems needed to sleep in the afternoon as well.

iv **Eating patterns**

When the researcher explored the eating patterns of the respondents, they were clearly evasive. The researcher was of the opinion that some of the responses were perhaps not totally true and this could have been due to feelings of embarrassment.

More than likely they did not want to expose their personal circumstances.

“Ek eet groente en baie vrugte, chops en lekkers hou ek ook van.”

(Appendix C, JB:96)

One respondent has seen the need to eat vegetables to maintain a healthy body.

“ ja ek probeer groente eet, dit is belangrik vir die liggaam”

(Appendix C,CA:96)

Also they hinted all times in which they often went without food, especially lunch time and focussed more on the only meal that they had which was supper.

“By my is die onbyt en die aandete die belangrikste. Ek sal sê die aandete is die belangrikste. My kinders eet baie.”

(Appendix C,RJ:97)

It would appear that these respondents know what foods are important.

This session was an attempt to explain the importance of eating the correct foods. Furthermore, they were encouraged to treat each meal as being special. This elicited comments of agreement and excitement whether or not well-balanced meals were being prepared by then is open to speculation.

v **Caring for oneself**

One of the main contributors to the bad health of the respondents, which was highlighted in the interviews was the lack of stress management.

From the responses it was evident that most of the members found it difficult to de-stress. If they did, many hardly did it on a regular basis.

“ek ontspan nooit.” (Appendix C,RJ:98)

Each respondent contributed an idea about a means to relax. It was clear from the discussion on this theme that they knew what relaxation exercises was all about but may not always carry it out.

“kan ‘n uitstappie vat “ (Appendix C, CA:99)

“speel games.” (Appendix C, IB:99)

“ek luister maar net na Radio Tygerberg.” (Appendix C, JB:99)

“ek ontspan met my hekelwerk, my crochet.” (Appendix C, FS:99)

“ek vat ‘n boek en neem ek ‘n stoel op die stoep en lees”.
(Appendix C, JB:100)

Eating balanced meals, having a good night's rest and engaging in some form of relaxation should contribute to mental health.

vi **Dealing with shame, anger, guilt**

Throughout the interview, the respondents had shown numerous emotions that they

themselves had not fully identified and had difficulty in expressing or naming it. The researcher is aware that there is an entire array of emotions that, impacts on social relationships. Some emotions that the parents have experienced and demonstrated have different kind of social functions. Emotions such as grief, shame, guilt may all be associated with that which the parent is experiencing when the child is removed from them and placed in residential care.

This respondent had shown feelings of shame and guilt when she had to deal with alcohol abuse and the tremendous repercussions that it had on her family members. This emotion was most powerfully displayed through the members' efforts to prevent recurrence.

"Toe ek begin drink het in Bonteheuwel, het my kinders hul respek vir my verloor. Vyf jaar gelede het my man ophou drink en later het dinge verander. Maar ons moes leer om van oor af te kommunikeer. Ek moes geleer het om respek aan my kinders te toon."

(Appendix C, JS:91)

It is the researcher's view that feelings of shame could stimulate behaviour change that leads to acceptance by the group (the children and family). Thus the respondent changed her behaviour, in order to prevent further rejection from her immediate family.

One of the respondents expressed her feelings of guilt about poor communication with her children. She expressed the desire to make up for the harm, inflicted on her children.

"verlange was in my om beter te kommunikeer maar toe kon ek nie, ek het ook verlang om beter te kommunikeer met my dogters."

(Appendix C, JB:91,92)

This topic had all respondents commenting on their feelings of guilt, especially the fact that the children were living in an institution. They blamed themselves for it, in spite of the circumstances they were perhaps in, at that time.

"maar my een kind het my laat sleg voel, Saterdag het sy aan my gesê ek het hulle in die "home" gegooi. My kinders was nie vir lank in die inrigting nie.....".

(Appendix C, JS:131)

Another respondent clearly showed her regret at what she had put her children through.

She feels trapped about the decision that she had taken to marry again, in order to get them back again. She now feels guilty that her children also have to suffer, in the situation they now find themselves in.

"Somtyds is ek spyt ek het getrou en vandag is my kinders baie sleg getreat. Ek is nog spyt maar ek is bly my kinders is by my. Alhoewel my lewe so swaar is".

(Appendix C, CA:92)

To the researcher it would appear that a person's response to any stressor would be influenced by his/her judgement of the situation and by his/her capacity to process the experience and attach meaning to it. Therefore it is important for us to understand the emotions which our parents experience when dealing with life stressors. Hence, helping them to act positively with their emotions is seen as a function of their self-esteem and then enabling them to employ coping strategies.

Many of the above factors relates to parental inadequacies which will be highlighted and discussed in the next section.

What is clear to the researcher is that a poor self image has negative repercussions in the manner in which parents respond to their children. The respondents equated love with feelings of negativity eg. emotional strain between parent and child and difficulty in expressing love and giving it.

Another contributory factor was the issue of health. Respondents experienced difficulty with sleeping, were evasive about healthy eating patterns and little or no time for relaxation. Thus, in conclusion it became clear to the researcher if families were assisted positively with emotions and were taught better coping strategies this in turn would lead to holistic and balanced family relationships.

C. FAMILY RELATIONSHIPS

Not only are these parents casualties of the poverty trap, in terms of the circumstances they find themselves in, but, their image as parents have also been impacted upon by self esteem issues. Which in turn effects the foundation of what is needed to have a good

strong relationship with family members.

i. Patterns of communication

The way in which family members communicate with each other reflects and reinforces the pattern of relationships that operate between them Bernhardt (1997) holds the opinion that protective communication patterns eg, judgmental, controlling, scape-goating, are typical of enmeshed and neglectful families. Family members employ these types of communication pattern subconsciously to reduce the possibility of hurt and rejection.

In the first session it came out quite clearly that many of the members experienced “put down” messages and these were employed by the guilty party to prevent hurt and abuse happening to themselves. While all these messages of communication served the purpose of avoiding hurt, unfortunately, the real message was not voiced and miscommunication continued.

“ek kan met vreemde mense praat. Hulle verstaan my beter. Maar as ek met my familie praat, hulle druk my weer af.” (AppendixC,CA:89)

“... met my ander seun kon ek ook leer om met hom te kommunikeer, dinge kom nou reg en as mense na my toe kom om te kla is D nie so onbeskof nie”.
(Appendix C, RJ:89)

One respondent gave an indication of the pattern of communication which was experienced in her childhood.

“my pa het nooit ‘n mooi word gehad nie. Hy het altyd lelike woorde gebruik en my ma het ons altyd liefde gegee”. (Appendix C, RJ:102)

Throughout the session, respondents felt the desire to have a better communication pattern and relationship with their children and family members.

“toe die kinders huis toe kom het ek besef ek moet van vooraf leer om te kommunikeer met die kinders.” (Appendix C, JS:91)

“ons moet weer luister na ons kinders.”

(Appendix C,JB:103)

“ ons verhouding is ook belangrik vir die kind”.

(Appendix C, IB:103)

Some also highlighted that it was only since their children was placed in the facility that they learnt the importance of communicating with and respecting their children.

“ wat ek ook kan sê toe my kind huis toe gekom het, kon ek ook vir hom die liefde gee wat ek nooit voorheen gegee het nie. Met my ander seun kon ek leer hoe om met hom te kommunikeer. Dinge kom nou reg.... ”

(Appendix C, RJ:89)

Due to poor communication, relationships with children and husbands were generally rated as weak. Some relationships were unevenly balanced, if better with children, then worse with partner and vice versa.

“ ek en my dogter kom goed oor die weg.dis hoekom eggenoot vir haar neer druk. As sy in kom dan stap hy uit die huis uit..... so het my suster my kind ingeneem as my eggenoot haar uitgesit het.”

(Appendix C,CA:88)

Many indicated that if they changed their old patterns of communication and lean to a more positive means of communication, the relationship would be more grounded.

“Luister om te verstaan, ons moet mekaar verstaan dan sal dit beter gaan”.

(Appendix C,JB:103)

“ek sal sê die kind moet sit en ek sal self sit en dan luister wat hy/sy het om te sê. Maar ek sal al my aandag gee aan die kind.”

(Appendix C, IB:103)

“nee,ek het altyd vir R, gesê hy moet sit en met my praat. Hy het toe vir my gesê hy het lekker gevoel toe hy praat want ek het geluister. Ek het daardeur geleer”.

(Appendix C,IB:104)

Respondents knew communication was vital in building positive relationships with family

members. However, they did not realise the impact of negative communication. The manner in which parents role model communication also has an impact on how children perceive communication.

The researcher is of the opinion that giving and receiving clear messages can assist in the development of positive relationships.

ii **Family Discord**

The respondents identified a number of stressors that could precipitate a breakdown in the family. Family and marital discord was seen to contribute to the general conflict at home between partners and also between parents and children.

One of the respondents spoke of the conflict between herself and her husband regarding the way he dealt with their child.

“vernaam N, sy was baie traag om op te staan. Dan het ek en my eggenoot baie daartoor geskel. Dan skreeu hy die kind moet opstaan, maar dan vra ek haar self om op te staan.”

(Appendix C,CA:130)

In another situation a respondents' partner did not get on with the respondents child.

“my man trust nie my kind nie. Hy sê vir my elke dag hy sal haar nie trust nie maar dan sê ek vir hom ek trust my kind. Ek kan vir haar trust want sy is my kind. Toe vra hy vir my op watter manier kan ek haar trust, ek sê toe, ek trust vir haar op haar boyfriend, op drank alles en sy sal dit nie doen nie. Hy sê toe eendag sal die mense kom klop op jou deur.....”

(Appendix C,CA:109)

Arguments and conflict about children were added stressors in these vulnerable households.

iii **Support Systems**

Supportive relationships with family members were generally rated as important. Although some indicated that without the love and support of their families they would find their lives more complicated. Belsky (1979) believes that support and general well-being have been repeatedly linked.

a. Social Support

It is clearly shown through research that support, from significant others have a beneficial impact on parent-child relations. Powell (1980) and Abernethy (1973) in their studies have shown an improvement in mothering qualities as well as an improvement in a child's competency if there is a supportive social network. Thus, supportive social networks can enhance parents self esteem and in turn, lead to more positive parenting.

It was interesting to note that most of the respondents felt supported by the social workers and the agency at which their children resided. Some of the comments included:

"..... hulle het ook meer uitgegaan en ook dat Leliebloem my ondersteun het." (Appendix C, IB:118)

"ek het baie ondersteuning gekry...." (Appendix C, CA:118)

"Ja 'n ander social worker van Diakonale Dienste het besoeke gelewer. Nadat hulle uit was, genoeg kom kuier, genoeg kom op check." (Appendix C, JS:118)

This kind of support from the social workers indicated to the respondents that they were not alone in their plight.

b. Family network

During this session all respondents were quite emotional and took their time reflecting on the past and contributing to the group discussion.

All participants identified a key individual outside their immediate family who they believed had been helpful and supportive to them as they were growing up.

"my oupa, ja hy het my baie beskerm van pak en het my altyd in die kas weggesteek." (Appendix C, JS:101)

"my ma het my baie ondersteun, nie op my te pip nie of so nie het altyd gepraat oor my drinkery-ag ! Maar vandag aanvaar ek dat sy my lief

gehad het."

(Appendix C, IB:99)

"my ma was baie goed vir my. Sy het my altyd gewas. My pa het my nie baie liefde gegee nie maar my ma het my baie liefde gegee."

(Appendix C, RJ:102)

It would appear that these fond memories that they had of significant individuals in their lives had overshadowed the negative that they had also experienced. This coincides with what Gabarino (1996) say "that each child needs only one person to make a difference in their life and to be crazy about them". However, for most of these mothers in this study, their key significant "others" was no longer available to them .

As Belsky (1979) is of the opinion that support does influence parenting , it then would appear that some of the members had not received such effective support and therefore experienced great difficulty in parenting their children. Another important issue that evolved from the session was that respondents felt an absence of support when it came to their male partners. They had certain expectations which were not met.

"hy moet kan, as iets verkeerd gaan in ons huwelik... moet hy ook kan bystaan en my help met alles. My bystaan en verantwoordelik wees met enigiets wat in my lewe aangaan. "

(Appendix C,RJ:107)

Belsky (1979) identifies the marital relationship as the principal support system for the parents. High level of involvement of the father and continuous support of father to mother would have positive impact on parenting and relationships.

The opposite which is expressed by this respondents statement would create further dysfunction in the family's relationship.

"my man trust nie my kind nie. Hy sê vir my elke dag hy sal haar trust, maar dan sê ek vir hom ek trust my kind."

(Appendix C, CA:109)

Once again the researcher recognised the need for cautious interpretation. She gained the impression from the comments of respondents that they felt isolated and unsupported on

all levels. Hence it appears that the respondents had used the group sessions to therapeutically ventilate and gain support from each other.

It is evident from the above, that healthy communication is the key factor in securing healthy family relationships. Moreover, it became apparent to the researcher that parents expressed the need to communicate positively, but were also unaware of the negative repercussions of communicating negatively with their children. Furthermore, family and marital discord led to a breakdown in relationships. Lastly, it became clear to the researcher that supportive social networks and family support were vital elements to positive parenting. However, communication was severely hampered where there was conflict in the marital relationship thus resulting in a breakdown of the support system.

D. DEALING WITH THE RESPONSIBILITY OF PARENTING

1. PARENTING AS A STRESSOR

Parents are the crucial factor in the child's development and therefore can be a potentially weak link in the chain of rearing and training children. This is known as a process called socialisation. Thus taking care of young children is likely to be more stressful for some parents than for others especially in unfavourable circumstances i.e. poor housing and unemployment.

Belsky's (1979) study shows that mother's receiving the least amount of support tended to have more household rules and to use more authoritarian punishment techniques.

"ja, toe R, uit LBH kom het hulle vir my gesê hulle is gewoonte uitgaan. Toe sê ek vir hulle okay, hulle kan uitgaan maar hulle moet op 'n sekere tyd, moet hulle in wees. Toe het ek 'n besluit geneem dat as hulle nie by ses uur in die agter middag by die huis is nie kan julle nie uitgaan nie. (Appendix C, IB:116, 117)

It would seem that through this exercise the respondent indicated her need for structure once the children returned home. It would also appear that the lack of support enforced her to use drastic measures of discipline to ensure co-operation from her children.

One is then able to assume that under these conditions the parents feelings of inadequacy in dealing with the situation comes to the fore and further exacerbates the situation.

It is obvious that some parents' children are removed from their care for various reasons but some parents are seen by the law to be incapable of caring for their children. This implies that they are then labelled as "faulty" parents and that is a stressor in itself.

Some respondents clearly admitted their inadequacies : *"ek was baie lui om deel te neem aan die kind se aanpassing. Dit het my baie geraak."* (Appendix C, JB:130) but at the same time revealed that their inadequacies did in fact bother them. .

i. Impact of Removal of Child

The respondents informed the researcher of the emotional and psychological pain they felt when the children were removed. Many experienced this as a loss and then at a later stage as a "wake up" call to make changes for the sake of keeping the family together again. Most shared their intense feelings of fear, relief, doubt, anger and disappointment in the "system" and themselves.

As one respondent had stated :

"JS het net nou gesê haar dogter kritiseer haar omdat sy haar in die "home" gelos het", is weens haar onnoselheid- haar ma het dit teen goede bedoel".

(Appendix C, IB:138)

It would appear to the researcher that the respondent could identify the pain that the other member felt concerning her children.

This loss of attachment and separation anxiety that the child feels from the time of the removal certainly had an impact on the parent and the rest of the family.

The researcher is of the opinion that when the child is removed from the family the focus is on the inability of that family. The family is thus considered dysfunctional and the children in need of care. These "messages" are conveyed to both parents and children in different ways adding to the trauma of the removal.

ii. Return of the child

For most of the respondents the return of their children was something that

they had longed for. Some respondents communicated the following:

“die dag toe ek hoor my kinders kom huistoe, toe was ek baie tevrede.”
(Appendix C, CA:118)

“Wat ek kan sê toe my kind huis toe gekom het, kon ek ook vir hom die liefde gee wat ek nog nooit voorheen gegee het nie.” (Appendix C, RJ:87)

Even though it brought joy to their hearts, it was not an easy task to adjust to the changes. One respondent shares her experience.

“alles van my is goed. My kind het goed terug gekom. Toe sy hier was (inrigting) het alles gechange. Dit was bietjie swaar gewees die eerste en tweede dag nadat sy terug gekom het- en daar is nie moeilikheid nie. Ons kom reg met mekaar.”
(Appendix C, FS:89)

Some communicated that they had to relearn certain values.

“maar ons moes leer om van oor af te kommunikeer. Ek moes geleer het om respek aan my kinders te toon.”
(Appendix C, JS:91)

Some respondents had to learn to renegotiate and contract with their children about rules and regulation of the house.

“Ja, toe R, uit Leliebloem kom het hulle vir my gesê hulle is gewoonte uitgaan. Toe sê ek okay, hulle kan uitgaan maar hulle moet op ‘n sekere tyd moet hulle in die huis wees. Toe het ek ‘n besluit geneem dat as hulle nie by ses uur in die agter middag by die huis is nie kan julle nie uitgaan nie. Toe hulle nou elke Saterdag uitgegaan en dan kom hulle huistoe ses uur.”
(Appendix C, IB:116, 117)

Another respondent comments on how she had to be sensitive and accepting of the friends that her child had made while away.

“sy het baie close connection gehad met die kinders van Leliebloem. Sy het elke naweek kom kuier en haar vriende saam gebring. Toe sy terug

huistoe kom was daar nog altyd 'n vriend van Leliebloem wat saam met haar geloop het."

(Appendix C, JB:117)

The children had to get to know their children from a new perspective. Changes had occurred on both sides.

iii Difficulties with Disciplining

During the sessions the respondents indicated their difficulty in coping with their children's behaviour and because many of them were not aware of the underlying problems in the child's behaviour they felt unable to deal with it. What the researcher had taken note of was the fact that the respondents had a tendency to blame themselves for not having the skills to deal with the situation.

"as ek nie die kinders kan beheer nie dan voel ek skuldig."

(Appendix C, JS:121)

"jy voel skuldig as jou kind nie vir jou luister nie".

(Appendix C, FS:121)

One respondent admitted to taking it personally when they have to discipline.

"want jy vra aan jouself, hoe het jy die fout begaan, jy het nie so groot geword nie."

(Appendix C, JS:121)

It is a result of the above statements that the researcher has noted that most respondents felt unsure, when their children acted contrary to what they expected. Many indicated the feelings of powerlessness, when such behaviour occurred and when they did not feel confident enough in themselves to take charge of the situation they resorted to verbal abuse.

"Die maak vir my skuldig want as ek met hulle geskel was daar altyd 'n vloek woord gesê maar toe realize ek dit is nie goed vir

die kinders nie.”

(Appendix C, CA:121)

Another point that the researcher needs to highlight is the fact that the respondents do not think that they are capable to challenge and handle their children's difficult behaviour. Important to note is that they are afraid of the behaviour that the child is displaying. Their feelings of inadequacy comes to the fore. Due to the lack of parenting skills many members have indicated or shown feelings of guilt when the child misbehaves and they are not able to handle it.

“Jy het hom nie so geleer nie - jy voel skuldig as jou kind nie luister nie, en jy voel skuldig as hy nou so is.”

(Appendix C, FS:121)

It would appear that most respondents were concerned about others opinion of their children and how they have reared their children.

“ hulle voel teleurgesteld oor die kind en dan werk dit op jou.”

(Appendix C, JB:122)

Respondents impaired their own upbringing to what their children are doing.

“want jy vra aan jouself hoe het jy die fout begaan, jy het nie so groot geword nie.”

(Appendix C, JS:121)

Evans (1995) is of the opinion that “ the advent of parenthood requires new and demanding tasks that differ in kind and extent for mother and father. Therefore this does put tremendous amount of pressure on the parent and how they perceive their role. Many of the respondents reported that the return of the children in their care had caused their anxiety levels to increase in spite of them being overjoyed that their children were back home.

“ ‘n kind kom na jou toe met ‘n probleem - as ouer moet jy versigtig wees hoe jy daardie probleem hanteer.”

(Appendix C, BJ:130)

To the researcher the above statement clearly indicates why the respondents reported more anxiety as a result of the child's return. It would appear that it is

due to the parents concern about their lack of skill and the ability they may have or not to handle any problems the child may have or display. Hence, the disciplining of children could be perceived as a difficult task for some parents.

2. PRESENT COPING STRATEGIES

Some of the respondents clearly stated that they did not feel confident enough to deal with the behaviour of their children. Many also felt that it was important for them to learn how to cope with the issues on a daily basis.

Some even indicated the need to better themselves for the sake of their children.

One respondent reported that her child had made her feel sad and guilty after accusing her of throwing them in the "home". She wanted to move forward but was reminded by her child of the past.

"ek het baie geleer, ek voel ek kan 'n ander ma leer en hoe sy met haar kinders moet wees en hoe haar kinders met haar moet wees, maar my een kind het my laat sleg voel. Saterdag het sy aan my gesê ek het hulle in die home gegooi. My kinders was nie lank in die inrigting nie miskien het ek hulle te vroeg uitgeneem."

(Appendix C, JS:131)

This respondent's coping mechanisms was limited as she further added that if she should continue to sit at home she would probably have a nervous breakdown.

"ek kan nie by die huis so sit nie. Miskien kry ek 'n semuwee instorting, maar ek voel die groep het my baie gehelp."

(Appendix C, JS:131)

It would appear that the parents receive their confirmation of how they doing through their children. Due to their need "to right their wrong", they have become beholden to their children. The researcher took the opportunity to reinforce the positive gains the respondent has already made since her children's return home.

Furthermore, the respondent shows a willingness to grow personally.

"ja, want ek wil voortgaan."

(Appendix C, JS:132)

E. TOWARDS A NEW STRATEGY OF COPING

1. ACTION AND REFLECTION LEARNING

Due to most parents lack of formal education, their skills seem to be limited and as a result they are not able to effectively handle situations with their children. Therefore the need to be sensitive to the fact that adult learning which is based on problem posing could be seen as an effective tool within the focus group session and need to be incorporated in the planning and preparation of the programme.

We need to be aware that learning takes place in different ways. The action and reflection method of learning will bring about more confidence in the individual as it allows the person to put certain things into action and testing it out. Further reflection could refine the action. Thus the cycle of reflection-action-reflection can assist towards better results. Their powers of observation and reasoning often grow stronger as this method is regularly practised. Once they are able to move from "what happened " to "what tends to happen" learning takes place. This allows them to apply what they have learned from past experiences to new situations. As one respondent had experienced in this group:

"ek is nie spyt dat ek nie gekom het nie. Eintlik het ek geleer oor die laat slappery, ek het altyd myself gevra waar het ek die fout begaan dat ek so sukkel om hulle op te kry."
(Appendix C, RJ:130)

According to Taylor (1997) insight and judgement has to be developed by building on what the learner already knows. Therefore the idea that action learning assumes that all participants bring valuable experience and knowledge to the situation, would further enhance the capabilities and skills that these members have.

Through this learning method participants will be able to explore, discover and grow in a supportive, understanding and relaxed way.

Reflection involves re-examining and thinking about an event. Through this approach the member or participant will be encouraged to reflect upon their experiences and to draw out the learnings. For example they could question certain issues in their life, what went wrong, and then plan to more effective action.

Throughout the group sessions these methods, such as roleplay, introspection, rethinking about childhood experiences were used to encourage the respondents to learn as much

about themselves and their circumstances.

2. PARENT SUPPORT PROGRAMME EVALUATION

i. Empowering parents

All respondents felt that they had learnt so much from these sessions and could only benefit from further parental support programmes. Many indicated their loss at the end of the group and had very ambivalent feelings when they left. Many saw this group as a supportive model in teaching them coping skills. They could apply it practically and could see the results become evident. As one respondent has shared.

“ ek het besluit om situasies beter te hanteer”... (Appendix C, IB:145)

“Ek kan baie gou my humeur en respek verloor as ek iets gehoor het en ek het bair geleer na die sessie, om te “control yourself”. Ek was baie vinnig en gister se sessie het my geleer om meer verdraagsaam te wees”.

(Appendix C, CA: 112, 113)

“ek het baie geleer van die groep en ek is seker ek gaan baie verlang daarvoor. Ek gaan baie mis, baie mis. Ek is gewoonnd hier Woensdag, Donderdag om mekaar te wees. Nou gaan dit weer stil wees.”

(Appendix C, FS:132)

All respondents found this group as whetting their appetite for more such sessions and the researcher could clearly see the need for such group to continue. Reasons were clearly shown by : hunger for more knowledge, ability to build relationships for future support, as social network, imparting of parenting skills which is certainly needed.

The fact that the respondents see the group as a support base is highlighted by this members statement: *“daar is so baie, ek moet dink. Die “support”, goeie support”.*

(Appendix C, JB:132)

The researcher saw this group as an empowerment process for the members. They were empowered by their session and could question what is happening within their home .

“my trane het baie geloop, maar ek was baie gelukkig. Ek het baie min vertroue gehad in myself maar toe ek luister hoe elke groot mens praat het ek baie vertroue in myself begin opbou en in my kinders”. (Appendix C, CA:149)

The researcher received positive feedback from the respondents about the group sessions. Many felt that the support it gave to them was invigorating and they were saddened by the termination of the sessions. What stood out most for the researcher was the fact that they were prepared to be part of a another group so that they could continue to learn. The need for knowledge, support and skills was very evident to the researcher in this group.

As this respondent states :

“juffrou, toe ek nou drie weke gelede hier ingestap het, het ek baie semuweagtig gevoel want ek het nie geweet waar of wat nie. Maar to sommer van die eerste sessie toe juffrou verduidelik het ek nou meer ontspan en ons het mekaar leer verstaan, hierdie mense leer ken. Ek moet sê dis ‘n jammerte dat dit vandag die laaste sessie is want ek het dit geniet.” (Appendix C, IB:147)

The researcher realised that the respondents felt empowered throughout this process and were not afraid to experiment with what they learnt in their sessions. This process of knowledge sharing and support had effectively allowed for inner growth in each member to take place.

3. GENERAL DISCUSSION

i. Group Process:

Even though the group was not supposed to be a therapeutic group, the purpose of this study included the element of support. The researcher had to marry the needs of a support group with the methodology of a focus group.

According to Douglas (1979:53) the interaction in the group is referred to as basic, since without interaction no group nor any of the other processes can exist. During the interactive process, the researcher attempted to use this stage of the process to generate understanding, ask questions, give feedback, spread information, reinforcing members responses and enhancing conformity of members behaviour.

The researcher did not forget to focus on facilitating goal achievement (Anstey : 1983:57). Members of the group interacted well right from the start. When members arrived for the first time their anxiety levels were high and yet they approached the topic with much vigour.

The researcher encouraged members to choose objects and to describe their feelings about that object to the group. This ice-breaker helped to build trust and contributed to a positive group climate. All of the members were open and not shy to say how they felt. Understanding was generated also by giving clear instructions on what to do. Also assisting them through the process of the group. Interaction and participation took place with the games and the discussion around the games and topics. Many were asked for their opinions on how they felt, which brought about conformity and agreement and slowly group cohesion took place.

The second session begun with the researcher concerned about one members absence but this was soon resolved when the member arrived and apologised to the group. The researcher is of the opinion that the group members seemed to be supportive and understanding of one another from the very start. What also made communication effective in the group was the fact that the researcher, as facilitator within the initial phase of the group, was able to allow members to get acquainted with each other, explain the activities, set time limits, contracted and stated purpose of the group and also explored members expectations.

The researcher felt that members anxiety was lessened and lessened with each session. With regards to the structural processes of the group the researcher could clearly see after the second session that the group was definitely developing. The members that were present handled the group well and showed real interest and concern. There were no subgroup formations and the need to link with one another became a highlight for

members.

With the locomotive process it became clear to the researcher that the purpose and goal formation of the group was not of significance to the group members. The fact that they could be part of the decision making process within the group seemed to have been more of a highlight to them. Even though the group was aware of the purpose of the group they were able to make full use of the group for their own purpose. As some members had inappropriately given vent to their feelings they were able to be drawn back to the actual purpose of the group. The member was also able to work at small goals such as obeying the rules of the group and accomplishing the tasks that were given to them. In the beginning, decision-making is always focussed on the facilitator, but this soon changed. The group was able to develop to a point where the members were able to accomplish this part of the process of group work quite effectively.

Within the molar process group influence amongst the individual members were not so prominent. The group as a whole influenced members to increase participation by taking part in the discussions. The norms, standards and values of the group was modelled by the members themselves. The general psychological and emotional state of the group throughout all the sessions was that of a developing group cohesion. The group had always moved with a supportive and accepting group climate. Therefore this proved that the group could work together because the level of trust and co-operation was high.

ii Focus group

The researcher right from the beginning had experienced difficulty in understanding how to use the focus group in a non-directive way to elicit the kind of information that was required for the research. The researcher used both a directive and non-directive approach wherever the need warranted it. This at times made the researcher uncomfortable but the discussion of the topics was constantly moving and this perhaps minimised the feelings of the researcher at times. Although the researcher felt that she should have taken a less active role in the group, the members were quite happy with this approach and seemed to have illicit the necessary responses from the group members.

4. **SUMMARY**

The results were discussed in relation to six major themes. The following chapter presents the major conclusions and recommendations.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

This final chapter, seeks to draw together the findings of this study, and returns to the framework provided by Gaffley (1991). Traditionally, parents were viewed as part of the problem rather than being part of the solution.. This study, however, attempted to bridge that gap and looked at assessing and addressing the needs of the parents of children in residential care. The argument is that the concept of family reunification is an important one, therefore, through this study, the agency might benefit from increased knowledge of the needs of parents and how these parents can be empowered to improve their situation so that their children can be returned to them.

The discussion will focus on the following areas : respondents socio-economic context; negative coping mechanisms; self-esteem issues; family relationships; dealing with the responsibility of parenting; towards a new strategy of coping.

a) Respondents socio-economic context

The information obtained via the focus-groups established that it was obvious, that socio-economic factors played an all encompassing role in the quality of life and the holistic development of families in general. Living with poverty in general marred the well-being of all families interviewed and this resulted in dysfunctional families. The findings have proven that quality parenting is curtailed by factors such as limited income, lack of shelter, substance abuse. The above further impacted on self-esteem, resulting in depression, poor educational attainment and emotional deprivation.

According to Orford (1993:49), studies of suicide, juvenile delinquency and family issues have drawn attention to qualities of the social environment as possible determinants of individual stress and difficulty. The quality of life (QOL) movement brings about the concept that both objective features of the neighbourhood environment and the individuals own subjective experience need to be taken into account to provide a satisfactory model of quality of life. Thus it is important to note that the one affects the other. French,

Rogers and Cobb in Orford (1993) clearly identifies this, using the person-environment fit. Their prediction that strain would occur when there was an absence of fit between the two. This might take two forms : an individual's needs might not be met with the environment, or the environment might not be matched by the individual's abilities. However, there is no doubt that from the literature surveyed and the findings from the data collected, that the socio-economic circumstances does affect the well-being of the parent and family and this should at all times be taken into consideration when working with parents and families.

b) Negative coping mechanisms

Poverty-stricken circumstances resulted in families using negative coping mechanisms in order to survive in society. The findings suggest that few families living in dire poverty may resort to petty crime and alcohol abuse in order to alleviate their burdens and feelings of inadequacy. O'Connell (1988:129) has also stressed the importance of environmental factors and role models in alcohol and drug abuse. His research highlighted the vulnerability of families and youth in poverty-stricken areas with high rates of unemployment and crime and the lack of positive role models in the community. Another contributing factor is that of unemployment which leaves a trail of psychological distress and studies have shown that with unemployment there is a higher rate of disorder and distress. Therefore, feelings of depression and anxiety together with lower self-esteem and confidence enforces families to resort to a negative coping pattern in order to survive physically and psychologically.

c) Self-Esteem issues

The data collected showed that many of the participants were battling with issues of self worth. According to Field (1993) it was observed that without a solid sense of self worth, a person is limited in his ability to live fully and to relate in a mutually fulfilling way. The findings have shown that the participants had a poor self-image and these negative ideas and attitudes about themselves impacted on their functioning and thus handicapping them. This also had negative repercussions in the manner in which parents responded to their children. Love was equated with feelings of negativity. Parents needs are important and need to be considered, especially if they are to come alongside the agency in working

towards the best interest of the child. Coopersmith (1981) defined self-esteem “ as the evaluation a person makes and maintains of himself. Since much of one’s self-image is developed from messages received from significant others, the first and most important message a child can receive from a parent is one of acceptance. In reviewing this how much more should the agency strive with it’s programme to send a message of acceptance to that parent. Once they know and understand that they are accepted by those working with them and their children, their confidence in themselves will grow and so will their self-esteem.

d) Family relationships

It became evident from the study, that healthy communication was the key factor in securing healthy family relationships. Moreover, it became apparent that parents expressed the need to communicate positively, but were also unaware of the negative repercussions of communicating negatively with their children. Family and marital discord led to a breakdown in communication and further in their relationships. Bloom, Asher and White (1978) mentions that the marital role offers protection against disorder and that this protection is lost when a person or children experience marital separation. This creates many losses, for example, economic, affectional and community for the individual and family. This further supports that the family does go through tremendous strain and stresses. Another factor that was highlighted is the lack of social support. Supportive social networks and family support were vital elements to positive parenting and healthy family relationships. As Andrews and Withey (1976) had concluded through their study that most people view the satisfactoriness of their social relationships as being one of the most important factors of their overall feeling of satisfaction. The support could be named in three separate types. Cobb (cited in Orford:1993) refers to esteem support as information that a person is esteemed and accepted and having someone to available with whom one can talk about problems. Informational support refers belonging to a network of communication or organisation in which others could be counted on. Social companionship support refers to spending time with others in leisure and recreational activities. The data showed that although the parents knew about the various support being available they did not feel comfortable making use of the necessary support systems

or were not able to find the availability of the resource.

e) Dealing with the responsibility of parenting

Many parents did not feel equipped to deal with the role of parenting. Taking care of young children was seen to be more stressful for some parents than for others especially in unfavourable circumstances. Many highlighted through the study, that feelings of inadequacy comes about in dealing with situations they cannot handle. They also blamed themselves for not having the skills to deal with the situation. Many resorted to verbal abuse when they were not confident enough in handling the disciplining of their children. It would appear that parents received their confirmation of how they are doing through their children. Due to their need “to right their wrong” they have become indebted to their children. Feelings of frustration was expressed especially when decision had to be made with regard to their children, they felt that the social worker was more competent than them and thus took a back step in the decision-making of their children. Some found it difficult to ask the social worker for help and some experienced the social workers contacts as helpful and others viewed it as interference. Thus when the children returned home they had to learn to renegotiate and contract with their children about certain issues.

f) Towards a new strategy of coping

Due to most parents lack of formal education, their skills seem to be limited and as a result they are not able to effectively handle situations with their children. The need for adult education to use in the focus group was seen as a tool to enhance the learning. The Action and Reflection method of learning was employed. According to Taylor (1997) insight and judgement has to be developed by building on what the learner already knows. Therefore, throughout the focus group sessions the participants were made aware of their significant contribution and as the study shows very significant contributions there were. The responses were effective and practical. Many gave indication of the simplicity of the information they received and were able to put it into practice at home. As action learning assumes that all participants bring valuable experience and knowledge to the situation and would further enhance the capabilities and skills that these participants have.

The parent support programme evaluation was positive. Many of the participants felt empowered by the process and indicated their loss at the end of the programme.

Many felt the support it gave them and were interested in a follow up group.

RECOMMENDATIONS

1. Clearly more research is needed in the area of "family", particularly from a parent's perspective. Future research will need to regard children and parents more seriously and listen to what they have to say.
2. There is a need for more intensive training for parents so that they can be assisted on how they could be involved with their children and the agency. They need to be assisted to build confidence on what they are doing, deal with the role of parenting and take responsibility for their actions.
3. There should be continuous training and a need for the present training programmes to be reviewed for professionals working with families, especially within residential care, to try and understand the context within which these families find themselves in and help them achieve the best level of functioning in spite of the negative environment they are in.
4. There is a need to re-evaluate present parent support programmes. Are these programmes looking at matching support and support systems with the expectations, tasks and developmental needs of parents? With regards to the action learning method there is the recognition that each parent brings valuable experience and knowledge to the situation and are we really considering that in our implementation and planning of programmes.
5. Residential social workers and external social workers of referral welfare agencies, who need parents' support should take initiatives to enhance it. They have to always try and bring parents on board and parents needs should be constantly identified through carrying out minor researches in the communities.
6. It is also recommended that the agency and other welfare agencies takes cognizance of some of the issues raised in this report so as to better facilitate its parent support

programme. The therapeutic needs of a case should receive as much attention as the statutory obligations of a case.

7. More follow-up studies of children, who have been returned to their parents after being involved in residential care should be done, in order for constant evaluation to take place of its' programmes and continuously assess the needs of families.
8. There is also the need to assist parents in acquiring certain skills, to make them more marketable. The studies have shown that the unemployment rate is high and has a negative effect on individuals. Therefore, it is important that we do not exclude the possibility of looking at job creation for these parents.
9. We need to collectively work towards the eradication of the culture of poverty by educating these parents that their reaction to poverty and how they see their position to the standard of the larger society can be and should be changed.

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APPENDIX A

Liewe

Ek will graag 'n opname maak van die nood van ouers wie se kinders in kindersorg geplaas is en weer terug geplaas was by die ouers. Met u toestemming sal ek graag 'n onderhoud met u wil voer om vas te stel watter moeilikhede en voordele u uit u ervaring van reunifikasie met u kind met my kan deel. Dit sal ook baie help as u kan verduidelik watter soort ondersteuning u moeilikhede sou kon gehelp het.

Ek wil graag die uitslae van die opname aan u bekend maak en dit ook gebruik om ander ouers te help om hul situasie en vrese beter te hanteer. Ek sien uit daarna dat u my sal kontak aangesien u bydrae belangrik is vir die sukses van die opname. Ek kan gekontak word by :

Leliebloem House Kinderhuis

Korne Close

Crawford

7780

Tel : 697 4947

Groete

Shereen Gorvalla

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR BIOLOGICAL PARENTS OF CHILDREN AT RISK IN RESIDENTIAL CARE

This research process intends to develop a parent support model. As part of the Master's Degree requirement I am researching the needs of parents of at risk children in Residential Care.

The questionnaire is divided into closed and open-ended questions. Could you please tick next to the appropriate answers for the selected statements and encircle the appropriated responses.

1)	Sex	M	F		
2)	Home Language :	Afrikaans	English	Xhosa	Other :
3)	Employment Status :	Employed	Unemployed	Self-employed:	

4) Describe the kind of work you do?

5) Education : _____ (Please indicate which standard you have passed)

6) What other courses have you done?

7) Age : _____

8) Who are the members of your immediate family?

9) Do you have any strong bonds with them?

10) Who supports you now?

11) Who lives with you?

12) Describe the kind of support you receive from :

Friends

13) Neighbours

14) Are there any other sources of support that you use?

Club

Societies

15) Is there anyone at work who supports you?

16) Discuss your work conditions.

17) For how many years have you been separated from your children?

18) What has it been like for you?

19) How have you been preparing for the time when the children are back with you? Discuss.

20) What are some of your anxieties about having them back? Discuss.

21) What does "having your family together again" mean for you?

22) What are the obstacles to having your family together?

Housing _____

Employment _____

Economic support _____

23) Are there any areas you need assistance with?

24) What would you expect to get from this groups?

25) What would you like us to concentrate on in the next six sessions?

26) What would you like to work on :

- a) Parent / Child relationships
- b) Parenting skills - discipline
 - meeting children's needs
 - adjustment difficulties
- c) New ways of coping
- d) My vision of an improved family lifestyle

27) What is the area where you need to be helped the most?

MG : Eerste dink ek dit was baie nice van SG, maatskaplike werker, om die navorsing te doen. Ons weet u speel 'n belangrike rol. Ons wil graag weet hoe dit is om met die ander ouers te werk. U is nou die "guinea pigs". U is die eerste ouers wat ons geleer het, soos ons die kinders uitplaas het en dat ons 'n beleënde belangstelling toon in die kinders en ek dink die navorsing van Mev SG gaan ons help meer mense, meer suksesvol te help en ek is bly om te hoor dat meerder van die stories is sukses stories en sommige van die stories nie so lekker stories is nie maar as 'n mens dink dat jy swaar begin het in die lewe dan moet jy tevrede wees as jy 'n bietjie makliker kan uitgaan.....

Ek wil Mev SG beste toewens vir haar navorsing en ek wil ook glo dat die raad en advies wat u vir haar gee dat ons daarby gaan leer en dat ons aan die einde van die studie kan sê dat die ouers gehelp het om vir ons te leer oor die dinge. Ek wil ook sê dat mense (Pollsmoor bandiete) van ons kerk het ook gepraat oor hulle lewe en 'n mens sê dikwels jy het nie skoene nie - maar dit is moeilik vir ons wat nie uit dieselfde toestand uit kom nie om te weet hoe dit regtig voel hoe om daar te bly en daar te wees. Ek het met 'n vrou gepraat..... Wys sy die merke in haar nek, hoe die man vir haar "gechoke" het en sy het blou geword. Ek kan net hoor wat sy gesê het, maar ek kon nie voel wat sy gevoel het toe sy daar was nie. So dit is die deel wat ons wil hoor wat jy sê so dat ons 'n verskil kan maak in ons kinders se lewe of in ons volk se lewe.....Dankie !!!!! Is daar enige vrae wat jy miskien vir my wil vra?

IB: Ek wil sê, ek wil baie dankbaar sê vir Mr MG vir wat julle my kinders wys gemaak het, ander dag was ek baie hartseer en bedroewig maar vandag kan ek sien dit het goeie vrugte afgegee.

MG: Ja, Mev IB, ek onthou ek het in prentjie/foto van jou seun wat klavier speel by AGM in my kantoor. Ek wil net noem en sê dat ons kinders is goeie kinders en ons is almal

goeie mense maar somtyds dan slaan omstandighede vir ons 'n bietjie "overboard" en kan ons nie die sukses van die lewe nie oorweeg nie. So alles van die beste.

SG : Ek wil hê elkeen moet 'n "partner" neem. Die een staan agter die ander. Die een wat agter staan sit jou hande op die "partner" voor jou se skouers. Nou moet jy die skouers van jou maat lekker "massage" . Vryf al die moegheid en stres uit die skouers uit.

(Lots of laughter) Maak die oë toe. Ontspan die liggaam totaal.

Dink aan wat jy nou gaan doen en hoe dit vir jou gaan help. Julle kan partners ruil.

(Laughter)

As julle die arms massage..... druk net so 'n bietjie hard so dat jou partner 'n bietjie kan relax. Dis belangrik dat jou oë toe is en jy ontspan die hele liggaam. Breathe in and out, okay. Now we relaxed.

(Lots of laughter)

Before you sit down, notice that I have certain objects on the table. I want you to look at the objects and take something that attracts you and what it reminds you of. Choose any object on the table and then we can start.

First we going to introduce ourselves. :

Onthou asseblief as jy die anders sê wie jy is en jou naam, praat net 'n bietjie harder. Nadat julle klaar julle name genoem, verduidelik net aan die groep, hoekom jy daardie "object" gekies het en aan wat laat dit jou dink.

(Silence)

Yes, who will start first, JB okay !!!

JB : Ek is JB en hoekom ek die beer gekies het want ek seek liefde.

SG : OK !!

CA : Ek is CA . Hoekom ek die baba poppie gevat het, ek is baie lief vir kinders en ek gee altyd vir kinders liefde.....

nou moes julle weer by mekaar gekom het, so dis belangrik dat ons moet weet wat is die nood van die ouers, wat is belangrik vir die ouers want vir ons het ons meer gefokus op die nood van die kinders en meestal die kinders gehelp nê en vir ons is dit belangrik om te weet hoe ons die ouers kan help! Dit was miskien 'n groot aanpassing vir hulle gewees en nie miskien vir die ouers nie maar wat van die broer en susters wat in die huis was, so die belangrikste wat jy, kan leer is om jou self te kan leer ken en sê "wie is ek?".

(Writing on board)

Ken jy jouself? Hoe om jouself te versorg?

Is dit okay vir julle as ek 'n bietjie Engels en dan Afrikaans praat.

All : Comments from group that its okay. **(Laughing)**

SG : Ek voel meer gemaklik so : **(Tell a joke)**

Ek is nie eintlik Afrikaans sprekend nie. Ek gaan hof toe met een van my kollegas en sy is 'n proefbeampte. Ons moet 'n verslag skryf oor jeug wat betrokke is in criminele sake. Die een proefbeampte is van Burban en kan nie 'n woord van Afrikaans praat nie. Sy probeer maar op haar eie. Ons gaan voor die landdros, nou kry jy 'n suspended sentence of opgeskorte vonnis - dit is verskillende aanbevelings maar ek het daardie dag so gelag.... Toe vra die landdros vra vir haar wat is die vonnis, wat gaan jy nou aanbeveel. Sy sê toe, "Eedelagbare," maar sy sukkel soos sy praat - "Ek dink hy moet 'n opgeskopte vonnis kry". **(Much laughter)**

'n Week daarna wil sy nou sê jy is uit geknip die ma, toe sê sy "uitgeput" die ma.

(More laughter)

Okay, ek wil net weet van julle ons is hier om van mekaar te leer. Wat beteken die woord "selfbeeld" vir julle. Wat is selfbeeld?

(Silence)

SG : What is self-image? Selfbeeld is soos hulle sê was 'n mens van hulle self dink - dit is nou selfbeeld. Daar is verskillende karakter eienskappe : fisiese, sielkundige, sosiaale. Wat jy dink van jouself as 'n persoon hang af van wat jy dink van ander mense - dit is die sielkundige part van dit. Wat ek probeer sê, en as ek praat van die fisiese gedeelte wat bedoel ek by dit?

(This part was extremely difficult to simplify in order for them to understand.)

SG : Wat dink jy JS in terme van jou liggaam? Hoe jy lyk - jou gesig, jou liggaam, jou hare?

JS : Hoe ek wil nou lyk ? Soos ek gesê het vir myself is ek mooi, is dit nou so?

SG : Ja, maar verduidelik aan die groep wat is dit van jouself wat jy van hou. Byvoorbeeld jy het 'n mond, mooi oë, neus.

JS: Wat ek van jou van my gesig, moet ek daarvoor praat?

SG : Ja.

JS : Van my figuur, ek is nou maer maar daar was 'n tyd toe ek vet geraak het. Maar nou is ek dankbaar aan die Here dat ek weer maer is.

SG : So! kon jy, toe jy vet geword het, het jy 'n bietjie sleg gevoel oor jouself?

JS : Nee! net 'n bietjie, maar ek was altyd maer, my suster is vet, so vir my was dit 'n moeilike ding om te aanvaar maar nou is ek weer maer.

SG : Die tyd toe jy gewig aan gesit het, het mense iets gesê daarvoor?

JS : Ja, hulle het gesê ek raak vet.

SG : How do you feel about that?

JS : Ek is nogal bly dat ek nie vetter geword nie maar ek is bly dat ek weer maer is.

SG : Okay

IB : Ek was so maer..... **(Laughing)** Ja ek was baie maer. Mense het my windjie-waai genoem! **(Laughter)** Ek het sleg gevoel.

SG : Tot watter ouderdom het hulle dit genoem?

IB : Toe ek groot was. Ek het baie gedrink en ek het baie maer geword. Terwyl my kinders hier was - 4 jaar - het ek opgehou drink en vandat ek opgehou drink het, gewig opgetel. Ek het net geweier om rokke te dra.

SG : Dit is belangrik dat jy dit sê, dat jy geweier het om rok te dra omdat jy so maer was. Mense het gesê jy was maer en omdat mense dit so gesê het, het jy geweier om 'n rok te dra want jy het geluister na wat hulle sê. Hou net daai punt, dis baie belangrik, so jy het jou rede gehad hoekom jy gewig wou opgetel het. Hou net dit in gedagte.

SG : FS... what can you say to me about yourself? About your physical appearance.

FS : Oh dear! **(Laughter)** Ek kyk myself aan maar ek voel mooi, mooi lyk - ek sit gewig op, maar ek voel lekker, ek is nie 'n sieklike mens wat in die bed of hospitaal lê nie.

SG : Maar jy lyk gesond. Het jy ooit gevind dat mense jou gesê dat jy gewig optel?

FS : Ja, maar dit het nie my gepla nie.

RJ : Wat ek dan sê, die tyd toe die kinders by die huis gewees het, was ek nie myself nie. Toe my kinders in die huis gesit is, het ek verander. Baie mense het gesê Rowena jy het baie verander, baie skraal en gesig so het die Here my verander. Daar was altyd 'n stryd, bakleiery met my kinders. Altyd slegte antwoord. Niemand het iets mooi gesê.

SG : Hoe het jy gevoel?

RJ : Ek het baie seer gevoel, baie gehuil.

SG : Het dit jou geaffekteer in terme van besluite wat jy moet neem, of probleme oplos?

RJ : Ek het baie sleg gevoel - baie tye wou ek myself onder 'n kar gooi, ek kan nie meer nie, maar dan het ek net aangegaan met my lewe. Toe die Here met my gepraat het en my kinders hier geplaas het, het baie dinge verander. Toe ek my kinders se verandering sien, het dit my laat goed sê.

SG : Hoekom het jy gelukkig gevoel dat die kinders hier in die kinderhuis is?

RJ : Want hulle het verander. As hulle by die huis is het hulle heeltyd gekla en die mense het oor hulle gekla. Maar toe hulle in die huis was het meestal van die stres van die mense se geklaery verdwyn.....

SG : CA sê vir my 'n bietjie van jouself. Hou jy oor jouself voel?

CA : Ek is vet maar ek is tevrede met my liggaam. Ek wil nie maer wees nie en ek wil ook nie vet wees nie. Dit was nou net die man en die kinders wat my altyd vettie-bom-bom genoem het.

SG : Hoe voel jy as hulle so skreeu?

CA : Ek is “ashers” van hom - want ek sê vir hom dit is omdat hy nie ‘n liggaam het nie.

(Laughter) Ek sê vir hom dis hoekom hy so koud is en ek bly warm, ek het nie ‘n verwarmmer nodig nie.(Laughter)

All : Dis goed !!!! (Laughter)

SG : Ja.... dit is belangrik..... jy kan ‘n grap daarvan maak.

JS : Ek voel ook dit is belangrik want in mense moet gelukkig wees. Ek onthou my ma and ouma was maer altyd vet en hulle het nie koud gekry nie.

SG : So, CA ... jy kan dit hanteer.... Okay wat van JB?

JB : Ja, my naam was “skin and bones”.(Laughter)Ek het altyd gehoop om vet te word. Van my familie is almal vet.En ek bly maer en van ouderdom 22 jaar raak ek ‘n bietjie vet.

SG : Jy sê jy was maer, jy was “skin and bones” maar wat het jou laat voel jy moet vet word.

JB : Omdat my familie lede almal vet was.

SG : Oh. So jou familie was groot gebou en jy het toe gevoel jy pas nie by jou familie nie?

JB : Ja! Ja! (Laughter)

SG : Maar het julle nou gesien hoe belangrik dit is wat ons van ons self dink.

SG : Die tweede eienskap wat ons oor kan praat is dit van sosiaal. Hoe ons met mekaar “interact” - interaksie tussen mense (writing on board) - is hoe kommunikeer jy. Hoe is jou interaksie met anders? Ons kan nou met JB begin en dan om die groep gaan - hoe kommunikeer julle met mekaar of julle interaksie met ander mense? Miskien kommunikeer julle nie met ander mense nie. Kan julle ‘n bietjie my vertel? Dink ook oor julle self.

JB : Ek sal altyd uit my pad uit gaan om anders goed te laat voel. Ek sal hulle uitvra en dan maak ek hulle tuis. Ek is baie lief vir daai. (Stilte)

SG : Nou sê vir my toe van CB, (ons moet altyd terug wys na die kinders wat in the inrigting was). Hoe het jy dit gevind toe CB terug huis toe gekom het?

JB : Ek het goed gevoel. Sy kon met my kommunikeer nadat sy geleer het by die “home” om haar hart uit te praat en ons kon mekaar verstaan. Dit het haar baie gehelp.

CA: Ek en my dogter, ons kom baie goed oor die weg. Dis hoekom eggenoot of boyfriend vir haar neer druk. As sy in kom dan stap hy uit die huis uit. Dan sê ek vir haar sy moet nie haar worry nie terwyl sy kind in die ronde loop. Ek sê dit nie vir hom nie. Ek gaan na haar toe en sê vir haar om terug huis toe te kom. Haar ma het en hoewel dit nie haar pa is nie - ek sê altyd terwyl jou ma hier is, jy bly gelukkig. Ek is altyd daar vir jou. Soos my sister het my kind ingeneem as my effenoot haar uitgesit het. Dan sien ek hoe loop sy met die “Americans” gangs dan dink ek ja, dis deur jou dat my dogter uit die huis is.

SG : Hoe is jou interaksie met ander mense ?

CA: Soos my familie, ek is verskillend met hulle. Soos met vreemde mense ek is “different” met hulle. Ek kan met vreemde mense praat. Hulle verstaan my beter. Maar as ek met my familie praat. Hulle druk my weer af.

SG : So jy vind dit makliker om met “strangers” te praat as met jou familie? Het jy ooit daaraan gedink hoekom?

CA : Ja, ek het baie daaroor gedink. My familie het my baie afgedruk. Kos sal hulle nie vir my gee nie maar vir my ander susters en hulle kinders.

SG : Wie gaan verder praat?

FS : Daar is niks verkeerd met my nie. Alles van my is goed. My kind het goed terug gekom. Toe sy hier (inrigting) was het alles gechange. Dit was bietjie swaar gewees die eerste en tweede dag nadat sy terug gekom het en daar is nie moeilikheid nie. Ons kom reg met mekaar.

RJ : Wat ek ook kan sê toe my kind huis toe gekom het, kon ek ook vir hom die liefde gee wat ek nog nooit voorheen gegee het nie. Met my ander seun kon ek ook leer hoe om met hom te kommunikeer. Dinge kom nou reg en as mense na my toe kom om te kla is (D) nie so onbeskof nie. Ek is bly en dankie aan die Here sê dat hy my kinders bewaar het en elke dag beskerm. **(Stilte)**

SG : Ons praat nou oor die sielkundige eienskap, en as ons oor dit praat, praat ons oor motiewe en oor ons se “goals”. Almal van ons het drome en almal het goals en baie van die drome wat ons het hang af hoe ons groot geword het byv, dink aan jouself as ‘n

model en jy het al mense gehoor jou vettie-bom-bom noem. Jy het gedink jy wil 'n model wees maar jou familie is grootmense en jy voel nie jy pas in by jou familie nie. So om 'n model te wees sal JB laat voel sy pas nie in by haar familie nie. Dit kan jou drome miskien verander, want somtyds wat mense sê raak ons. En al wil ons sê dit pla ons nie, ons dink somtyds daaroor. Dis hoekom dit belangrik is vir ons om 'n goeie selfbeeld te hê, goed te dink oor ons self, want as ons nie goed oor ons self gaan dink nie, wie gaan dan goed van ons dink. Almal van ons weet, die Here dink goed van ons.

Byvoorbeeld : 'n Storie het ek gehoor wat alles so mooi verduidelik.

“This man was walking on a pathway, and found a butterfly. It was still alive but it had a hole in its wing and he only then saw why it could not fly. He picked up the butterfly, put it in his hand and when he looked he saw the hold. He was hoping that the butterfly would fly and he said “Lord, this butterfly has to fly. It is so beautiful, it brings joy, colour, happiness. He then put it on his arm. He then decided to walk with the butterfly. Hy sê dan vir homself. Jy gaan vlieg. Dis nou aan die butterfly. Terwyl hy nog dit dink - styg die butterfly op en hy vlieg weg. He started thinking and watching the butterfly - God spoke with him and said that that is how his people is. They are all butterflies waiting to fly and even though they have a hole in that wing, they are still capable of flying in spite of difficulties and circumstances.

This is how we need to focus in terms of one's life. If we not going to see how beautiful we are no-one else is going to see it.

Ons kinders gaan dit nie sien nie . As ons so aangaan het hulle nie hulself lief nie.

All : Ja ! Ja ! Dis waar !!

SG : Ek wil hê julle moet aan juiself dink... leer juiself ken.

JB : Ja, juiself eers te vergewe en juiself te leer lief het.

SG : In the process that you loving yourself and getting to know yourself, you are then developing a positive self-esteem, self-image. Ek gaan meer positief wees oor myself en as ek positief is oor myself, automaties kan my omstandighede meer positief wees om my. Jy kry 'n positiewe selfbeeld en 'n negatiewe selfbeeld. As 'n mense positiewe is oor hulself dan het hulle 'n positiewe uitkyk. Mense wat negatief oor hulself, het 'n negatiewe uitkyk oor die lewe. Veral mense wat baie kla - alles gaan verkeerd met julle - 'n mens kan verstaan dinge gaan verkeerd maar ek weet van mense sê okay alles gaan verkeerd maar ek het nog my gesondheid. Jy moet kan vir jouself sê ek gaan meer positief wees met myself.... (Stilte)

Pause

SG : Ek wil net hê ons moet met mekaar deel hoe ons oor ons self voel . Asseblief ek wil net hê ons moet eerlik wees met ons self. Problems are always going to be there and unless I know myself, how I can learn how to deal with the problem, how I can leave how to face the problem, how I can learn how to face the problem - things won't be that. Who else would like to share?

JS : Toe die kinders huis toe kom het ek besef ek moet van vooraf leer om kommunikeer met die kinders. Toe hulle in die "home " was het ek elke week na hulle toe gegaan. Ek het ook gedrink en die kinders was verwyder weens my drank probleem. Toe begin ek met drank in Bontheuwel, het my kinders hul respek vir my verloor. Agterna het hulle een vir een getrou. Vyf jaar gelede het my man op gehou drink en later het dinge verander. Maar ons moes leer om van oor af te kommunikeer . Luister vir mekaar. Ek moes geleer het om respek aan my kinders te toon.

SG: Dankie vir dit.....

JB : Verlange was in my om beter te kommunikeer maar toe kon ek nie. Ek het ook

verlang om beter te kommunikeer met my dogters.

RJ : My kinders het baie dinge gedoen wat verkeerd was. Toe ek begin drink het. Hulle het weggeloop van die huis. Na 'n tyd het ek opgelet dat hulle respek verloor het vir my. Toe besef ek dat my drinkery maak net dinge sleg, want dit help nie vir my nie. Dinge het verander maar ek moes self die verandering maak, toe het my kinders tog gekom. Ek was ma en pa vir hulle so alhoewel dit moeilik was het ek maar aangegaan.

SG : Hoe voel jy oor jouself nou?

RJ : Ek voel baie gelukkig, baie bly ek kan Leliebloem House dankie se. Oor myself voel ek goed.

CA : Ek het vir 6 jaar buite geslaap. Ek het baie weggeloop want ek wou nie my kinders moet in 'n "home" in gaan nie. So ek het baie weggehardloop van die polisie. Toe was ek gevang deur die polisie. My suster het vir hulle gese waar ek was om my een kind was al klaar in die home, N al klaar by die home. N was saam met my. Sy is die baba. Toe vra die social worker of ek alles verstaan. Nadat ek nie gese het. Het my verduidelik dat die rede hoekom hulle kinders in die huis plaas om vir my 'n kans te gee om iemand te ontmoet en te trou en dan my eie huis kry dan kan my kinders weer terugkom. Ek het baie lank geneem voordat ek met iemand getrou omdat ek het altyd gewonder hoe gaan hy my kinders treat. Sometimes is ek spyt ek het getrou en vandag is my kinders bair sleg getreat. Ek is nog spyt maar ek is bly my kinders is by my. Alhoewel my lewe **(trane loop soos sy praat)** swaar is.... **(Stilte en huilery)** **(Uneasy Silence)**

FS: Oh!!! Ek het 'n baie mooi familie. Ek het baie geleer. Ons het so mooi opgegroeï, altwee van ons. Toe my ma gesterwe was ons baie hartseer. 1976 sterf my pa - sleg gevoel. Dankie.... **(Pause)**

SG : Ja. Ek kan net die eerste sessie aan die einde bring en se daar is baie dinge in ons se lewe is nie maklik nie maar daar is tye waar ons - uit daardie moeilikhede dan dry ons krag. Moet ons net vir onself se was is mooi op hierdie oomblik en probeer om die mooi gedagtes of "memories" te hou en daaraan te dink in sulke tye. Onthou - always keep the good memories with you! Hold onto positive memories.

Try and hold on to the things that you spoke about this morning, for example, the fact that your children are with you in spite of the difficulties you find yourself in and enjoy your life with your children. We have to support one another, that's why we have at Leliebloem. We can learn from each other. Sometimes things happen in your life that you have no control over. There we believe support be continued.

END OF SESSION 1

SG: Thanked everyone for their input so far. We will be concentrating on the following questions. How to take care of yourself? Hoe om jouself te versorg.

Baie van ons voel skuldig as ons miskien vir ons 'n jersey, takkies koop. Die kinders neem baie van ons. Ons moet tyd hê vir hulle, ons geld word altyd op die kinders spandeer. Dit is belangrik dat ons tyd neem om agter ons self te kyk. How can we look after ourselves? **(Silence)**

FS: Hoe is ek, hoe loop ek, hoe bly ek. Regte pad en slegte pad. Ek moet kies watter pad ek moet loop om watter vriende ek moet het daar, sal vriende wees wat jou uit die pad uit sal vat. Daar sal vriende wees wat in jou pad sit. So jy moet kyk wat vriende kan jy vat en watter paaie jy moet loop. En hoe bly jy. Soos jy gese het jy wil vir jou 'n jersey koop maar hier in die huis is nie melk nie. Miskien is daar nie seep nie maar ek wil graag daai doek hê. Maar kan ek maak om daai doek te kry. Ek kan een verloor of of een kry. Die kinders kan ook saam met my chores deel om mekaar tyd te gee. Hoe om wasgoed te doen. Een was op en een droog af en dan het julle tyd om met mekaar te gesels.

JS : Ek stem saam met haar. **(Silence)**

SG : Hoe kyk julle agter juiself?

JB : Ek lyk om tyd te maak vir myself. En probeer my beste om in stil. and vat ek 'n boek dan lees ek dit. Dan maak ek tyd vir die kinders.

SG: Hoe maak jy tyd vir die kinders?

JB : Ek gesels met hulle, ons kom bymekaar, dan gesels ons met mekaar. Hoor wat hulle te sê en hulle kan met praat en ek met hulle.

SG : Enige iets anders wat julle nog wil byvoeg.....

RJ : Om agter myself te kyk soggens, as ek opstaan , doen ek biduur, dan sien ek na myself. Dan beplan ek ek nou vir my kinders en terwyl hulle lê maak ek gou hulle pap want dis vakansie dan laat ek vir hulle 'n bietjie laat slaap, maak die pap, gee water vir die tande. Gesigte was , eet hulle, klaar geeet, gaan speel hulle, dan maak ek die plek skoon. Bid ons saam. Ek sorg altyd dat ek reg is. Ek moet eers na myself kyk voordat ek hulle uitsort.

SG : Kyk julle regtig agter julle self? Voorsee ek nou vir julle om te dink of julle rêrig na jul self kyk of nie. Baie van julle het goed geantwoord in terme van soos byvoorbeeld soos jy gesê het (F) het vriende - die mense sê jy is soos wat jou vriende is. Jy is soos wat jou vriende is en as jy nie regte vriende kan kies nie? Dink 'n bietjie verder. Hoe jy goed agter jouself kan kyk is miskien byvoorbeeld om uit te gaan vir 'n uitstappie saam met vriende. Julle kan gesels en ter selfde tyd loop vir bietjie oefeninge. Jy moet tyd spandeer met jou kinders.

Vier maniere wat ek gebruik :

Slaap : Hoe is julle slaap gewoontes?

IB : Ek is baie lief vir slaap. **(Laughter)**

FS : Ek slaap laat? Ek kan nie vroeg opstaan nie. Maar as ek opstaan dan is ek op.

SG : IB, jy sê jy kan baie slaap. As jy opstaan hoe voel jy?

IB : Ses uur die oggend is ek op. Dan is ek uitgerus, as ek op is dan bly ek op. Ek gaan nie weer lê nie.

JS : Ek is vroeg oggend wakker. Ek slaap baie min.

SG : En jy, JS slaap jy ook baie min.

JS : Ja, ek slaap baie min. Hoe ouer ek word hoe minder slaap ek. Pyn in die arms maak my wakker.

CA: Ek slaap baie rustig maar ek het net pyn met die sterilisasie. Ek slaap baie. Ek slaap in die middag. As die twee kleintjies saam met my in die huis slaap, slaap ons tot 14h00. As my susters klop dan sê ek hulle moet stil wees.

(Laughter..... The group was laughing quite a bit)

FS : Ek moet laat slaap om vroeg op te staan.

SG : Jy kry mense wat te min slaap en dan kry jy mense wat te veel slaap. Albei is nie goed nie. Die hang af van mense se onstandighede. Die was te min slaap miskien is dit stres. Die wat nou te veel slaap gebruik dit as 'n manier om weg te kom van hul stres of emotioneel probleem. Somtyds is dit 'n fisiese ding want mense was diabetes het, slaap baie. As jy te veel slaap en jy staan op en jy is nog moeg dan is daai iets verkeerd met jou liggaam. Gaan op 'n gereelde tyd bed toe. Job bed routine is baie belangrik. Om te angstig te wees is nie goed nie. Eetlus. Hoe eet julle?

IB : Ek eet lekker!! **(Lag, Lag)**

JB : Ek eet groente en baie vrugte, chops en lekkers hou ek ook van.

IB : My kinders hou van lekkernye.

CA : Hulle will net mekos eet. Ja, ek probeer groente eet. Dit is belangrik vir die liggaam. Die kinders is lei om die groente te eet.

SG : Wie van julle dink ontbyt is belangrik?

JB : Ek dink dis belangrik.....

IB : Ja, ek ook

SG : En middagete?

IB : Ek dink dit is ook belangrik.....

SG : Som mense voel dat ontbyt is meer belangrik as middagete. Som voel daar moet ses klein etes vir die dag wees. Die snacks is belangrik.

RJ : By my is die ontbyt en aandete die belangrikste. Ek sal sê die aandete is die belangrikste. My kinders eet baie.

SG : Om 'n goeie eetlus te hê is belangrik. Wat jy eet en hoe jy eet - as jy lekkernye gaan eet is daar sekere goedjies in die lekkernye was nie goed is vir die liggaam nie. En soos die wortel = en die groente, dit is mos goed vir die liggaam. Daarom is dit belangrik dat jy gesond eet. As jy miskien slaaperig voel maar jy eet gesond dan weet jy dit is nie jou dieet maar dan iets anders. Maar as jy weet jy is slaaperig mar jy wil nie eers eet nie, dan is daar iets verkeerd en dit is belangrik om na jou dokter toe ge gaan vir 'n mediese ondersoek. 'n Verder punt, as jy gaan eet, maak dit spesiaal. Leer wat goed is vir jou en gebruik dit as 'n metode om jou te help. Miskien is daar iemand wat wil verder praat.

JB : Oh, nou reen dit baie (**rain coming down**).

CA : Ja, ek wil graag iets sê. Soos my twee jarige. Nou sal ek die kos skep en dan sê hy, "Mammie, my kos." Dan sê ek, "Ja, boeta, jou kos kom nou. Ek gee altyd sy kos laaste.

Nou gaan sit ek dan sê hy, "Mammie, TV af en bid nou". Dan is daar 'n stryery or wie gaan bid.

SG : En soos som vroumense maak, as jy gaan eet - en die ma sit saam dan besluit hulle om nou hulle probleme oor hul kos te praat, want dit is nou die enigste tyd dat die vrou het om met die man te praat. Asseblief vroumense, los dit af. Treat your meal as special - don't use your eating time to discuss problems, that the quickest way the meal is spoiled. How many of you have seen this on TV? A family would be eating and then there is an argument and then the meal is spoiled.

ALL : Ja,!! Ja,! Ja! **(Everybody agreeing to this.)**

SG : Dit maak sin om te eet wanneer jy moet eet en gesond te eet. Wat was die eerste een wat ons bespreek het. Nee, oor die diëet nie, ja, ja, oor die slaap gewoontes - hoe belangrik dit is hoe ons eet en jou gesondheid, hoe belangrik dit is en die ander is ontspanning. Hoe ontspan julle?

JB : Ek vat 'n boek en lees.

SG : Wat gebeur as jy onspan?. **(Pause)**

JB : Ek dink jou brein rus...

RJ : Ek ontspan nooit.

SG : Hoe voel jy ?

IB : Jy voel rustiger en jou spiere ontspan.

SG : Hoe kan jy ontspan?

RJ : As daar stilte is.....

JB : Los al jou probleme.... en dink aan iets goed.

CA : Kan uitstappie vat.....

IB : Speel games.

SG : JS, wat doen jy om te ontspan?

JS : Ek luister maar net die radio Tygerberg.

SG : Hoe ontspan jy, IB?

IB : Ek speel games.....

SG : En jy FS ...?

FS : Ek ontspan met my hekelwerk, my crochet **(Pause)** **(Silence)**

SG : Wie nog.? Hoe ontspan die anders.?

RJ : As daar stilte is, dan lê en rus ek.....

SG : Rus, okay, Is ook 'n manier. CA ?

CA : Ek moet 'n stap vat.

JB : Ek vat 'n boek en neem ek 'n lekker stoel op die stoep en lees.

SG : So jy sien almal van ons ontspan in verskillende maniere en dit is belangrik dat ons dit doen. Ek hou vaarvan om buite te loop met vars lug in my. Kyk net na die prentjie?

(Everybody looking at the page in front of them) Kyk wat gebeur met die liggaam.

Nommer een sê die brein golwe word stadiger en stadiger. Die pols slag en bloeddruk, dit verminder. Die asemhaling word stadiger en minder suurstof word benodig .

Die niere gee nie meer stres hormone nie. Soos jy dan sien, baie dele van die liggaam is baie besig as ons onder stres is en as ons meet ontspanne is werk ons se liggaam minder as ons ontspan, soort van on sweet minder. Daar is ook minder spanning in ons se muscles op die ander bladsye is daar prentjies hoe jy jou brein 'n blaaskans kan gee. Skryf iemand 'n brief..

Som van ons lees 'n boek. Som van ons kan onself 'n geskenk gee byvoorbeeld on blomme te koop. Die ander ding wat ons nie baie doen nie is om mekaar te "kielie" om weer te lag. **(Laughter)**

JB : Ek kan baie lag.

SG : Sien julle die idees wat hulle vir ons gee. Baie tyd is ons te besig. Kan ons verder aangaan?

ALL : Ja, Ja!.Ja !!!

JB : Die is baie interessant.

SG : Okay , ons kinders is nou terug by die huis en ons as ouers voel al klaar skuldig dat ons kinders weggestuur was na die kindershuis. Nou is ons se verhouding met die kinders nie so lekker nie . Baie van die ouers wie die vorm inge vul het, het gevra dat ek moet meer praat oor verhouding tussen ouer en kind . Die enigste manier hoe ek dit kan voorberei

was om die ouer te wys hoe om hulself te leer ken as hulle hulself ken sal hulle dan tyd maak om hul kinders te leer ken. Dan is die verhouding veel beter. Ons gaan nou 'n oefening doen.

(Hand out the page to each other.)

Circle the person who has most supported you. Either your Mom, daddy, grandpa, grandma, or your child, or your friend, neighbours.

(Explained it in Afrikaans)

Hou dit nou by julle en dan kan ons daaroor praat. Dink aan die persoon wie jou baie geondersteun het.

SG : Hoekom het jou oupa vir jou baie ondersteun?

JS : My oupa, ja, hy het my baie beskerm van pak en het my altyd in die kas weggesteek.
Toe ek getrou het met my eerste man, my oupa het ons altwee lief gegee.

SG : Hoe het dit vir jou laat voel ?

JS : Die het my laat lekker voel.

SG : But I mean how did you feel knowing that here your grandfather was supporting you.

JS : Ek het gelukkig gevoel **(Silence)**

IB : My ma het my baie ondersteun nie om my op te pik of so nie, het altyd gepraat oor my drinkery - ag! Die ou vrou wil net "moan" en "moan" het ek gedrink en vandag is sy nie lewendig nie maar ek aanvaar dat sy my lief gehad het. **(Silence)**

FS : Kan ek iets sê.

SG : Wie het jy gekies FS ?

FS : My mammie!.....

SG : Okay, nou hoekom dink jy, het jou mammie vir jou so goed gesuport?

FS : Ek is baie lief vir my mammie. As ek skool toe gaan dan neem sy my skool toe en dan haal sy vir my half pad. As ek van die skool afkom is dan alles gereed vir my en dan kan ek sit en eet, uitrek, huisklere aantrek, gaan speel, my ma was baie goed vir my.

RJ : My ma was baie goed vir my. Sy het my altyd gewas. En as sy by my blommetjie kom dan sê ek nie mamma met nie daar was nie. **(Laughter)**

Ek was dan self my blommetjie. My pa het my nie baie liefde gegee nie maar my ma het my baie liefde gegee. My pa het nooit vaarvan gehou as my ma eenkant sit en 'n bietjie grappies vertel. My pa het nooit 'n moor word gehad nie. Hy het altyd lelik woorde gebruik en my ma het ons altyd liefde gegee.

CA : My pa het my baie ondersteun, want die dag toe ek swanger raak me N toe is ek maar net 15 jaar en toe is my ma baie kwaad. Hulle het net gehoor ek is swanger. Ek myself het nie geweet ek is swanger nie. Toe ek uitvind was ek al nege maande al. Toe N uit die hospitaal uikom toe sê my ma ek moet my klere vat en loop toe sê my pa nie, maar toe ek my ma N vat, toe is ek weer my ma se kind en N is haar kind. Sy het tot vandag toe, N grootgemaak. Ek is vandag toe nie spyt nie. Ek is lief vir haar en hom.

JB : My pa het vroeg gesterf en my ma was maar altyd daar vir my. Sy het gesorg dat ek skool gaan. My ouma het vyftien kinders gehad en my mamma het gehelp agter die kinders kyk. My ma moes gewerk het in die huis in, so kon sy nie skool toe gaan nie, maar sy het gesorg dat ek skool to gaan. Ek was later aan, sekretaresse in die huis.

SG : So almal van julle het “memories” van iemand wat julle geondersteun het in ‘n tydperk in julle lewe. Dis ook memories wat julle het, wat julle help met julle eie kinders.

Almal: Ja, Ja, reg.

SG : Baie keer dink jy aan die persoon wat julle ondersteun het, en jy probeer om soos daai persoon te wees vir die kind op sekere tye. Voordat jy ‘n goeie verhouding kan bou slkdjif jy kan dit op drie punte hou. Respek, vertroubaarheid (**trust**). Verantwoordelikheid. Maar voor ons by daardie punte kan kom is dit belangrik om te weet wie is jou kind. Wat het die kind nodig, what is the child’s needs?

IB : Die kind het liefde nodig.....

JB : Ons moet weer luister na ons kinders.

IB : Ons verhouding is ook belangrik vir die kind.

SG : Verhoudinge. Ons gaan oor die drie aspekte praat : support, belonging, self respect. As ek vir jou vra wat het die kind weer nodig en jy sê vir my ons moet meer vir die kinders luister. Wat bedoel jy by dit? Wat sê jy vir my?

JS: Daar het miskien iets gebeur in julle skool en hulle luister wat met hulle gebeur.

SG: Hoe sal jy nou luister as ‘n kind na jou toe kom en sê hy/sy het ‘n probleem.

IB : Ek sal sê die kind moet sit en ek sal self sit en dan luister was hy/sy het om te sê. Maar ek sal al my aandag gee aan die kind.

JB : Luister om te verstaan, ons moet mekaar verstaan dan sal dit beter gaan.....

- CA : Soos my dogter kom na my toe die een dag, sy het mos 'n boyfriend, toe praat sy met my oor hom, toe sê sy vir my sy is baie lief vir hom maar hy doen iets was lief nie moet doen nie. Toe ek vra wat is dit. Maar sy will nooit daarmee uitkom nie, maar toe sê sy my man vir my hy het 'n ander meisie, en toe roep ek vir haar en ek sê vir haar kom ons praat oor dieselfde storie, wat ons gepraat het van tevore en toe sê ek vir haar ek het gehoor hy het 'n nuwe meisie, toe sê sy ja en sê toe dan vat jy nie vir hom nie en jy los vir hom. Eendag sal daar 'n beter outjie wees vir jou. Toe het sy na my geluister en die outjie gelos.
- SG : Wat jy kan aflei is dat dit belangrik is, dat elkeen van julle moet luister. En dis hoekom ek gevra het hoe luister julle want dit is belangrik as ons vir 'n kind luister dat ons nie besig is met huiswerk nie. Soos JB gesê dit belangrik is dat ons mekaar verstaan en soos IB gesê het "laat die kind sit". Hoekom het jy dit gesê, wat het jy ervaar?
- IB : Nee, ek het altyd vir R, gesê hy moet sit en met my praat. Hy't toe vir my gesê hy het lekker gevoel toe hy praat want ek het geluister. Ek het daardeur geleer.
- SG : Ons moet ons kinders in die oë in kyk terwyl hulle met ons praat. Ons wys vir hulle, dat hulle belangrik is en daardie tydperk, on alles te los en ons volle aandag aan hulle te gee. Hoe support ons die kinders? As ons ondersteuning wil gee, wat doen ons? **(Pause)**
- IB : Die kind moet voel my behoort aan die familie.
- SG : Ja, jy is reg, IB. Die kind moet voel hy is pad van die familie. Sodra hy uitvoel, gaan hy teruggetrokke wees en weg trek van jou. Maar as 'n kind weet hy\sy is pad van die familie sal hulle besef en soos hulle ouer word, byv. ouderdom van 14/14 jaar baie hulle gaan deur fase, stadiums, waar hulle nou voel pas ek by die familie of nie. Pas ek miskien by my vriende of ander familie en dus die tye, wanneer die kind meer geheg is aan die ouma, aan die pa se kant en dan irriteer dit vir die ma. Miskien voel die kind hy behoort nie aan die familie nie, maar die paterne ouma verstaan beter die kind. Want daar is dinge

wat die ouma doen wat die kind na haar toe trek. Maar sy het ook meer ervaar haarself. Onthou net die kind gaan deur die fase nie jy nie, maar jy moet die kind ondersteun. As jy jou kind wil verloor deur die bende dan moet jy opspring en julle terug wen. Soen hulle of gee hulle 'n drukkie. **(Laughter)**

Ek weet hulle hou nie daarvan nie voor hulle vriende nie. Maar doen dit. **(Laughter)**

RJ : Ja ! D, raak skaam as ek dit aan hom doen. **(Everyone laughing)**

SG : Onthou baie kinders kry nie liefde nie. Die ander aspek is die self-respek. Die selfbeeld van die kind. Hoe om hulle te "praise" en positief te wees as hulle goed gedoen het. As 'n kind iets negatief gedoen het, ek sal nog altyd sê wat jy gedoen het is verkeerd maar ek is nog altyd lief vir jou as kind, maar ek is nie gelukkig oor die daad wat jy gepleeg het. Then you separate the deed from the child. Then the child know it is not me you don't like but the deed. Some children will just take the negative and not look at the positive. So we have looked at supporting the child, listening to the child and building the child's self-esteem, through, how?

IB: Om die kind te "praise" ..

SG : Yes, encourage the child. Ja, jy kan dit goed doen, moenie worry nie, al was dit moeilik jy het dit goed gedoen. As die kind nou nie goed punte kry vir die eksamen nie en jy weet hy/sy het hard gewerk, bemoedig en sê man daar is 'n nog 'n eksamen waar jy 'n nog 'n kans sal kry .

IB : Bevoorbeeld, my seun R, moet werk toe gaan. Ek sê "R" gaan jy nie werk toe nie.". "Mamma, dit reën baie hard **(Laughter)**, ek sê vir hom ander dag as jy gaan vrou vat gaan jy ook skuil vir die reën. Toe ek weer kyk, sien ek hy staan op en gaan badkamer toe. **(Laughter)**

- SG : Sien, IB, jy het nie aangegaan soos som ouers, skreeu hul kinders en maak dit erger. Die laaste topic gaan oor die verhoudinge wat ons bou. How to build healthy relationships..ons het oor respek gepraat, verantwoordelikheid en vertroue. Hoekom dink julle is hierdie drie faktore belangrik vir 'n goeie verhouding?
- SG : Kan ons met respek begin? Hoekom moet ons mekaar respek? Ek will graag hê julle moet my sê onthou dit is julle groep.
- JS : Ek sal sê respek goes a long way. Dis altyd wat hulle sê in my huis. My man sê ja die bybel sê jy moet respek het teen jou ma and pa.
- IB : As jy nie mekaar respek toon nie dan is daar nie meer dissipline nie.
- JB : Baie mense sê daai klong of kind , hy het niks respek vir mense nie. Hoe was hy geleer?
- JS : Ja, Ja, dis waar.
- CA : As ek nou nie vir R, respek toon nie, hoe gaan ek myself respekteer?
- SG : Ditsem! Hoekom is dit belangrik vir ons om ons kinders te leer van respek?
- JB : So dat mense van hulle kan hou. Ek dink dit is baie belangrik. Ek voel baie trots as iemand vir my sê jou kind het mooi maniere. Hy's goed opgebring. Jy moet respek het vir jou en dan aan jou naaste en dan moet jy jou kinders leer om respek te hê vir groot mense.
- SG : As jy jou kind leer om respek te hê vir homself dan gaan hy nie toelaat dat ander mense hom disrespek nie. Veral as ons van die meisie praat. As jy hulle leer om respek te hê vir hul liggaams, sal daar nie probleme wees nie met verhoudinge nie.

IB : Ons moet ook hulle opinie vra.

SG : Ja, dan leer jy hulle om met jou te kommunikeer. Ja, om die kind se opinie te vra, wys daardie kind dat sy opinie ook belangrik is. Dan wys dit vir daai kind, Ja ek het ook gedagtes, ek het ook 'n brein. As Mammie my opinie vra dan is ek ook belangrik. Ons gaan baie swaar deur dit maar ek hoop julle verstaan wat ek probeer sê en julle verstaan was ek probeer sê en julle leer hier uit.

RJ : Ja, ek het baie geleer en kan sien waar ek die foute begaan.

SG : Môre sal ons verder daaroor praat. Kom ons praat oor verantwoordelikheid. Kyk jy het 'n responsibility oor jou kind. Wat dink jy is die responsibility van jou man in jou verhouding my hom.

RJ : As iets gebeur het met hom dan moet ek kan daar wees as 'n vrou en dan kan praat, kan help waar gehelp moet word en moeilikheid kan keer.

SG : En wat is sy verantwoordelikheid teenoor jou as sy vrou.

RJ : Hy moet kan, as iets verkeerd gaan in ons huwelik, moet hy ook kan bystaan en my help met alles. My bystaan en verantwoordelik wees met enigiets wat in my lewe aangaan.

SG : Dit is belangrik want as ons nie kan leer om verantwoordelik te wees vir and met mekaar as man en vrou. Hoe gaan ons ons kinders leer. Dit begin met die ma want wat baat dit vir die kind as die man gaan alles oor vat wat die pa moet doen en dan lees die kinders / dat mammie vat alles oor en mammie vat al die verantwoordelikheid en ek sê altyd veral die ma's was soms het, hulle moet bair versigtig wees. Want na 'n tydjie dan soek die seun vir 'n persoon wat miskien alles kan oorneem en dit is belangrik dat ons sien wat ons dien in tome van ons verhoudings. Ek het al met baie ouers gepraat waar hulle vir my

gesê weet jy (in terme van hul huweliks probleme) ek verstaan nie my man wil geen verantwoordelikheid neem nie, dit maak net nie sin vir my nie, maar dan vind jy uit daai mammië, het eintlik al the verantwoordelikheid uit die kind se hand, miskien moes die kind die huis geverf het, dan neem hy te land en dan vat die ma oor of miskien moes hy die vloer geskrop het, dan vat sy oor.

All : Ja, Ja, dis waar.

SG : Of self, byvoorbeeld, die dogter wat weghardloop as dit tyd is vir haar om op te was. Dan sê die ma, okay, ek gaan dit doen. Wat leer sy die kind, sy leer daai kind om weg te loop, vat haar takkies af want hardloop sy weg. Later van haar probleme, verantwoordelik.

RJ : Die selfde soos my dogter, sy het haarself mooi opgepas en ek her haar 21ste gevier en ek het dit op 'n ander manier gefees. Ek het 'n biduur gehad en later het sy 'n drank partytjie gehad. Die aan was wy hell op en af en dit wad die eerste aan was sy gedrink het, ek was baie teleurgesteld en 'n paar dae later het sy besluit om uit te trek - sy gaan bly met 'n outjie. Ek het haar gaan haal, met haar gepraat en toe het sy weer die huis verlaat. Ek het haar 21ste verjaardag rok geneem. Dit in die sout water - en op sout water gebid en nou is sy weer terug by die huis.

SG : Jy sien as ons nie vir hulle verantwoordelikheid leer nie, dan sal hulle vir ons sê maar mammië het ons nie verantwoordelikheid geleer nie. Ja, as ons kinders trou is hulle nie meer in die huis. Hulle het dan hulle eie verantwoordelikhede. Dan is daar probleme wat hulle moet kan hanteer want jy is nie altyd met hulle nie. Dis hoekom dit belangrik is dat ons hulle deed en reg leer. Die selfde gaan oor trust / in ons verhoudinge. Hoekom moet ons trust hê in ons verhoudinge. Ek dink aan kinders, oor jou man, aan jou suster.

JB : Hulle is nie altyd by jou nie, dan moet jy leer om hulle te vertrou.

SG : Vertrou met wat ...?

- JB : Met hulle maniere, alles wat jy hulle geleer het. En sê vir hulle jy vertrou vir hulle en jy wil niks hoor van ander mense nie as hulle uitgaan nie.
- RJ : Sê byvoorbeeld, my seun gaan nou uit. Iets het verkeerd gegaan. En dan moet hy na my toe kom en vir my sê wat het buite verkeerd gegaan en as die mense na my toe kom, moet hy en ek saam hulle kan “face”. Of enigiets by die werk, dan moet jy vir my kan vertrou om met my te praat daaroor.
- CA : My man trust nie my kind nie. Hy sê vir my elke dag hy sal haar trust, maar dan sê ek vir hom ek trust my kind. Ek kan vir haar trust want sy is my kind. Toe vra hy vir my op watter manier kan ek haar trust, ek sê toe, ek trust vir haar op ‘n boyfriend, op drank op alles en sy sal dit nie doen nie. Hy sê toe eendag sal die mense kom klop op jou deur, ek sê daar sal nooit iemand op my deur kom klop nie.
- SG : Dit is belangrik wat jy gesê het, CA. Ons kan dit byvoeg by “Knowing your Child”. Jy sê jy vertrou vir haar. Sy sal nie seker dinge doen nie want jy ken jou kind want as jy jou kind ken, rêrig ken, dan het jy vertrou in haar.
- All : Ja, dis waar.....
- CA : Ek ken my kind baie goed.
- IB : As R, uitgaan en my dogter en hulle kom terug, kan die een nie wag vir die ander een nie net om my te sê hoe dit was. En vir my is dit lekker net om vir hulle te luister.
- SG : Dankie almal vir die bydrae. CA het genoem dat sy haar kind kan vertrou omdat sy haar kind ken. Maar as ons nie ons kinders ken nie (Ja,ja,ja) dan sal ons mos sukkel om ons kinders te vertrou. Ons moet dit ook besef met ons partners. Ons ken nie altyd ons se maat nie. Want ons ken nie vir hulle van kleins af nie.

CA : Die een dag gaan my dogter en haar twee niggies van die huis af. Ek maar vir N niks nie, maar die niggies doen altyd verkeerde dinge, hulle het nou vir haar saam gevat. Ons het hulle omtrent 5 dae gesoek. Toe kry ons vir hulle by die skool. Die twee kom huis toe met “love-bites” julle het met “boyfriends” geslaap. Toe sê my man vir my N ook, toe vat ek haar dokter toe en sê toe vir die dokter . Hy trek toe haar bloed on te sien - bloed gee “proof” dat sy nie met iemand geslaap nie. Toe wys ek dit vir my man.

SG : Ja, jy het ook jou kind gewys jy staan by haar en toe kry sy meer vertroue in jou.

CA : Ek het haar geneem. Sy het gehuil die dag toe sê sy mannie neem my dokter toe.

SG : Okay, ons het aan die einde gekom van ons se sessie. Julle moet net vir my sê hoe die sessie was. Ek het die evaluasie vorms wat julle moet invul. Ons het geleer oor ons self. Jou dieet, jou eetlus, hoe om jouself te leer ken. Hoe ons mekaar kan vertrou en hoe om ons kinders te leer om verantwoordelikheid te aanvaar. Wat die kind nodig het, luister, selfbeeld van die kind op te bou, “praise and encouragement” en ons houding teenoor die kind te verbeter. Hoe ons die verhoudinge met mekaar opbou en die manier hoe om dit te doen is om respek te hê vir mekaar, die verantwoordelikheid wat opkom in die verhouding en ook die vertroue wat ons vir mekaar het. Ons verhoudinge is baie belangrik met mekaar.

JB : Ek het sover baie geleer om baie, informasie uit gekry.

CA : Ek voel myself tevrede met die sessie maar as ek by die huis kom wil ek bair graag met my ander dogter praat want sy is al kind wat nie na my luister nie.

RJ : Ek het baie geleer in die sessie, ek voel as ek by die huis kom kan ek dit impliseer.

FS : Ek het baie geleer en het baie gehoor en almal bedank daarvoor, dankie.

IB : Ek het geleer in die sessies, ek sê dankie, ek is tevrede.

JS : Ek het baie geleer met die sessies. Ek is tevrede en baie gelukkig daaroor. Ek wil dankie sê vir julle samewerking. Ek het uitgevind ek kan nogal goed Afrikaans praat.

(Laughter)

Ek het ook baie geken van julle.

JB : Ons wil vir jou dankie sê.

SG : Môre oggend sal ons dieselfde tyd begin. Laat dit goed gaan.....

END OF SESSION 2

SG : I want to welcome everybody this morning to the third session. Its nice to know that yesterday whatever was shared was interesting and said in confidence. I learnt quite a bit. I have given you a format of what we will be doing today. Before that let's summarize what we did yesterday. If each one could just share with me. When you went home, what you thought about? What we did was "Ken jy jouself" Wie is ek" ons het gepraat oor hoe om na jouself te versorg, ons moet goed eet, ons moet gesond slaap, ons moet leer om te ontspan, maniere hoe ons ontspan, maar ook die maniere hoe ons mekaar en jouself aanskou. Som van ons voel ons is nie aantreklik nie. Som voel maer, som is vet, en ons het oor baie dinge gepraat. Ons het oor drie eienskappe gepraat van mense se selfbeeld. Tweede sessie, hoe om jou kind te leer ken. The needs of the child en ons het punte uit gehaal waaroor ons gepraat het. Ons moet die kind onderseun, ons moet weer luister na die kind, en die kind se selfbeeld meer opbou. Enige een kan iets bydra wat jy geleer het uit die sessies. Wat jy graag wil verander?

(Silence)

JS : Vir my het dit goed gevoel om te praat oor die dinge en so, nou kan ek vir ander mense help want ek voel beter. Ek voel ek kan verander.

RJ : Ek voel goed nadat ek gister hier gewees het. Ek is baie lief om met kinders te praat buite maar ek het moet aandag gegee vir mense in my huis en gister soos ek gesê het, ek gaan my dogter handel en soos ek die papiere vir haar gegee het, gelees. Sy het gaan lê en dit gelees. En ek het met haar gesels oor haar "boyfriend" en sy het na my geluister. Sy is 'n kind wat nie baie sê nie maar gister wat ek geleer het kon ek oordra aan haar en in my huis. Ek voel gelukkig, oorwat ek geleer het. Ek dank die Here. Ek besef nou hoe ek my kinders moet behandel in the huis....

CA : Eintlik ek, toe ek by die huis kom was daar 'n klein moeilikheid by my huis. My suster het polisie gehad om deur my plek te gaan en ek is 'n persoon, ek kan baie gou my humeur en respek verloor as ek iets gehoor het en ek het baie geleer na die sessie, om te "control

jouself“ en het respek en laat los vir haar net so. Ek het my kinders gevat, en toe sê hulle nou wat gebeur het. Ek sê toe ons los alles. Ons gaan nou nie skel nie en woorde gooi na mekaar toe nie en toe sit ons doodstil en ek praat nie eers nie. Toe sê ek vir hulle so sal ons respek het vir mekaar en so alles vergeet en praat toe met weer met mekaar. En toe vanoggend toe sy nou opstaan, gevloek en besluit ek het vir haar ignoreer en toe praat sy met my, ek het haar nie terug geantwoord nie. Ek het haar gewys ek is 'n beter persoon as sy.

(At that moment one of the members entered, that was not in the 1st session. Mrs BJ)

SG : Okay, I want us to continue. CA has shared with us what she had experienced yesterday and I just want to congratulate her on what she has done. She has done well by taking what she learnt in the group and put it into practice. Which is what we all ought to and need to do. What I have learnt from this group is that you as parents have experienced such a lot and there is such a lot of knowledge which you're sitting with, that we learning from you and for me that is so powerful, just by the things that you shared yesterday. You were sharing about your (RJ) daughter, about bad times you went through, CA was sharing about the bad times she had with her husband. And to think in spite of all that, you say, CA, that you feel good about yourself you not worry what people say about you. You could come through this day and still face and look at your children and move forward. I have learnt quite a bit about you as parents, about the staying power, the strength that you have. Before we continue with rest of members. I would like to share. It's about different kinds of women. The woman who is strong moves to a woman of strength. A strong woman is normally the kind of woman who would normally react like in the past like you say “sy sal gevloek het en geskreeu het en aangegaan” and the woman of strength is one who is prepared to keep quiet and allow God to do the work. (Read out a prayer to the women).

SG : Anyone else to share.....?

JB : I thought about the issue of trust. It give me a new meaning of trusting.

IB : Ek het gedink aan die verhouding. Ek was baie vinnig en gister se sessie het my geleer om meer verdraagsaam te wees.

FS : Ek het dankie vir gister se sessie, wat my baie gehelp het. Want gister toe ek by die huis kom was my huis vol water. Slaapkamers, die matte is nat, nat pap nat. Z, het so gewerk dat sy sand gaan haal het en voor op die vloer van die huis gegooi. So ek daai kom, moet ek besig wees om vir haar te help. Want sy het 'n babatjie by. Maar toe dink ek "Ag, man! Die ding gaan nie help nie dit gaan nie vandag droog word nie. Dit gaan ook nie help nie om baie te werk nie. Laat ek maar ontspan.". Ek dink "Ag man!" Ek gaan 'n bietjie lê en vat vir my 'n boek, of maak die tee oop en ontspan. So het ek baie geleer, bietjie te rus.
(Laughter)

SG : Dis goed - kom ons gee vir haar 'n handklap. **(Clapping, clapping)**

RJ : Ek was baie onrustig, slaap ek laat dan ek is weer vroeg op. Gisteraand het ons diens gehad, dit het vroeg uitgekom en gisteraan was ek in die bed 21h15 wat nooit tevore met my gebeur het nie. Ek het gister geleer ek moet probeer om vroeg te gaan slaap en die Here het so mooi gemaak dat die diens vroeg uitgekom het. En so vanmôre voel ek baie beter.

SG : Okay, ons praat oor ons sessie. Vandag praat ons oor "parenting skills / ouer vaardighede. Al twee sessies gaan wees oor hoe moeilik was dit vir jou toe die kind terug huis toe gekom het. Wat was die verandering vir kind en ouer. Ons sê dit is adjustment changes. Dan gaan ons praat oor parents, ouers as rol modelle. Parents as role models Hoe die ouers moet wees as rol modelle. Tweede sessie, sal rolspel het. Volgende sessie gaan oor dissipline - doen ons role play oor dissipline. Die kind se aanpassing en die ouers as rol modelle en dan praat ons. Hoe is jy nou en hoe

kan jy 'n verandering maak. Jy weet dit self en julle kan self antwoord. Want julle sit met al die informasie. Wat ek gaan doen. Elkeen neem 'n bladsye, maak oë toe en dan teken 'n prentjie van jouself. Maar hou die oë toe en net die gesig.

(Much laughter)

SG : For sake of recording. The cassette player stopped after doing exercise with group members. Spoke about parents as a whole, what each parent had to do - the role models of parents. We had 3 parents sharing with us about what had happened in terms of their children. Then we asked them what was a role model and then they felt that it moet a "voorbeeld wees vir die kinders" - ons medemense, some felt, "dus die gedrag van die ouers", others felt "ons moet opkyk na die ouers" and then we discussed the issues of parents as rolemodels and the things that they should be doing and how some have learnt to do things as T, mother has explained. She experienced a situation whereby her son had gotten used to living in the home and she was always on the streets. He got used to being on the streets and staying there in that way he was imitating her behaviour, maybe she could explain little more to us, for sake of the recording as we missed out on the issues that I summarize due to faulty cassette recording. Kan jy miskien vir ons net 'n voorbeeld gee gou oor T. Die feit dat hy op die straat gaan en so.

BA : Hy het dieselfde ding voetstoots spore, gedoen het wat ek gedoen het. Hy het altyd buite geslaap saam met ander kinders, maar ek dink dit is van my kant dat hy dit geleer het - ek was op die pad gewees en ek ook het baie buite geslaap, maar nie met almal van hulle nie, maar ek alleen met my vriende, dan dink ek waar is T, waar is hy. Hy kom nie huis toe nie, dan slaap hy by sy vriende in Claremont. To dink ek hoekom doen T, dieselfde wat ek gedoen het. Agterna toe realize ek mag nie weer buite slaap nie ek gaan nou maar huis toe waar ek gebly het by ander mense en daar het ek toe 'n outjie ontmoet. Toe vat hy vir my en nog 'n blyplek. Toe dink ek, ek gaan nou verander, dan sal hy ook nou verander. Maar toe ek getrou toe sien ek nie my kind het begin by die huis bly, elke aand het hy huistoe gekom. Toe sê ek vir hom ons slaap nie meer op karton nie, ons het ons se eie

huis nou. Ek dink hy het dit van my geleer.

SG : Okay, RJ, jy het ook gesê wat jou kinders Xmas tye gedoen. Terwille van die bandopname wil ek graag hê dat jy moet weer die storie herhaal.

RJ : Die rede hoekom my kinders op die straat beland het, hulle het ook buite geslaap en dis terwille van my van ek was nie 'n goeie voorbeeld vir hulle nie. As dit by Xmas kom, was die inkomste baie swak en ons gaan Merry Xmas sê vir die mense. Dan klop hulle by die deure dan steek ek vir my weg agter die boom. Dan kry hulle lekkernye, kleure en geld en so het dit gegaan vir drie dae op 'n slag. En as dit kom by Labarang (Moslem's special day) dan ons dit ook. Toe besef ek ek moet dit nie doen nie want dit is nie die moeite werd nie. Want daar is tye na skool, dan roep ek vir hulle na skool, gaan julle ook na die winkels toe. Dan hoor D, is Gatesville toe, die kind is hier. Dan moet ek hulle gaan soek. Toe dien ek dit werk nie uit nie. Toe moet ek na 'n social worker toe gaan so dat hulle my kan help aan gaan. Ek weet nie wat met hulle kan gebeur nie op die paaie, as hulle buite slaap. En deur die maatskaplike werkers en by Leliebloem het jully my gehelp om my kinders weer terug te kry.

SG : We received feedback from RJ, when we see how children imitate us or as IB says "nabots" us as parents. They imitate us closely, more closely than expected. Toe gesels ons oor "mean what you say and say what you mean" en ek het die ouers gevra hoe voel hulle oor as hulle miskien die kinders vra om dinge te doen, of die kind gaan byvoorbeeld uit en ma het nou gesê dis die tyd wat jy moet inkom en die kind weier en IB het van haar ervaring gepraat. Kan jy vir ons sê IB wat het gebeur toe jy vir R, sê hoe laat hy moet inkom.

IB : Ja, toe R, uit Leliebloem kom het hulle vir my gesê hulle is gewoonte uitgaan. Toe sê ek vir hulle okay, hulle kan uitgaan maar hulle moet op 'n sekere tyd, moet hulle in die huis wees. Ek het toe geleer dat dit nie my sal baat om hulle in die huis te hou nie want hulle het mos hier 'n gewoonte gekry by Leliebloem om uit te gaan. Toe het ek 'n besluit

geneem dat as hulle nie by ses uur in die agter middag by die huis is nie kan julle nie uitgaan nie. Toe het hulle nou elke Saterdag uitgegaan en dan kom hulle huistoe ses uur. Tot RB, 21 jaar oud gewees nou kom hy later in die huis.

SG : So jy het in 'n kontrak gegaan met hom.

IB : Ja..... ja.....

SG : Jy moes gedoen het wat jy gesê het jy gaan doen. As jy gesê het op 'n sekere tyd wees by die huis anders gaan jy hom uitsit. Toe het ons verder aangegaan en gepraat oor die aanpassing van die kinders by Leliebloem. U weet as ouers kan ons baie leer, en ons het op die punt gekom waar oor ons gepraat oor een van die "topics" was "Adjustment Difficulties" en ek het toe die ouers gevra hoe hulle daarvoor gevoel en miskien kan die ouers weer herhaal vir bandopname hoe was dit vir hulle, hoe was die aanpassing.

Byv : As die kind laat in kom dis amper soos 'n cycle. Ma worry, kry kopseer, maag upset, som van hulle word kwaad en dan is hulle in 'n konflik situasie. Soos Joan genoem het, hulle voel dit is nie altyd dat jy by 'n konflik situasie uitkom nie. - Jy moet eers dan luister wat die kind of ouer te sê het voordat jy by die konflik situasie uitkom.

Verder het ons aangegaan en gepraat oor die aanpassing vir die ouers - kinders nie huis toe gekom. Jane het iets genoem , sy't genoem van die papiere wat hulle vir jou uitgesort het.

JB : Ja, toe sy huis toe kom - kon ek sien sy het baie verlang om by die huis te bly. Sy het elke naweek kom kuier en haar vriende saam gebring. Sy het baie close connection gehad me die kinders van Leliebloem. Toe sy terug huis toe kom was daar nog altyd 'n vriend van Leliebloem wat saam met haar geloop het. Toe kom die social worker vir my sien en alles vir my uitgesort met die dokumente.

SG : Wie het ook genoem van die verandering by hulle toe die kinders huis toe kom... Oh, dit was IB

- IB : Ek het genoem toe die kinders van Leliebloem afgekom het. Ek opgelet dat hulle beter kommunikeer met hul vriende. Verandering is dat hulle beter gekommunikeer. Hulle het ook meer uitgegaan en ook dat Leliebloem my ondersteun het.
- CA : Die dag toe ek hoor my kinders kom huistoe, toe was ek baie tevrede. (N) het baie complain van klere. By Leliebloem het sy baie klere gekry toe sê ek vir haar (N) ek is besig met my papiere by Leliebloem sodat ek geld kan kry vir julle. Ek het geld gekry en ek kom vir haar en die anders sorg.
- SG : Sê vir my, het Leliebloem vir jou die ondersteuning gegee wat jy nodig gehad het.
- CA : Ek het baie ondersteuning gekry.
- JS : Hulle goed geleer hier. Toe hulle uit kom het hulle vir ander mense gesê hulle het maniere geleer.
- SG : Het jy ondersteuning van Leliebloem gekry?
- JS : Die pa het gelewe, maar hy het mos nie betaal nie....
- SG : Nee, praat van ondersteuning van Leliebloem.
- JS : Ja, 'n ander social worker van Diakonale Dienste het besoeke gelewer. Nadat hulle uit was, genoeg kom kuier, genoeg kom op check.
- SG : Okay, so jy het ondersteuning gekry van die externe maatskaplike werkers. Maar wat van Leliebloem?
- JS : Ja, hulle het nou en dan 'n besoek gelewer maar my kinders wou nie baie kontak gehad

het nie.

SG : Sou jy graag meer ondersteuning wou gehad het van Leliebloem?

JS : Nie dat was nie 'n probleem nie.....

SG : Ja, BA, is daar enigiets wat jy wil sê?

BA : T, toe hy by Leliebloem was, was hy baie skoon op homself. Hy't gesê dis sy sak as hy huis toe gekom het,... dan het hy vir die kinders gesê. Die's nou my goed wat hier in is. Die is van Leliebloem waar ek is, is die baie skoon. Hy sê altyd vir die kinders, los my tandeborsel, dis my was lap, dis my goed hier in, die Leliebloem se goed. Dis ons se goed. Mammie, moet vir hulle ook so goed koop soos ek het. Hulle moet hulle eie tandeborsel het, en hulle eie waslap het. Ja, dan sê ek maar my kinders het als van homself. Een kind moet hul eie tandeborsel gebruik. Wys vir hulle, hulle maniere, wie se tandeborsel dit is. Ja dan sê my boeta gaan vir julle wys.

Dan staan boeta vroeg op in die vakansie - 7 o' clock, die oggend en stuur vir hulle badkamers toe (laughter) om die kleintjies te wys hoe hulle die tandeborsels moet gebruik. Of hy vat 'n nat lap, en sê as jy wakker is nie dan gaan ek jou nat gooi.

JS : Ook die geskenke en wat hulle geleer het. M, my seun, was die skottelgoed nou nog op weens hy geleer het by Leliebloem.

SG : Ons kom aan die einde van ons sessie. Is daar maniere hoe Leliebloem die ouers kan meer ondersteun. Ek weet julle het positiewe en negatiewe bydrae gegee. Maar dink daaroor. Hoe Leliebloem ouers meer ondersteuning kan gee. Hoe kan ons die ander ouers help.

JS : Om nou net met hulle te praat en vir hulle te onderseun. Want kyk die vat nou druk om hulle te sê om nie te drink nie.

SG : Dink julle sulke groepe is goed vir die ouers.

ALL : Ja. ja. dis goed!!

JS : Om hulle te help met die kinders se gedrag maar die vernaamste hulle te praat oor die Here.

SG : Enigiets anders?

RJ : Ek wil net sê van D, Ons het nie grootgeword met 'n mes en vurk nie, maar D, wil nou net met 'n mes en vurk te eet nadat hy uit Leliebloem gekom het.

SG : Wat dink julle van die idee? Byv. sodra die kind uitgeplaas word by die ouer, miskien in daardie maand of tweede maand om die ouers by mekaar te kry en alleen óf saam met die kinders.

ALL : Saam met die kinders, ja..... saam met die kinders.

SG : Saam met die kinders op die tweede maande. Baie dankie.

END OF SESSION 3

SG : Okay. Almal is terug. Ons begin nou met ons vierde sessie. Vandag praat ons oor dissipline. Wat is Dissipline? Wat beteken daardie woord vir jou as 'n ouer?

(Silence)

ALL : Maniere, ongehoorsaamheid (**writing on board**). Hoe voel jy as 'n ouer as jy moet dissiplineer? Voel jy kan dit hanteer of voel jy skuldig?

JB : Daarna voel ek skuldig.

JS : As ek nie die kinders kan beheer nie dan voel ek skuldig.....

SG : Hoekom dink jy voel jy skuldig? Hoekom voel die ouers skuldig as hulle gedissiplineer het?

JS : Want jy vra aan jousef , hoe het jy die fout begaan, jy het nie so grootgeword nie.

FS : Jy het hom nie so geleer nie - jy voel skuldig as jou kind nie luister nie. En jy voel skuldig as hy nou so is.

CA : Baie ouer mense sê vloek woorde aan die kinders. Dis hoekom hulle nie kan dissiplineer nie.

SG : En maak dit hulle skuldig?

CA : Die maak vir my skuldig want as ek met hulle geskel was daar altyd 'n vloek woord gesê maar toe realize ek dit is nie goed vir die kinders.

SG : Nou wat van die manse wat nie vloek woorde gebruik nie. Hoekom voel hulle altyd skuldig?

JB : Hulle voel teleurgesteld oor die kind en dan werk dit op jou.

SG : Jy voel teleurgesteld nie net oor die kind nie maar oor jouself. Baie tye as ouers , miskien kan julle byvoeg. Baie tye as ouers , voel ons, ons moet perfek wees en met perfekte kinders. Ons is verskillend. Ons het verskillende persoonlikhede. Som van ons kan baie vat en som van ons nie. Som het 'n temper ander nie. En ons se manier van probleme te hanteer is verskillend. En baie van die ouers voel hulle teleurgesteld in hulself want hulle voel alles. Wat hulle gedoen het, het hulle nie reg gedoen nie. Maar voel julle as ouers dat somtyds moet kinder dinge doen. Hoe voel julle? Hoe voel julle oor die negatiewe dinge wat kinders doen? Wat dink julle van juiself as ouers as julle 'n fout begaan het. En as julle dit erken wat dan? **(Silence)**

SG : As julle dit erken, leer julle nie uit daardie fout nie en as die probleem weer kom dan kan jy dit beter hanteer.

All: Ja..... ja....!

SG : Dit bring ons weer by die eerste punt toe ons gesê het ons moet ons self lief het as 'n persoon want kyk ons is die ouers. As ons gaan sleg dink van onself dan gaan ons vir onself sê alles is nie goed nie. Ons is die mense wat die fout begaan om nie goed te dink van onself nie en as ons kinders gedissiplineer is, dan is ons so hard op onself. Dit is die verskil van 'n goeie ouers van 'n verantwoordelike ouer. Ons met nie goeie ouers wees, ons moet verantwoordelike ouers wees. Drie probleme gaan ons bespreek.

ROLEPLAY :

Neem 'n maat . Gaan FS en JS saam wees. CA en BJ gaan saam wees.

Ek gaan vir julle 'n probleem gee en julle moet dit rolspeel. Julle moet dit rolspeel . Ons gaan later daaroor praat . **(Laughter) Oo..... nee.....!! (Laughter.....)**

Laat ons voort gaan. Kyk weer 'n kringloop. Ek gee hierdie voorbeeld.

Child misbehaves, wat gebeur met ouer. Ouer raak mismoedig en ouer raak kwaad. Hoe meer die ouer en kind kwaad raak, hoe meer kommunikeer hulle nie.

Hoe kan ons daardie "cycle"/ kringloop verander? Die kind doen iets, familie, ma raak kwaad, almal word kwaad maar die probleem vererger. Hoe verander ons die?

(Silence)

Verduidelik aan die kind wat hy verkeerd gedoen het. Dan verstaan die kind vir jou. Baie tye het kinders miskien hul mummies gevra oor iets dan sê die mammie nie jy is te klein om te weet. Vir som kinders kan dit vervelig wees.

As ons as ouers die kind kan verduidelik dat jy nie na die kind kyk nie maar wel die misdaad of daad. Dan besef die kind die verskil. My mother and father love me, but they do not love what I have done. They separate the child from the deed. To show the child what is right and wrong.

SG : We will now move on to the role models of parents. the difference between parenting roles. As ons dit kan gebruik in ons se daaglikse lewe sal ons as ouers ons kinders beter leer ken. Goeie ouer en responsible ouer. Goeie ouer sê ek is in beheer. Jy moet vir my antwoord ek wil niks hoor nie . Wat sê die responsible ouer ?

JB : Hoe die kind voel en neem dit in ag.

SG : Hoe gaan jy dit doen ? Jy's reg. As jy gaan sê ek is in beheer, dan gaan die kind meer ontrek van jou en dan gaan hy nie met jou praat nie, maar die verantwoordelike ouer se

okay jy kan 'n keuse maak. Jy sê nie jy is in kontrol nie maar jy sê aan die kind kom ons sien wat hier aangaan. So leer jy die kind om meer verantwoordelik te wees vir sy eie keuse. Oormôre kan hy nie sê ja maar mammie !!! Dan sê jy maar my kind jy het die keuse gemaak. So gaan ons verantwoordelike ouers wees. Die verantwoordelike ouer sê jy kan 'n keuse maak.

Die perfekte ouer sê alles moet netjies wees, alles moet skoon wees. Koppies moet skoon wees. Huiswerk is baie belangrik. Wat gebeur dan, as perfekte ouer sal jy meer en meer negatief wees. Miskien lê daar papiere dan sê die ouer tel daardie papier op en dan gaan daar net meer en meer opdragte wees. Voordat daardie ouer weet, kommunikeer hy/sy nie met die kind nie.

Die ouer gee net “orders” en die kind moet net luister. Alles wat die kind doen is nie goed genoeg vir die ouer nie.

Onthou 'n perfekte ouer is onder stres. Alles wat die kind doen sal 'n probleem wees vir die ouer. Hoe sal die verantwoordelike ouer dit sien? Hy/sy sê “I am human”. Ek kan ook foute maak. Sê vir my wat is jou fout en ek sê wat is my fout. Jy moedig die kind aan om te praat. Op hierdie oomblik leer altwee. Somtyds is dit moeilik vir ouers om van hulle kinders te leer, maar probeer dit dan sien jy die verandering. We will only stay with those two examples: I control, I am perfect.

(5 MINUTE BREAK)

Dissipline :

Ek gaan julle twee probleme gee om te rolspeel en dan praat ons oor die grond beginsels van dissipline.

Eerste probleem : die kind weier om sekere kos te eet.

Tweede probleem : gaan oor die routine in die oggend. Onthou hulle moet opstaan, ontbyt eet, tandeborsel, regmaak vir skool. Wat eintlik aangaan in die huis in die oggend. Kan die groepie bymekaar kom en bespreek julle die rolspeel in die hoek. Laat weet wanneer julle reg is .

(Group preparing their roleplay)

Rolspeel 1 : **Die kind weier om sekere kos te eet.**

(Much laughter from the group)

CA : Ja ! Mammie ek eet my groente

BJ : Okay ! as jy jou groente eet dan weet jy ek gaan vir jou iets lekker gee om te eet.

SG : Julle moet rolspel doen as die kind nie die kos wil eet nie.

CA : Maar ! mammië ek kan nie die groente eet nie.

(Silence)

SG : Staans jy ! gewoonlik so en jou kind aan kyk as sy weier om te eet.

(Much laughter)

JS : Soos jy nou die kind sal uitskel ?

CA : Maar, mammië ek kan nie ! die groente eet nie .

BJ : Ek weet nie wat ek vir jou gaan gee nie. Okay, ek gaan vir jou tee maak, is dit okay ?

CA : Alright mammië

SG : Baie dankie . Gee vir hulle `n handklap. **(Clapping and laughter)**

Rolspel 2 : **Kinders kan nie opstaan nie,**

FS : Kom, kom, dis tyd om op te staan ! kom dis laat ! Jy gaan laat wees ! !

JS : Ek wil nie skool toe gaan nie, mammië !!

FS : Nee ! Nee ! jy gaan laat wees..... Dit is laat, kom nou, gaan was,.....
maak gou ek is haastigggg !!!.. **(Laughter in the group)**

Everyone clapping for the roleplay. Hoekom! hoekom ! gaan jy nie vandag skool toe nie.

Ha !! hoekom. **(Shouting)**

JS : Omdat ek wil nie skool toe gaan nie

FS : Hoekom !, jy moet skool toe gaan..... daar kom jou vriende....

Klim in die kar, ... mister..... **(Laughing and clapping)**

SG : Thank you. How did you feel doing roleplay ?

FS : Ek het baie goed gevoel.

JS : Hoe die ma skreeu om die kind wakker te maak om skool toe te gaan.

SG : Hoe het jy as die ma gevoel , Florence.

FS : Ek het baie goed gevoel ... en veral toe my mammië my verstaan het dat ek nie koffie drink nie.

BJ : Ek het gehoor dat sy nie koffie drink nie , toe vra ek haar of sy tee drink. Toe sê sy ja.

SG : Wat is die normale reaksie van ouers as kinders nou sê hulle gaan nie groente eet nie.

CA : Vir my is dit baie moeilik. Ek het 'n kind as sy by is, dan wil sy nie eet nie, maar as sy

by haar oma is, dan eet sy van alles. As jy nie dit eet nie , bly jy sonder dit of gaan slaap en dan gee ek dit vir ander kinders.

SG : Skel, wat nog . Dink jy nie som van die ouers dwing kinders om groente te eet nie.

JS: Marco, neem baie lank om te eet. Hy is altyd die laaste een op.

SG: Hoekom is die ouer anstig. Die kind gaan laat wees. Gaan die ouer laat wees?

JS: Nee, die kind gaan laat wees.

SG: Hoor net wat Joan gesê het, die kind gaan laat wees. Dan is dit nodig vir die ouer om so aan te gaan.

ALL: Ja, nee.

JS: Ja, want as die kind nie op tyd in die skool is nie maak hulle die hekke toe.

IB: Maar dus nie nodig vir ons om hulle te skel nie. Om hulle so wakker te maak?

SG: Wie se probleem gaan dit wees, as die kind laat skool toe kom.

ALL: Die ouer...

SG: Is dit?

JS: Die kinders blameer die ouer.

SG: As die kind vier of vyf jaar oud is?

JB: Die ouer se plig

FS: Ja, as die kind ouer as 8 jaar oud dan kan die ouer hom leer om op te staan.

SG : Enigste manier om te help... is om die kind te help om sy klere reg te sit.

RJ : Om vroeg te gaan slaap in die aande....

BJ : En vroeër op te staan - homself te leer aantrek.

SG : Hoe kan jy die kind help om vroeg op te staan. Wat gebruik julle?

JS : 'n Alarm of klokkie om ons wakker te maak....

SG : Ja , dis een manier en ook as die kind laat is dan moet die kind self aan die hoof verduidelik hoekom hy/sy laat is. Wat gebeur as die kind sonder ontbyt skool toe gaan . Hoe voel hulle daaroor.

BJ : Hulle kan nie leer nie - my meisie kind, as sy nie in die oggend geeëet het nie , dan sê sy ek het nie lekker geleer vandag nie want ek het nie geeëet nie .

SG : Wat het sy die volgende dag gedoen ?

BJ : Die volgende dag het sy beter geleer want sy het geeëet.

SG : Ja , maar wat het sy gedoen om te eet ? Verstaan jy my ?

BJ : Nou .. verstaan ek , sy het vroeër opgestaan.

SG: Ja , sy het vroeër opgestaan om haar "porridge" te eet want sy het dit die laaste keer gemis. Sy het dit gevoel. Ons noem dit natuurlike gevolg. Toe sy laat opstaan om ontbyt te eet wat het gebeur , sy het honger geraak. Sy het daardie gevoel onthou dus het sy vroeër opgestaan die volgende dag.

SG : Ons kyk na die storie van die groente . Wat is op die bord ?

Daar is drie verskillende groente. Nou as dit moontlik is om drie te hê kan die kind kies tussen drie of twee. `n nog `n idee is as die kind later wil eet kan jy dit diudelik maak dat hy/sy kan later eet maar jy sal dit net tot `n sekere tyd toelaat.

JS : In die ou dae moes ons alles geeë het .

JB : Ja, dis waar

FS : Soos `n vriend van my sê sy gaan “cabbage “ bredie maak. Die kind sê nie, nee, mammië moet nie so sê nie ,... sê jy hou van die kool maar nie die “cabbage “ nie.

(Laughter)

SG : Hoekom is dit belangrik vir ons om ferm te wees met die kinders ?

JB : Om hulle te wys ons het hulle lief

SG : Ons kinders het “ boundaries and limitations” nodig . Ons moet die probleem uitwerk en ook vra wie die probleem besit. Byvoorbeeld : die kind verloor sy potlode , hy/sy moet self verantwoordelikheid neem vir die feit dat dit verloor is. Die kind moet verantwoordelikheid leer. Ons het aan die einde van ons vierde sessie gekom . Ek wil net elkeen vra om aan die res van die groep te deel wat hulle geleer het.

BJ : Ek het baie geleer – as ek by die huis kom kan ek dit met die kinders bespreek.

SG : Nou wat het jy geleer ? Kortliks.....

BJ : Ek sê vir my kinders oor wat dit gaan. Dis oor kinders, hoe ouers moet wees met hul kinders.....

SG : Wat het jy geleer ?

BJ : Byvoorbeeld 'n kind kom na jou toe met 'n probleem - as ouer moet jy versigtig wees hoe jy daardie probleem hanteer, nie om die kind te beskerm nie , maar help om die probleem te hanteer.

RJ : Ek het iets goed ondervind by die sessies. Ek is nie spyt dat ek nie gekom het nie. Eintlik het ek geleer oor die laat slapery, ek het altyd myself gevra waar het ek die fout begaan dat ek so sukkel om hulle op te kry. Ek praat mooi en dan raas ek met hulle maar hulle wil nie opstaan nie. Toe hoor ek nou vanmôre dis nie my skuld nie , maar ook my seun.

CA : Vernaam N., sy was baie traag om op te staan. Dan het ek en my eggenoot baie daaroor geskel. Dan skreeu hy die kind moet op staan , maar dan vra ek haar self om op te staan. Maar vanoggend is ek nie spyt oor wat ek geleer het nie en kan nou vir haar sê waaroor dit nou gaan.

JB : Ek was baie lui om deel te neem aan die kind se aanpassing. Dit het my baie geraak.....

IB : Ek het geleer by die “misbehaviour “ en dissipline - hoe om die kind te leer.

JS : Ek het nou goed geleer - hoe ek nou vir Marco kan aanleer. Dit is moes nou net hom in die huis.

FS : Ek het geleer, as die kind uit die huis uitgaan , en hy kom laat. Ek vra hom en hy/sy verduidelik mooi.....

SG : Dankie almal dit is die einde van vierde sessie. Ek herinner julle aan ons vyfde en sesde sessie vir Donderdag, 26 Julie 2001.

END OF SESSION 4

- SG : Good morning everybody. I want to welcome you to our 5th and 6th session for the day. I would just like to know how everybody is feeling this morning . Maybe something positive about yourself . What you felt about the group at the last session?
- JS : Ek voel goed , ek het baie geleer, ek voel ek kan `n ander ma leer en hoe sy met haar kinders moet wees en hoe haar kinders met haar moet wees. Maar my een kind het my laat sleg voel, Saterdag het sy aan my gesê ek het hulle in die “home “ gegooi.
My kinders was nie vir lank in die inrigting nie miskien het ek hulle te vroeg uit geneem.
- SG : Hoe het jy gevoel toe sy dit vir jou sê ?
- JS : Ek het sleg gevoel en dit wat ek gekry het in groep het ek geplak teen die muur. Toe die Sondag kom vra ek my man om dit te lees vir my want ek voel sleg. Ek wil try om beter te word en ek wil nog beter word . Toe sê ek vir hom hy moet dit lees en dan moet hy leer om sy kinders te leer. Ek kan nie sien dat sy kinders eendag verkeerd uitdraai nie . Want die kind is al klaar so deurmekaar. Ek gaan vir julle mis en u mis want so in `n groep al is dit een keer per week doen `n mens goed. Nou weet ek nie want toe ek gaan nie , maar ek sal moet uitgaan. Ek kan nie so by die huis sit nie. Miskien kry ek `n senuwee instorting maar ek voel die groep het my baie gehelp.
- SG : Ek dink ek wil jou net aanmoedig , to continue doing what you want to do. Dis omdat jy op `n punt gekom waar jy nou jouself sê jy gaan dit doen, kom iets nou om jou fokus weg te neem, maar op die oomblik moet jy net fokus. Jy kan miskien sê mammi het `n fout begaan en die omstandighede op daardie tydstip was nie lekker nie en ek probeer nou my beste. Jy is net “happy” hulle is gesond en niks ernstig het met hulle gebeur nie.
- JS : So kyk..... byvoorbeeld , die wat by die place of safety was, het hulle kos, klere gekry - op daardie tydstip het ek nog nie `n groot plek gehad om hulle by my te hou nie, daarvoor moet hulle dankie sê dat Leliebloem na hulle gekyk het.

SG : Jy weet somtyds blameer kinders die ouers vir res van die lewe maar wanneer wil hulle opgroei, want hulle word ook ouers. Hulle moet op 'n punt kom waar hulle sê okay ek kan nie altyd my ouers blameer nie . Ouerskap is nuut vir almal . Ek gee jou nou advies , jy moet hulle kan sê , ek het, verskoning gevra, vergifnis en alles, maar jy moet nou aangaan met jou lewe, want ek wil nou aangaan met my lewe. Jy kan miskien opmaak maar jy kan nie wegneem wat al klaar gebeur het nie.

JS : Ja , want ek wil voortgaan

IB : Mevrou , ek voel goed..... ek het die afgelope paar dae verlang na die groep .

SG : Dit is goed om dit te hoor

IB : Ek het so gelag oor Florence .. **(Much laughter)**

Dit is 'n jammerte dit ons se laaste sessie gaan wees. Die groepie het my geleer om meer verantwoordelikhede te dra.

FS : Goeie morê mense, ek voel baie bly, “lekker” en happy. Ek het baie geleer van die groep en ek is seker ek gaan baie verlang daarvoor. Ek gaan baie mis, baie, baie mis . Ek is gewoon hier Woensdag , Donderdag om mekaar te wees. Nou gaan dit weer stil wees.

J : Ek is baie bly om hier te wees vanoggend . Ek dink dit is ook 'n vooreg en ek kyk vorentoe. Ek het baie geleer. Van hulle het ek ook baie geleer. En ek is dankbaar en kyk vorentoe vir nog.

SG : Soos wat het jy geleer , Jane !! in terme “hulle “ in die groep... **(Silence)**

JB : Daar is so baie , ek moet dink. Die “support “, goeie support.

- RJ : Goeie môre , ek het ook baie geleer uit die sessies uit. Dit is 'n voorreg om saam te wees met 'n groep, hoe om die kinders te handel . Soos ek gesê het ek is baie lief vir die kinders, ek het baie omgee vir die straatkinders. Maar ek het kom iets leer om aandag te gee aan my familie en nie net die buite kinders nie. Baie dankie vir die groep.
- CA : Goeie môre, ek wil net dankie sê vir die groep. Ek het baie geleer en wat ek geleer het, het ek vir my eggenoot gewys. En hy het gesien wat ek geleer het en hy het dit gedoen vernaamste met my twee dogters . Ek het al twee bladsye gegee en my oudste dogter het dit verstaan .
- SG : Ek het ook baie geleer van julle. Dinge wat julle vir my gesê het het my laat dink en dit het ek op 'n ander manier gebruik. Ek het geleer oor die dinge en situasies wat julle deurgegaan het en ook die feit dat julle bereid is om te leer . Julle voel julle is nie oud om te leer nie en om te sien hoe julle die teorie wat julle uit die groep geleer het in die praktyk gebruik het. Julle het ook my 'n ideë gegee wat die kinders ervaar en wat die kinders geleer terwyl hulle by Leliebloem House was. Terwyl die kinders by die inrigting is weier hulle om te praat. Weet julle wanneer hulle met ons praat ? Dit is miskien 10 jaar later of wanneer hulle kinders van hul eie het. Is daar nog wat julle wil vertel ?
- BA : Nie , ek voel gelukkig. As ek hiervandaan weg gaan dan voel ek baie gelukkig by die huis. Ek vertel die kinders hoe om te wees met mekaar en hulle ouers. My kinders sê ek is 'n juffrou by die skool.
- SG : Met die laaste sessie het ons gepraat oor goeie en verantwoordelike ouers. Make a choice between I control and I am perfect – I am Human. Ek maak ook foute dan kan julle daaroor praat. Ons het ook rolspel gedoen, hoe ons die kinders hanteer as hulle opstaan en as hulle nie die groente eet nie. Ons se normale reaksie wat ons voorheen gedoen het en wat ons nou moet doen. Voorheen het ons gekreeu en gekerriem . Maar ons moet ook besef daar is ander maniere om situasies te verander. Byvoorbeeld , elkeen het aan iets

gedink om die probleem op te los. Irene het aan die alarm klokke gedink en Belinda het aanbeveel om 'n bietjie vroeër op te staan.

Pause :

Vandag bespreek ons “new ways of parenting” jy sien somtyds doen ons dinge op 'n ou manier en dan werk dit nie meer nie. Nou moet ons dinge op 'n nuwe manier doen om te sien of dit sal werk of nie. Later in die dag sal ons termineer in die sesde sessie.

(Exercise)

Okay !!! elkeen neem 'n kaarte . Ek wil julle moet 'n kaartjie uitskryf , al teken julle of wat op die voorste kant van die kaartjie - en binne in skryf, niemand hoef dit te sien nie, julle kan dit vir julle self hou - skryf binne die kaartjie aan iemand in jou familie wie se verhouding met jou nie lekker is nie. Skryf aan hulle iets mooi of positief.

SG: I just want to know by you how you felt when you wrote the card. I don't want the details of the card just how you felt.

CA : Terwyl ek die kaartjie geskryf het, het ek baie goed gevoel. Ek het hierdie kaartjie aan my eggenoot geskryf, hoe hy nou gevoel het oor my. Ek het baie gevoel oor wat ek geskryf het .

RJ : Ek het my kaartjie met liefde aan Manuel geskryf want hy is die enigste probleem in die huis. Dit het my laat goed voel om te skryf, want as ek skrywe dan doen ek dit hard.....
(Crying)Want ek weet hoe bid ek vir hom

IB : Ek het nogal hartseer gevoel toe ek die kaartjie geskryf het. Want die klein kind wat ek het, aan haar ma geskryf...

JB : Ek het aan my dogter geskryf en sy het my seer gemaak, maar ek voel nou beter....

FS : Ek het vir my broer geskryf en ek het baie lekker gevoel ...

JS : Ek het aan my dogter geskrewe wat my so hartseer maak.

SG : As'n groep wat dink julle moet julle met daardie kaartjies doen ?

IB : Ek dink ek moet dit aan haar gee ...

BJ : Ek dink ek moet die kaartjie aan T, my seun gee of T, my ander seun maar daar is altyd 'n jaloersie tussen hulle twee.

SG : Ja , gee die kaartjie, hulle hoef nie te antwoord nie. We dealing with relationships and we want to move toward healthy relationships. Now who is the first person who has to move toward healthy relationships.

JB : Myself ..

SG : Exactly , dis ons né. En dit is maar net die begin om vorentoe te beweeg. They need not say anything , you just hand over the card to them. But if they want to say something, give them the opportunity. If they want to make fun of the card, that's okay, it's where they at. But the best thing is that as you said JB, "you feel relieved",you not sitting with those emotions.

New ways of parenting is important . You need to change the old ways. the new way is always different. Om 'n ouer te wees is nuut vir almal. Jy weet nie hoe jy die dinge gaan hanteer nie . As ouer gaan jou kinders ook eendag daardie rol vervul..

Hoekom het ons probleme ? Is dit goed ?

JS : Elke huis het sy probleme...

- SG : Ja , jy is reg, elke huis het sy kruis en som van ons het dieselfde probleme dis net verskillende mense. Dink jy probleme is goed ?
- IB : Ja , jy moet probleme hê, as jy nie probleme het nie dan kan jy nie leer daaruit nie .
- SG : Wat leer julle uit die probleem .
- JB : Hoe om dit op te los. Groot verskillende probleme, jy probeer om dit te “solve”.
- SG : Almal van ons sit met verskillende probleme, maar ons wil vandag hier weet hoe ons uit ons probleme kan leer , dan is dit ook `n nuwe manier om te leer. IB het gesê ons leer uit die probleem, JB het gesê dit help ons om te groei.
- FS : As jy nie probleme het nie , kan jy nie bid nie want jy sit moes lekker sonder probleme so daar is niks wat jy nie vir die Here kan sê nie . As jy probleme het dan kan jy die Here vra hoe kan ek uitkom , wat moet ek doen .
- SG : As jy nie probleme het nie , dan bid jy nie. Wat nog....
- RJ : As jy gebed het en die probleem is opgelos dan kan jy na die volgende persoon toe gaan en sê wat die Here vir jou gedoen het .
- SG : So jy kan na ander persone toe gaan en hulle ondersteun as hulle deur dieselfde probleme gaan. Wat sê dit van jouself . Wat het met jou gebeur in daardie tyd .
- RJ : Ek het dit uitgepraat .
- SG : Maar het jy nie gegroei nie ? Hoekom ek dit sê want jy kon daardie vrou advies gee want jy het deur daardie probleem gegaan. Al is probleem negatief, dit is ook positief . `n nog

'n punt is as jy by 'n probleem kom - moet jy wag en dit probeer uit werk. Moenie oorhaastig wees nie as die probleem kom. Dink 'n bietjie. Somtyds is ons te haastig en anstig en dan is ons uitgestres.

CA : Toe vanoggend was daar 'n groot probleem by ons huis. Ek was by 'n groot vrou en met haar gepraat. Sy sê dat my suster se dogter wat 7 o'clock vir haar wakker kom klop en sy is maar 82 jaar oud . Sy sê sy kan nie daai tyd opstaan vir water nie en ek het haar geluister en met haar gepraat. In die tyd toe ons praat hoor ek die geskellery buite toe is dit my suster. Toe kom my ander suster om te gaan baklei . Met die draai sê sy daar is jou suster. Ek sê toe vir haar dit is nie my probleem nie. Toe ons nader stap sê ek vir my broer, moet jou nie oorstres nie. Praat dit eers uit. Ek sê julle gaan nou stres maar ek gaan aan stap groep toe. Hy het vir my gehoor. Dis twee groot mans wat mekaar uitvloek en skel . Ek sê toe moenie skel nie hoor vir mekaar. As dit verkeerd is dan sê jy iets. My suster het eenkant gestaan en nie hul monde in gedruk nie en daar was stilte. Alles was gelos.

SG : Dit is belangrik anders kry ons kopseer. Dit is die stres. Ons gaan later volg met die doel van ouerskap. Wat ons kan leer. Kom ons praat oor ons se doelwit as ouers. Wat is ons se goals as ouers ? Elkeen as ouer het 'n goal. Wat wil jy bereik as ouer ?

IB : Om gelukkig te wees

JS : Om soos 'n verantwoordelike ouer op te tree.

SG : Daar is tye wanneer ons, ons kinders emosioneel moet los. Byvoorbeeld die mammies met hul seuns, veral as hulle eendag trou. Let go and let the situation work out by itself What other goal? Is there another one?

IB : Gee die kind vrye self-besluite

- SG : If we want to be the best for our children, we need to focus on the above goals and act as responsible parents. `n Nog `n manier is om te kyk hoe ons kan leer uit ons probleme en die goals en doelwitte daarvan. Dit sal miskien stadig gaan maar hou by die doelwitte. Dit sal miskien beter gaan met die tweede kind maar hou aan. Die derde nuwe manier van "parenting" is om kritiek te aanvaar. Hoekom sê ek so?
- JB : As jy foute het, iemand sê vir jou so, jy moet nie kwaad word nie , jy moet leer daarvan. `n Mens is geneig om kwaad te word as iemand vir jou kritiek.
- IB : As `n kind vir jou kritiseer. JS het net nou gesê haar dogter kritiseer haar omdat sy haar in die "home" gelos het, is weens haar onnoselheid - haar ma het dit teen goede bedoel.
- SG : Jy sien as jy miskien jou kinders so opbring . Die oudste gaan vra wat "try " mammië en daddie want jy probeer om die nuwe manier te gebruik met die jonger span. Jy try nuwe maniere om verantwoordelik te wees. Jy moet gereed of oop wees vir daardie kritiek. Hulle mag miskien julle uitlag. Maar solank jy daardie kritiek kan aanvaar is dit okay dan is jy oop vir alles. Veral as dit kom van ons se kinders en familie is dit meer hartseer.
- IB : En as hulle sien jy neem nie notisie van hulle kritiek nie dan sal hulle ook maar ophou.
- SG : Ditsem!! Ek dink jy het dit baie goed gedoen . Verstaan julle want sy praat van ervaring. **(Laughter)** Jy sê dit so pront uit. Want kyk as hulle die verandering sien in hoe jy M, jou seun hanteer. Hulle gaan sê maar mammië het nie dit toegelaat nie , toe ek sy ouderdom was nie. Jy aanvaar , hulle sal julle kritiseer. Wat het ons gesê , die besluitings wat jy maak, moet jy by staan . Julle is die ouers hulle is die kinders. Hulle sal later verstaan wat jy probeer doen. As hulle sien jy kan kritiek aanvaar dan moet jy besef jy gaan meer die deur ophou vir kommunikasie , want dan sal hulle meer met jou praat . So dis die drie punte wat ons gaan byhou :
- leer uit die probleem wat jy deurgaang;

- hou by jou doelwitte en goals;

- en om kritiek te aanvaar ;

ek weet ek praat baie, maar ek gaan julle ook 'n kans gee om te praat.

'n Kind sê vir jou mammie ek wil nie onbeskof wees nie maar elke keer as mammie vir ons opskep dan skep jy meer vir jouself en as ek vir nog kos vra dan sê mammie daar is niks meer nie.. As mammie, besef jy nie dis een van die redes hoekom die kind altyd gehuil het na aandete nie. Nou kan jy die kritiek aanvaar want jy besef die kind het jou dopgehou dat jy meer vir jouself skep en omdat jy nie oop was vir kritiek nie kon jy luister wat die kind jou probeer sê het nie. Maar toe jy oop was vir kritiek kon die kind met jou kommunikeer en jy het dan besef hoe hy/sy gevoel het .

RJ : Kan ek iets sê , my oudste dogter skep gewoonlik vir haarself, toe kom M, in en hy sien sy skep meer vir haarself en hy vat toe haar bord. Toe baklei hulle oor die kos . Gelukkig het ek ekstra gehad .

IB : Nie by my het ek nie 'n probleem nie , want daar is net 'n hele "figure study " **(Group laughed and shared the same sentiment.....)**

SG : When we looked at new ways of parenting, it was important that we speak about the things in the beginning. How we see ourselves? The self image. When we go through this session you will see how important you are as parents and you won't doubt your role in your family's life.

I have a JOB ADVERT in front of me . It has been placed in the newspaper. Hier op sê hulle wat en wie hulle nodig het vir die werk. Hulle soek ouers .Hoe is die ure van die ouers - hulle praat oor ure van die werk . Is dit 'n gewone 9 to 5 werk?

IB : Nee !!, nee ! Dit is 'n regdeur werk job **(Laughter)**

JS : Vir partye is dit reg deur maar nie vir almal nie.

SG : So dis lank ure... Is daar tyd af ? Want hulle vra vir die tyd af ?

IB : Nee, daar is nie tyd af nie

SG : Vaardighede nodig ? Dit bedoel die “skills “ wat benodig word. Die persoon soek nie `n verpleegster of dokter nie maar `n ouer. Watter “ skills “ as ouer het jy ?

IB : Skoonmaak , kosmaak

FS : Ironing and washing

JB : Jy moet prokureur wees, gardener...

RJ : Jy moet dokter wees

SG : As die kind iets verkeerd gedoen het wat moet jy doen ?Gee jy nie die kind opvoeding nie ? Watter ander vaardighede ? Jy gebruik die opvoeding skills en tuinery, skoonmaak , kosmaak, strykwerk , wasgoed, first aid, maatjie wees...

BJ : Liefde.....

JB : Sorg

SG : Okay !! , versorg , wat nog Dis al die vaardighede wat jy beskik . En jy het nie klas toe gegaan vir dit nie. Jy het getrain daarvoor nie maar automaties het jy die skills gehad.

JB : Ja , dis waar

SG : Wat anders doen julle nog ? Wie van julle ry ? Julle moet die bestuurder ook wees .

BJ : Gods diens.....

SG : Sondag skool onderwyser ..(Laughter) So die ouers se ure gaan lank wees, daar is geen tyd af nie. Die “skills” is baie , die persoon moet ook `n driver wees, moet kan leer , `n maatjie wees, moet kan konflik hanteer as `n prokureur , en moet ook in die tuin kan werk. Huis moet skoon gemaak word . Kos moet gemaak word. Die stryk goed en die wasgoed moet na gesien word. Jou hande en liggaam word gebruik in die tuinwerk en huiswerk. Ek het nie besef hoeveel “ skills “ (bekwaamheid)ons het nie. Is daar siekte verlov vir die ouer ?

JS : Die ouer kan nie siek word nie

SG : Kan daar siekte verlov wees vir die ouer ? Weens die omstandighede, is daar nie eintlik siekte verlov vir die ouer nie

JB : Nee , dit lyk asof die ouer gesond moet wees.....

SG : Verantwoordelikhede ! Wat soort verantwoordelikhede is daar , is dit klein, is dit . middelmatig, of is dit groot...?

JS : Dit is groot

SG : Opvoeding ; is daar training vir die ouers

JS : Ja , netbal of so ...?

SG : Nee, is daar training om `n ouer te wees ? Sal ek dit so stel .

JB : Dit kom met instink nie daar is nie opleiding nie .

SG : Opleiding is minimaal .Wat van kontrole punt ? By dit bedoel hulle as ek laat werk toe kom moet ek gaan verduidelik aan my baas. Dit is die “control point “. In hierdie situasie is daar geen kontrole punt. Why is there no controlling point ?

FS : Omdat jy op jou eie werk, daar is nie baas nie, jy is jou eie baas.

SG : Dis korrek jy is jou eie baas en jy is jou familie se baas. Jy moet na dinge sien soos dit opkom. So die “ job ad “ soek vir `n ouer. Die ure is lank , jy werk reg deur. Tyd af , daar is geen tyd af. Ooo !!! die belangrikste , geld (**laughter**). Jammer geen geld.

SG : Is daar siekte verlof ?

IB : Nee, daar is geen siekte verlof .

SG : En verantwoordelikheid ?

CA : Dis `n groot verantwoordelikheid

SG : Wat het julle uit hierdie oefening geleer ?

JB : Net hoe belangrik is ek as ouer. Ek is belangrik .

RJ : Ek stem saam , ek sien hoe belangrik is ek , hoe kostelik is ek want ek het nooit al die dinge geweet nie. Ek het baie kom leer.

SG : Die dinge wat jy gedoen , het jy automaties gedoen omdat dit moes gedoen word.

All : Ja , Ja dis waar

SG : Want jou mammië het dit gedoen en sy het haar mammië sien dit doen.

FS : Ek het nie geweet ek is so belangrik nie , nou weet ek is so belangrik. Ek doen baie.

SG : En nou kan jy vir hulle sê kom betaal vir my ... **(Much laughter)**

RJ : Soos hulle sê mammië ons het nie geld , ja sê ek julle sal my nooit kan terug betaal nie vir wat ek aan julle gegee het .

BJ : Maar kyk wat moet ek doen in die huis, kosmaak, skoonmaak, agter julle kyk . Dis baie wat 'n mens moet doen.

IB : Ja , die doeke ook...

CA : Nou na die sterilasie is ek meer siek as gesond , maar al hierdie dinge wat opgeskryf is op die bord , is alles wat ek alleen moet doen . En as dit kom by kos tyd en my rug vat my aan en dan sê my eggenoot asseblief, as ek nie my vrou se kos eet nie dan eet ek niemand se kos nie.

SG : Ja , dan moet jy dit ook hanteer..

CA : Al pyn my rug maar dan moet ek by die kos tafel staan.....

BJ : As my man eerste gewerk het, en hy kom terug dan staan ek sommer 6 `o clock nog voor die potte . Is daar niks klaar nie ? Dan sê ek nie, ek moet dan huis skoonmaak, kinders versorg. Ja, maar ek werk dan sê hy.

IB : Jy is nie ek nie, jy is nie ek nie..... (Laughter)

RJ : Ek is altyd laat

SG : As 'n mens klein kinders het, dan is dit 'n bietjie moeilik. Jy moet maar jou tyd in span met hulle s'n. As ouers moet julle altyd besef julle is kostelik, nie net aan julle familie nie maar ook aan God. Julle is kosbaar aan julle kinders en man. Hulle sal dit nie altyd sê nie maar wees net siek vir twee of drie dae dan sien jy hoe hardloop hulle rond.

IB : As hulle by die deur in kom dan vra hulle waar is mammie ?

SG : So jy is belangrik, onthou baie van die negatiewe energie of emosies wat hulle mee sit word na jou toe gegooi. Die naaste persoon aan hulle. Wie is die naaste, die ma is dit nie so nie? maar so lank ons nie die negatiewe houding aanvaar nie en dit verander na 'n positief sal dit verbeter .

END OF SESSION 5

- SG: Okay, as julle net vir my kan sê , ons het oor baie dinge gepraat in al die sessies en as ons klaar is gaan ons dit evalueer. Ons kom nou aan die einde of sal ek sê ons termineer. Die laaste van ons sessies , gaan oor hoe om positief te wees as ouers. Sê vir my hoe wil julle, julle lewenstyl verander as dit so is . Wat is daar - in julle lewenstyl wat julle nou geleer het en wil verander. Byvoorbeeld, ek het geleer om beter verhouding te bou. Ek wil nie hê dat almal moet dieselfde voorbeeld gebruik wat ek nou gebruik nie. Ek het geleer om gesonde verhoudinge te bou . Wat het julle geleer. Wat kan jy vir die familie verbeter ? Or what are you longing for that can be better in your family?
- CA: In my familie wil ek graag verlang dat ons mekaar beter verstaan.
- SG: So jy verlang vir meer verstaanbaarheid en liefde .
- JS: Ons het geleer van die goeie ouer en die perfekte ouer. Ja, ek besef `n mens moet nie alleen goed wees nie maar ek wil meer `n verantwoordelike ouer wees.
- SG: Jy wil meer “human “ wees .
- JS: Ja , dis reg ek wil aan hulle sê ek maak ook foute , julle kan vir my ook help.
- IB: Ek het besluit om situasies beter te hanteer.
- SG: Jy sê IB dis wat jy graag wil hê in terme van jou familie. Jy wil dit graag verander. Wat nog
- FS: Ek wil graag hê - toe ons so mooi gebly het by die familie, ek het geleer ons moet meer maak, dat ons meer mekaar kan vertrou....
- SG: Okay, so jy verlang vir meer vertroue. Jy kan sien die verskillende opinies. CA verlang vir

meer verstaanbaarheid en liefde wat sy graag in haar lewenstyl wil verander of hê en sy gaan saam met familie daarvoor werk. JS wil graag weer menslik wees in haar benadering met haar kinders. Sy wil nie perfek wees nie, sy wil saam met hulle werk. IB sê wat sy graag wil hê, is dat haar familie, die besluite wat hulle neem of maak - hulle kan dit beter hanteer as hulle mekaar respekteer vir die besluite wat hulle neem.

Waarvan FS praat is dat sy graag meer vertrouwe wil sien in haar familie. Want om vertrouwe te hê moet julle oop wees met mekaar. So julle moet "transparent" wees in julle eie huis - byvoorbeeld as jy voel die kind is oud genoeg om sekere dinge te verstaan en dit help die kind, dan moet jy oop wees met die kind of man. Nog iets... ?

JB: Meer geduldt

SG: Sien, julle sit met al die informasie maar julle sê julle weet niks....

RJ: Voor ek nou hier is nou. My skoonsuster en ek praat meer met mekaar vandat ek die groep bywoon. Ek wil net gehê het, altyd as ek praat in die huis, wil ek net hê sy moes dit gedoen het. Ek is mos die huisvrou, nou as ek vir haar iets sê dan ruk sy vir haar op. Nou weet ek nie wat om vir haar te sê nie. Dan dink ek los maar vir jou, jy is nie in 'n goeie "mood" nie. Maar ek sê ons is familie ons moet mekaar help in die huis.

SG: Mekaar meer help, mekaar meer help om te luister. Ons moet meer mekaar luister. Miskien moet julle praat en mekaar luister om mekaar te verstaan. Sien al die informasie wat ons ontvang het. Dis wat julle kan op werk. Dit kan julle as visie stel om dinge te verander in ons familie. Baie keer wil ons graag hê die situasie moet verander maar baie tye moet ons eers verander om deur die situasie te werk. Julle moet aanvaar dat julle die eerste is wat die veranderings moet maak. "That will come from you first".

Accept the criticism and remain open to change. Moet nie jouself blameer nie. Miskien sê jy ek het nie geweet my kinders gaan so uitdraai nie, maar probeer as ouer om hulle te help met die veranderings. Onthou wat ons gepraat het oor rolmodelle. As jy byhou met

jou doelwitte en jy is die rolmodel daardie kind gaan jou dophou. As jy net sy kritiek ignoreer, en miskien nie kwaad daaroor raak nie, hou net stil, doen maar net dieselfde totdat hulle die prentjie kry oor en oor. Hier gaan ons verander.

SG: Dink 'n bietjie terug aan al die sessies en hoe julle gevoel het met die eerste sessie. Julle hoef nie te sê wat julle geleer het nie maar net julle gevoelens. Hoe het dit vir jou gehelp tot by die laaste sessie, want ons termineer nou. Hoe voel julle nou - die feit dat julle klaar maak vandag? Maar voordat ons dit doen wil ek twee belangrike punte bespreek. Vir elke ding wat jy doen is daar 'n aksie en verkwaatsing. **(Reflection)**

Dis 'n mooi woord ne. Dis amper soos jy reflect of dink daaroor. Kinders en grootmense leer verskillend. Nou groot mense leer uit ervaring. Baie van ons het nie die "opportunity" gehad om matriek toe te gaan nie. Maar die dinge wat ons ervaar het in ons se lewe, leer vir ons oor die lewe. Dink aan hierdie model. In alles wat jy doen is daar aksie en alles wat jy doen moet jy "reflect". Moet jy dink aan wat jy gedoen het. As dit kom by aksie - to do, we look, we think, we plan. Voordat julle monde in aksie kom, moet julle eers dink wat julle gaan oor praat. So dink oor wat jy gaan praat en dan beplan jy dit. In elke situasie in jou lewe moet dit so wees. Enige probleem wat jy hanteer moet jy daarvoor dink: het jy die regte ding gedoen of nie, en dan beplan jy iets anders of nie. Enige vrae oor wat ons bespreek het?

All: Nee, ons verstaan.....

(Silence, most of them was just absorbing the information)

SG: Okay, nou kan ons praat, hoe julle gevoel het in die sessies.

IB: Juffrou, toe ek nou drie weke gelede hier ingestap het, dis nou in die groot saal. Ek het 'n bietjie senuweeagtig gevoel want ek het nie geweet waar of wat nie. Maar toe sommer van die eerste sessie toe juffrou nou verduidelik, het ek nou meer ontspan en ons het mekaar leer verstaan, hierdie mense leer ken. Daarvan af het dit vloot gegaan. Ek moet

sê dis 'n jammerte dat dit vandag die laaste sessie is want ek het dit geniet.

JS: Ek voel ook so , ek het ook nou senuweeagtig gevoel , toe dink ek waarom gaan dit . Ek kan ontspan, en nou vriende gemaak en nou is dit die laaste. Nou gaan ons mekaar mis en ek het gedink maar ek gaan vir hulle “ hug “ as ons klaar is.

FS : Die eerste week, die eerste keer, ek was so bang gewees. Maar toe ek in kom, toe sê oh!!! dis net ek alleen wat “native” is. **(Another word for black person.)** Wat gaan ek hier maak, wat gaan ek hier praat.

JB: **(Laughter)** Die liefste.....

FS: Nou , na die paar weke, ek het so gewoon nou, voel vir my asof dit is 'n suster wat ons, die Here laat moet mekaar kom, en mekaar gepraat het. As dit nie so mooi gewees het, dan sal ek nie hier gewees het nie. Woensdag en Donderdag die dae was so mooi vir my en so lank want ek was “happy”. Want ek wil graag meer leer, want ek het so baie woorde geleer , wat ek nie van geweet het nie. Ek is so bly daarvoor.....

IB: Gee haar 'n handklap .. **(Applause)**

RJ: Ek stem saam ek was ook senuweeagtig toe ek hier gekom het, maar ek dink aan die dag - die Here moet die senuweeagtig wegneem. Om met die ander moeders te gesels voel ek net 'n blydschap in my kom op. Want hier was my kinders en ek het iets kom leer. En ek wil lankal heentoe gekom het, maar ek het nooit geweet hoe om te kom nie. Ek wil sê dankie , ek wil 'n geskenke koop, ek wil iets doen maar ek het nooit so ver gekom om dit te doen nie. Maar toe maak die Here dit moontlik dat ek vandag hier is waar my kinders gewees het. En ek het die moeders ontmoet en hulle hier kom kry. Net 'n jammerte dat dit end en dit is die laaste sessie vandag. Ek voel so gelukkig , as daar 'n probleem is, dan dink ek aan die sessie wat ons geleer het. En dan gaan dit sommer weg en dan het ek nie

gebid nie, dan dink ek net aan die saak.....

CA: Ek moet dankie sê vir hierdie session wat ek gekry het. Toe ek in kom het ek myself geweet nie waarom dit gaan nie. Maar toe ek begin praat het , het ek baie beter gevoel alhoewel ek baie gehuil het. My trane het baie geloop , maar ek was baie gelukkig. Ek het baie min vertroue gehad in myself maar toe ek luister hoe elke groot mens praat het ek baie vertroue in myself begin opbou en in my kinders. Ek is baie spyt ek maak klaar.

BJ: Ek is baie bly , ek nou hier gewees het, ek het nou nie al die sessies bygewoon nie, ek het een uitgelaat , maar ek is bly dat ek nou weer hier kon gewees het. Maar ek is bly dat ek nou hier geleer het. Maar as ek nou weer by die huis kom dan dink ek . Dan staan ek op en dink ek moet hier wees of nie. Donderdag vra my man wanneer moet ek groep toe gaan. Ek is bly dat ek hiergekom en ek was op my senuwees want ek het nou nie geweet oor wat dit gaan wees nie.

JB: Baie dankie vir Mev SG, baie dankie dat ons almal bymekaar gewees het. Ek dink dit is 'n baie goeie idee. Dit is 'n jammerte dat dit klaar is .

SG: Ja , ek voel ook so, dit is amper asof 'n mens wil voortgaan met dit en miskien gaan ons nog voort met 'n "advanced " groep. Daar is so baie wat ek geleer het van julle . Daar is so baie wat Leliebloem House geleer het. Ek as persoon en Leliebloem. Ek kom as 'n verteenwoordige van Leliebloem, hoe ons graag as 'n organisasie wil werk en ek werk hand in hand met die prinsipaal en dit is belangrik dat ek weet hoe jy voel want dit is die eerste ding wat hy my vra. Hoe is die ouers? Hoe voel hulle? Dan kan ek aan hom verduidelik hoe julle as ouers voel. Ek wil net dankie sê vir julle tyd wat julle opgeoffer het. Daar was baie diep dinge en privaat dinge wat julle oor gepraat het en ek is dankbaar vir dit, en ek waardeer as ons die privaatheid kon respekteer het. Dit was lekker vir my om die ou kinders te sien en te hoor wat gebeur het toe hulle uitgeplaas was.

END OF SESSION 6