

Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups



Love is a pre-condition for Learning and Development



Figure 1: Access to Food & Nutrition and Child Protection training

BELHAR FINAL TRAINING REPORT for 2016

Venue: Chestnut Clinic, Belhar

Report: Anita Marshall

Training dates: 22nd & 23rd November 2016. Access to Food and Nutrition
29th & 30th November 2016. Child Protection



Training for Transition
(TFT)
Capacity Development for Organisations Working with Vulnerable Groups



Community Systems Strengthening for Health

Programme funded by the
EUROPEAN UNION

Facilitator: Anita Marshall
Co Facilitator - Belhar CSS Project Coordinator: Athol de Reuck

This is a brief report on workshop **process**, as all the **content** information is contained in the training manuals.

22nd November Agenda: Access to food and Nutrition

Day 1

1. Recap
2. Preparing a balanced menu
3. Definition: Sustainable Livelihood
4. Food utilisation
5. Conduct a Household Survey
6. Key Micronutrients
7. Food from the soil and food from the shops.
8. Developing our vision/intention
9. NPO registration

The re-cap was provided by participants who recounted information shared under the following headings;

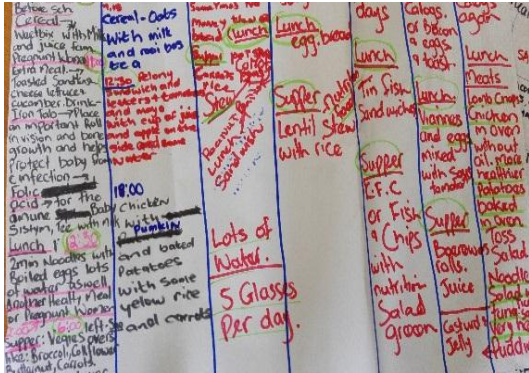
1. Re-cap

- Food determines health to a great extent. You are what you eat.
- The importance of a balanced diet
- Information about vitamins and minerals
- The importance of breastfeeding
- Malnutrition and micro-nutrients
- Superfoods: broccoli (calcium), lentils (legumes), oranges (vitamin C), spinach (Vitamin A), fish (Omega 3), and Soya.
- The last speaker reminded us about nutrition in the family and in the community.

2. Developing a balanced menu: Based on the knowledge of vitamins and minerals, groups came up with a weekly menu to incorporate the different food groups and some fantasised a bit ... some focussed on the needs of pregnant women... and some

MEALS	MON	TUES	WED	THUR	FRI	SAT	SUN	
Breakfast	• SINGLE OATS • JUICE OF 2 ORANGES • GLASS OF MILK • GLASS OF TEA	• WHOLE GRAIN BREAD • BUTTER & JAM • GLASS OF MILK • GLASS OF WATER	• MAILED BREAD • BUTTER & JAM • GLASS OF MILK • GLASS OF WATER	• BOILED EGGS • SOLE • GLASS OF MILK	• SINGLE OATS • MILK • TEA (COFF)	• BACON & EGGS • MILK • TOMATO • COFFEE	• DOUGHNUTS • MILK • COFFEE	
LUNCH	• TOASTED MAF SANDWICH (CUCUMBER) • STEAMED BROCCOLI	• BUTTER (PEANUT) & JAM SANDWICH • GUAVA JUICE	• FISH SANDWICH (TIN) • JUICE • ORANGE	• PENNY POLONY SANDWICH • TEA	• FISH SANDWICH WITH EGG • BROWN TOAST • TEA	• COKE LITE • FISH & CHIPS • SOFT ROLLS	• GUAVA'S • CHIC, RICE • YELLOW BAKED POTATO • 2 VEGIES	
SNACK TIME	• NOODLES • YOGURT • FRUIT	• NOODLES • YOGURT • FRUIT	• NOODLES • YOGURT • FRUIT	• NOODLES • YOGURT • FRUIT	• NOODLES • YOGURT • FRUIT	• NOODLES • YOGURT • FRUIT	• ICE CREAM • PUDDING • JELLY	
SUPPER	• Greenbeans with rice (Boatrock)	• FRIED FISH • MASH POTATO • VEGIES • RICE	• BROWN STEW • TOMATO • ONION & VINE • BROCCOLI	• CURRY • CHIC • RICE • CUCUMBER • SALAD	• GATSBY • 2 LITE • COOLDRINK	• MAC & CHEESE • FRIES	• NORMALLY LEFT OVER LUNCH	

focused on economy.



3. Conducting a Survey

Participants then broke into groups and using an example of a survey in the training manual, interviewed each other on food security in their respective homes.

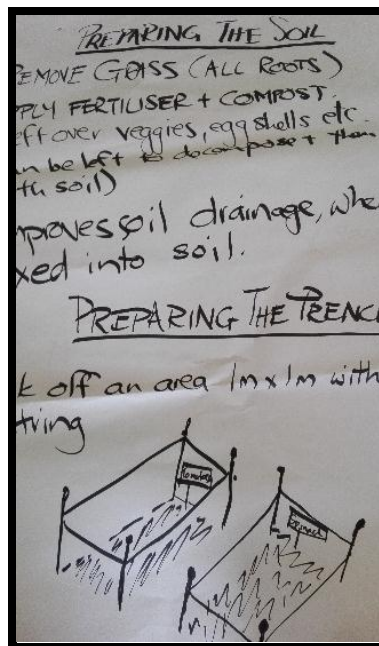
The following was emphasised;

- Confidentiality must be assured in a community survey
- Codes or numbers can be used instead of personal names
- The survey can be tailored to make sure that the right information is gathered, e.g. households experiencing food shortages or information on the kind of food that people eat, to assess balanced nutrition.



Food Security for Community Systems Strengthening

We then proceeded with understand Food Security and the difference between food availability and food access. This led to a session on starting a vegetable garden and growing food at home. This was followed by generating ideas for community initiatives. The initial process to generate ideas, swathe participants dividing into two groups, one focussing on integrated food provision for people in need and the other on growing food. It was clear that the power of having the information, provided participants with more confidence.



Ideas

- ✓ Start a vegetable garden
- ✓ Soup kitchens (providing sandwiches, fruit, milk, stew). – Mavis, Lesley-Ann, Fihanka, Jenevieve, Avril, Lizelle, Mirtle. This team called themselves **Live and Let Live**.
- ✓ A community garden - Colleen, Claudette, Carmen, Athol. This team called themselves. This team called themselves **Belhar Community of Hope**.
- ✓ A water catchment project.

Day 1: SOME VERBAL EVALUATION

"It has been great, wow, successful."

"I am inspired by the fact that I now know how to make my own garden."

"Teamwork – we walk out as an organisation."

Day 2

After an ice-breaker and a brief re-cap on the previous day, participants were asked to work in their separate groups as identified the previous day and develop their vision, goal and objectives.



The discussion regarding the **vision** of the organisation led to further splintering, with break-off groups, as different individuals had a vision related to their specific context and different perceived intervention strategies that could be effective in their environment.



Figure 2: Creative, Caring, Community Project.

After the initial feedback on vision, goals and objectives, all teams were sent back to the drawing board. Athol was 'fired' from Belhar Community of Hope and the remaining team re-named themselves **Creative, Caring, Community Project (CCCP)**, a service that focusses on growing food for the community.

Jenevieve wanted to start a **drop-in centre** in her immediate environment, where children would feel free drop in any time of the day, and have access to nutritious food like fruit and could simultaneously participate in life-skills activities. As Avril held the intellectual property rights to Live and Let Live, the name was retained by the bigger group. Jenevieve re-named her idea **Breakthrough**. (Cover Picture).



Figure 3: Young facilitator's assistant Daylin, capturing the excitement.

Another splinter group wanted to provide **meals for families**, including adults and older persons, so their break-away team was called **Helping Hands**.



Figure 4: Live and Let Live, refining their vision, goals and objectives.

Live and Let Live's vision is to create a range of interventions for **visibly poor children** in their environment and it included a range of activities like after-school care or providing food for children hanging out on corners, as an act of love.

EVALUATION of Access to Food and Nutrition training.

EVALUATION

1. Was the information on Access to Nutrition helpful?
Yes/No
Explain: _____

2. Was the information on Food Security helpful?
Yes/No
Explain: _____

3. Was the information on Sustainability/Food Production helpful? Yes/No:
Explain: _____

4. What could have been done better?
5. Comment on Facilitator/Facilitation:

6. How will you use this information in your community?

1. Was the information on Access to Nutrition helpful? (Yes/No). Explain:

- “Yes, the information was very useful because I learned about micro-nutrients, vitamins, breastfeeding.”
- “Yes. People with a lack of nutrition feel worthless and fundamentally flawed. They have a distorted image of themselves. The Access to Nutrition helped us recognise the symptoms of malnutrition, what a healthy body needs, the kind of food we eat affects how our body works.”
- “Yes, you have a better understanding about the different minerals, vitamins and also a balanced diet.”
- “Yes, it was helpful because the community needs skills.”
- “Yes, I learned a lot about what to eat and not to eat. Vitamins and minerals and a balanced diet.”
- “Yes, now I have a better understanding of all the vitamins our body’s need to function.”
- “Yes. I know what healthy food is and the different vitamins.”
- “Yes, I have a better understanding how to gain access to food, know about the vitamins that your body require.”
- “Yes, I learned how to identify where I can help and assist people in my community and myself and family.”
- “Yes, tells you how to access food by various ways, how important nutrition is.”

2. Was the information on Food Security helpful? (Yes/No). Explain:

- “Yes, it was helpful to set up access and income, availability of food and food utilisation knowledge.”
- “Yes, it helped me see the importance of food. It also helped with setting up a routine to access healthy food.”
- “Yes, I know how to utilise the food.”
- “Yes.”
- “Yes, I know how to store food. Keep food fresh. Even grow my own food. Food must be available.”
- “Yes, we know how to utilise food.”
- “Yes, we know how to get access to food.”

- *“Yes, we know how to get access to nutritional food. We know how to utilise food better.”*
- *“Yes, I know how to properly prepare nutritious meals and how to safely store food so that it does not go bad.”*
- *“Yes, explains importance of proper storage, so food won’t go bad.”*

3. Was the information on Sustainability helpful? (Yes/No). Explain:

- *“Yes. Sustainability was helpful. I learned how to grow food. (Start a garden)”*
- *“Yes. We learned about nature and how to grow vegetables in a garden. How to maintain and supervision.”*
- *“Yes. I know how to integrate and provide different methods/activities.”*
- *“Yes. We want to grow food. Start a garden.”*
- *“Yes, know how to provide for ourselves.”*
- *“Yes. We learned new ways how to save food and how to make a garden.”*
- *“Yes, we learned new ways to let food last longer, how to make our own garden, how to access food, how to provide for ourselves.”*
- *“Yes, now with the help of my team mates, we can come up with great ideas to help our community in realistic ways.”*
- *“Yes, saw how to sustain food provision, in ways that are possible to also help others, by growing food in our gardens.”*

4. What could have been done better:

- *“No, I learned a lot so nothing could have been done.”*
- *“Nothing. All the knowledge and training we received so far can only take us to greater heights. Thank you Aunty Anita for the support you give.”*
- *“There is nothing.”*
- *“All I can say that there’s no better and better what I learned in my whole life.”*
- *“I learned a lot about what I can do in the future to help people and family needs.”*
- *“Highly satisfied.”*
- *“Nothing.”*
- *“Highly satisfied with everything.”*
- *“The class was a great learning experience for me and most of all I learned how to work in a group and respect each other’s views and inputs.”*
- *“Could be made more clearer. More detailed explanations.”*

5. Comment on the Facilitator/Facilitation.

- *“She is a wonderful person and she understands us. She is a caring, loving person and I enjoy being in her class.”*
- *“Aunty Anita is a person who only contributes the best. I’m proud to mention her. Fantabulous role model. Thanks to Uncle Athol as well.”*
- *“She was from the beginning in control, open to discussion and also have a passion for this project.”*
- *“Wow, it was fantastic. I couldn’t ask for more.”*
- *“Anita is a good facilitator.”*
- *“Very organised. Everything was well planned. Listened attentively.”*
- *“She had a clear plan and was very good at what she is doing. I never got tired.”*

- *“Very organised. Had a clear plan. Very tolerant. Well controlled. Very enthusiastic, spontaneous, open facilitator to discussion always. Listened to our views attentively.”*
- *“Facilitator was very professional and helpful each class and I have made new friends and future partners and we will work together and achieve our goals.”*
- *“Explain in level that we understood, not using big words. Always speak clear.”*
- *“You are a star and stay the way you are. You are my mentor.”*

6. How will you use this information in your community?

- *“I will take this information and help to uplift my community by helping them and teaching them most of what I know.”*
- *“I will use this knowledge and information to get access to food and feed the children.”*
- *“I know how to gather information and help unfortunate families in the community.”*
- *“To carry on and learn other community members.”*
- *“I will go out into the community and see the needs of children and families that needs help. There is a lot of people that need help.”*
- *“It steer me in the right direction and I know how to maintain my passion in the community.”*
- *“We will open a soup kitchen to help hungry children.”*
- *“Open an after-school programme to provide food to hungry children in our community.”*
- *“By informing those interested about the subject that I’ve learned and try to implement what I’ve learned in the community and daily life.”*
- *“Explain how important it is to sustain food access as well as to access food from various stakeholders. How it is best for the well-being of children in our area.”*

29th November Agenda: Child Protection

Day 1

Agenda

Recap

Bill of Rights

Data Collection

Legal Framework

Norms and Standards

Registration of Services

A Child Protection Policy

Developing a Child Protection Forum

1. Under recap, we reviewed children's rights and this time included children's responsibilities, using the manual.
2. The Bill of Rights was read out and best interest of the child was discussed for a full understanding of its meaning.
3. Using the daily register for children as an example, participants were reminded of the importance of data capturing and the need for keeping practical information and even a current picture of a child as part of data collection.
4. Using the training manual we examined the legal framework, so that participants could have a better understanding of the policy environment that governs the care and protection of children. Different kinds of care environments were examined.
5. Government norms and standards were read out loud and this session was concluded by reviewing registration requirements.
6. A copy of the Child Protection Policy was circulated to each participant. The contents were reviewed.
7. The facilitator read through the guidelines and purpose for establishing a child Protection Forum (CPF). It was emphasised that the manual content serves as a guide and that participants were to develop a CPF based on their context and community need. This session was concluded by emphasising that the main purpose of a CPF is for the protection of children, whatever form it takes.

Day 1 was concluded, with participants working in groups, being asked to generate ideas for additional services needed in their neighbourhood and based on the training they were exposed to, were asked to write their name next to the area of work that they wanted to be involved in. The results were as follows;

- Counselling Children
- ECD Centre
- Parent Training
- Creating Constructive Activities for Children
- Awareness-raising workshop on accepting children with differences: Destiny
- Child Protection Forum
- After School care
- Safe houses for children

30th November Agenda: Child Protection

Day 2

Day two started with a therapeutic ice-breaker called Character Bombardment.



Problem Analysis

Based on the preceding day's training, participants were encouraged to identify a social problem from their environment and address the root causes that lead to such problems. In groups participants were asked to identify a social problem and constantly asking the question why, attempt to identify the root causes of problems that under-resourced communities face.

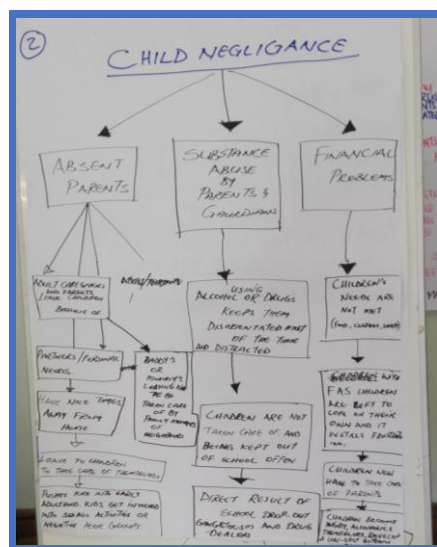


Figure 5: Problem Analysis

All groups provided feedback. The facilitator then demonstrated how the feedback could be further analysed and divided into social, economic or structural causes. Participants were then divided into groups, as identified the previous day. Each group were to come up with a vision, goal and objectives for their community service that was going to contribute toward strengthening community systems. They were also asked to come up with a name.

After 1 hour, groups presented their ideas. Each group was given feedback on the vision, goals and mission and sent back to the drawing board to further refine these. The following new organisation emerged:

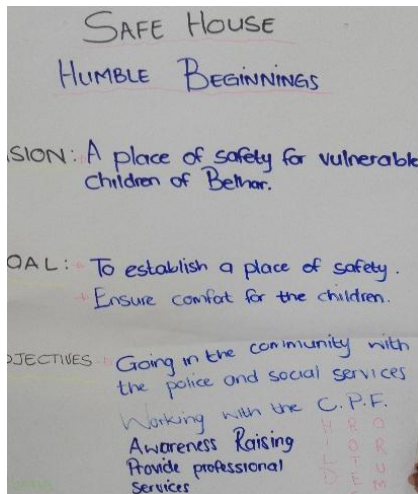
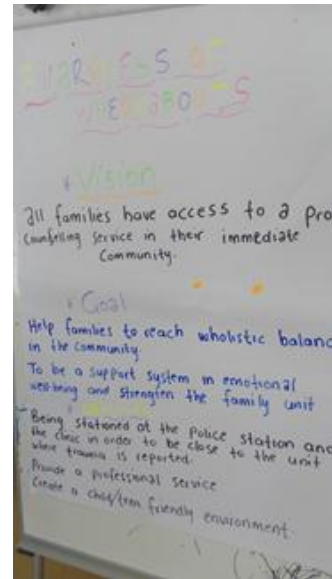
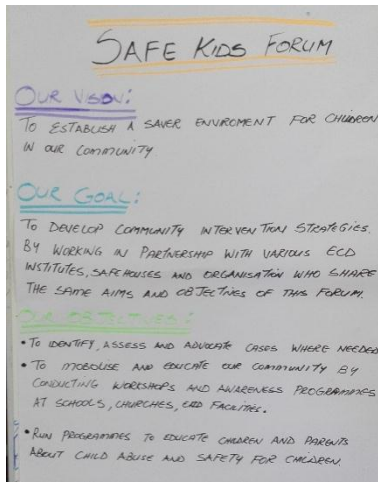
- Awareness of Whereabouts:** Ruby Bok, Melissa, Nathan, Sue-Ellen, Daniella, Chenay, Danisha, Shannen, Verna

Vision: All families have access to a professional counsellor in their immediate community.

Goal: Help families to achieve holistic balance by being a support system for emotional well-being to strengthen the family unit.

Objectives:

- To be stationed at the police station and the clinic in order to be close to the unit where trauma is reported.
- Provide professional counselling services. Create a child and adolescent friendly environment.





2. **Safe Kids Forum:** Antoinette, Mary, Marie and Eslin

Vision: To establish a safer environment for children in our community.

Goal: To develop community intervention strategies by working in partnership with various ECD centres, safe houses, and organisations that share the same aims and objectives as this forum.

Objectives:

- a. To identify, assess and advocate cases where needed.
- b. Mobilise and educate our community by conducting workshops and awareness programmes at schools, churches and facilities.
- c. Run programmes to educate children and parents about child abuse and safety for children.

3. **Humble Beginnings Safe House:** Liliano, Felecia, Maria, Mauricia

Vision: A place of safety for vulnerable children of Belhar

Goal: To establish a place of safety and ensure comfort for children.

Objectives:

- a. Working with the CPF.
- b. Going into the community with the police and child protection services.
- c. Awareness raising. Provide a professional service (shelter).

4. **Foundation:** Marcelle, Alecia

Vision: Provide creative activities that empower the community with strong, positive young people who become leaders.

Goals: To develop a range of activities such as fitness, gardening, therapeutic games, karate to build self-confidence and self-esteem.

Objectives: Conduct awareness raising activities. Source an appropriate venue for the organisation to operate in. Partner with investors for equipment and transport costs. Host constructive activities to promote non-violence. Assist young people to make positive choices.

5. **Breaking Ground:** Destiny

Vision: Acceptance of all children regardless of differences.

Goal: Awareness raising – every child is gifted, they just unwrap their package at different times.

Objectives:

- a. Destigmatising through awareness-raising on ADHD/ADD.
- b. Inform communities and educate parents, teachers and care givers.
- c. Provide training, workshops, support groups.
- d. Awareness raising through orange ribbon.

The facilitator gave each group a copy of a NPO registration form. Participants were reminded of the need for a proper governance environment for accountability and to increase the possibility of securing donations, resources and funding.



All new groups were reminded that any organisation working with children, should have clear policies in place for the care and protection of children. The Child Protection Policy guide was circulated and briefly reviewed for clarity on its contents. There was a request for information on conducting a survey. The facilitator copied the survey example from the food and nutrition training, manual for participants to practice on each other.

The following was emphasised;

- Confidentiality must be assured in a community survey.
- Codes or numbers can be used instead of personal names.
- The survey can be tailored to make sure that the right information is gathered.

EVALUATION

It was explained that the evaluation was confidential in order to get honest feedback but people could write their name if they chose to. The purpose of evaluations were described as;

- To get feedback on the value of the training
- To establish whether the training met the needs of participants
- To establish follow-up content

The questions and answers were as follows;

1. Write up what has been gained from this training course?

- *“I learned extremely valuable information on how to turn a vision for my community into reality. What I can dream I can do.”*

- *“Information about how important it is to ensure a safe environment for children. How vulnerable children are. What the daily needs of children are. How we can bring forward change in our communities.”*
- *“I know now how to use M&E language and how I can make a change in my community.”*
- *“I gained plenty of knowledge as well as clear guidelines on what is needed. I want to start my own ECD with vulnerable group. I am now more educated on issues w.r.t. child abuse and abuse in general and child protection.”*
- *“Lots of information. Things that I did not know of.”*
- *“Received more guidelines about child protection and child safety.”*
- *“Knowledge obviously. I know how to treat and speak to immediate family in a way that they would not feel abused. I learned how and when to use the M&E language. A lot more to mention though.”*
- *“A lot of knowledge. Positive mind-set. Courage. A lot of stuff that I never knew.”*
- *“Knowledge on how to develop our children.”*
- *“We know (more) about children than we knew before we started the training. We know how to handle children.”*
- *“It taught us more about what’s wrong and what’s right in life. How to be with our other children. What type of abuse we get and how to do a baseline?”*
- *“I have learned more that is really going on in my community. I am more aware of the services that our community needs. I have gained more knowledge to how to address these needs.”*
- *“A lot pre concerns about kids safe. How to go about kids rights and what their rights are. Also how to set up an organisation and compile all the info.”*
- *“I have gained a lot of insight as to how children develop and what their needs are.”*
- *“More access to things I did not know about child abuse.”*
- *“I gained the knowledge that there are many things in life that we don’t know. By doing the course I learned that with the help of the community and police forum you can make a lot of changes.”*
- *“- How to speak M&E language - Understanding abuse”*
- *“I gained knowledge on children’s safety. The importance of protecting children. Counselling skills. Presenting skills.”*
- *“I’ve learned a lot about child protection and how to work with abused children.”*
- *“More information on how children with a well-balanced lifestyle will succeed in life.”*

2. Has the information on Understanding Child Abuse been helpful? Yes. No. Explain.

- *“Yes, especially in regard to understanding power, prevention and responding to disclosures.”*
- *“Yes, I learned how to treat a child who has been abused. How to identify abuse. Who the abusers are most likely. I learned about what effects disclosure of abuse can have on them.”*
- *“It helps me to help others who have social problems and help kids who are abused. It helped me to reflect on my own goals and how important it is that children’s rights are respected.”*
- *“Yes, I learned about the different categories of abuse.”*
- *“Yes. Because I know how to handle “situasie”. Two new child abuse that I did not know.”*
- *“Yes, because now I understand the different procedures to go through in order to build a case.”*

- *“Yes, it has been helpful. I have learned that you should be passive when handling abuse situations and also that I, as the councillor, should have inner peace before being able to counsel others.”*
- *“Yes, I have learned a lot on how to help the children that has been abused. How abuse can start. It opened my eyes and my mind a lot. I now know things I never knew before and what I learned I can help within my community.”*
- *“Yes, because for me as a grown up, I have learned a lot.”*
- *“Yes, it’s been helpful because in the training manual is everything that we needed to know about child abuse and how to manage children.”*
- *“Yes, it did help because I did not understand or did not know about all the abuse that we have in our country.”*
- *“Yes, I am now more aware of the reasons to why we have child abuse. I now know as to what has to be done in order to deal with cases like that.”*
- *“Yes, I hardly knew the majority of things I learned in the past month. It was refreshing to learn so much about child abuse.”*
- *“Yes, because in this generation not many things are questioned. Things that I have not thought of as abuse, I learned in fact was, and how it can affect a child’s life.”*
- *“I had a problem at home and this course help me to handle the problem with more insight.”*
- *“Yes, because I know now how to deal with child abuse situation and what to do with the knowledge I got in training.”*
- *“Yes, the fact that it was over used, though the training elaborated on the different kinds of abuse and also the ways of understanding a child.”*
- *“It was of great help because I have children of my own, also children placed in my care.”*
- *“Yes, I can see better things on how abuse is. How I can assist others in my community.”*
- *“Yes”*

3. Has the Child Development information ben useful? Yes. No. Explain.

- *“Yes, learning that there is so much involved in reaching self-actualisation and how crucial and diverse the developmental needs of a child are.”*
- *“Yes, I learned about the hierarchy of needs and how important it is not to deprive children of their basic needs. I learned about self-actualisation and how to educate my children.”*
- *“Yes, I know now that there are certain activities, nutrition that children need to develop properly.”*
- *“Yes, I can now go back and know how to deal with certain situations.”*
- *“Understanding child development is what matters most. The info helped me to focus more on the important matters and areas that my organisation lacks most.”*
- *“Yes, I learned about the hierarchy of needs in childhood development. How to educate. And socialisation. The needs of kids as well.”*
- *“Yes. Because I know that I must have a baseline and facts.”*
- *“Yes, it’s a whole lot of new things I learned that I can help the children with. Like their rights. I can use the knowledge that I learned and help others. I have a better understanding now.”*
- *“Yes, it has been because I’ve been developing myself also.”*
- *“Yes it has been helpful because we know the basics on how to.”*
- *“Yes, because I now know how to work with my children properly.”*
- *“Yes, I am more aware of the problems of child abuse in our community. I have more knowledge on how to address certain situations.”*

- *"Yes, first and foremost for myself with my child. I know how to speak to my child when he will start adolescent years."*
- *"Yes, because this information can help me as a future mother to raise my child the right way ensuring a positive future."*
- *"I can now see more things."*
- *"Yes, I learned that there are many different stages in which your children grow up and develop."*
- *"Yes, I am able to understand the different forms of behaviour."*
- *"Now I'll be able to understand the different stages of child development."*
- *"Yes. So now I can help others in my community."*
- *"Yes"*

4. Has the information on developing a Community Safety forum been helpful? Yes. No. Explain.

- *"Yes, the PROBLEM ANALYSIS activity was extremely useful in directing us in where we should focus our efforts."*
- *"Yes, to ensure a safe environment for children."*
- *"Yes, at least I have a lot more insight than when I started. I also know which steps, proper procedures to follow."*
- *"I now have clear guidelines about how to go about planning and structuring a community safety forum."*
- *"Yes. Because I also learned about developing in the community."*
- *Yes, it's been a lot helpful as I learned new things, words, and communication skills.*
- *"Yes, because I want to develop people in the community."*
- *"Yes, it's been helpful because we know now how to help child that's been abused."*
- *"Yes, it is better to assess these problems once you are a group of people. We can share the duties."*
- *"Yes, we can give so much more in our community."*
- *"Yes"*
- *"Yes"*
- *"Yes, so we can reach out for children that are not safe."*
- *"Yes, because eventually our community becomes our family and we want to ensure that everyone is safe and this is a great tool. (CSF)"*
- *"The community that I stay and people I know with problems can now get help."*
- *"Yes, because with the help of social services and your community we can protect the children against abuse."*
- *"Yes"*
- *"Yes and the importance of it. Also how everything link into each other."*
- *"Yes, I understand things better than ever."*
- *"Yes"*

5. What else should be included in the training? Any other comments.

- *"How to compile a survey or draw up a baseline evaluation. How to write up or draw up a proposal."*
- *~~"HIV/Aids lessons. Nothing else. It is fine as it is."~~*
- *"More training and material stuff."*
- *"How to show or teach the children to be included." (How to work with children)*

- *"HIV training. It is a factor of Child abuse. Some people are still uneducated."*
- *"Nothing, everything is fine."*
- *"I think everything is being covered."*
- *"Everything was well structured and executed."*
- *"Nothing"*
- *"Yes, more outdoor activities."*
- *"More role-plays, outdoor activities that stimulate the senses."*
- *"I think that this training was very well done. Easy to understand. To my level of understanding."*

6. Is the material useful?

- *"Yes, very, very useful. I will from now on always refer back to my training material when it's needed."*
- *"Yes, it gives clear explanations about everything that we learned."*
- *"Yes it is."*
- *"Yes, these books are priceless."*
- *"The material are useful because I can understand everything that we do."*
- *"Yes it is useful."*
- *"Yes, very useful and give all the information we need to help our children."*
- *"Yes, very helpful and easy to understand."*
- *"Yes, very useful."*
- *"Yes, very much useful."*
- *"I have a better understanding how to approach children and understand cases where children are abused."*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*
- *"Yes"*

7. What could be done better?

- *"More workshops like this one."*
- *"Everything was good."*
- *"The class structure."*
- *"Nothing much everything has been great so far."*
- *"I enjoyed everything including the "ice-breakers" and getting to know everyone."*
- *"More"*
- *"Nothing"*
- *"Nothing, I think everything was good."*
- *"Nothing must be changed it was very understandable."*
- *"More group interaction"*
- *"For me it was perfect"*
- *"Nothing much"*

- *“To me, I am satisfied with the whole training.”*

8. Comment on facilitator/facilitation

- *“She was very helpful, informative. She presented the course in a manner that was easy for me to understand.”*
- *“PERFECT ... I was free to ask questions at any time when I didn’t understand.”*
- *“Anita did a very good work.”*
- *“Anita is a wonderful person. Well educated and very helpful. Awesome facilitator to have. Thank you Anita!!!”*
- *“Anita is a very good facilitator. She explained everything very well. She created a very good, comfortable atmosphere for everyone.”*
- *She has been very helpful and made the training easy to understand.*
- *“Wow ... she is amazing ... she is a good listener, great communication skills ... friendly, kind person ... explain nicely ... great teacher ... thumbs up to her.”*
- *“Very good.”*
- *“Excellent”*
- *She explain very clear to us and let us understand how to do the work.*
- *“The facilitator was on a good pace with us. Not too fast, not too slow.”*
- *“Facilitator was excellent. She has very good communication skills and always double check if we understood.”*
- *“They have been friendly, kind and patient and I am very thankful for this opportunity.”*
- *She was wonderful and very clear in all the facts and explanations.*
- *“Polite and well educated on tools and resources for the training, helpful and understanding.”*
- *“She was very professional. She knows her job and helpful and patient and welcoming.”*
- *“It was really worth it.”*
- *“Good listening skills, always encourage and motivate. Helps you when you wrong. Speaks very well. Understanding is easy.”*

9. How will you use this learning in your community?

- *“To let others know what I’ve learned and give the material that I have been given to the community.”*
- *“I will use this info to teach and educate other who share the same goals and passion. Conduct training and programmes to teach others.”*
- *“Will definitely be more helpful in a lot of areas. Especially in our community. Child care is of absolute importance as our kids are vulnerable. So I will definitely make a difference in helping where I can.”*
- *“By listening to the people and trying to help people.”*
- *“I will be a wiser counsellor and this training made me realise even more that being a positive role model in my community is what I should continue being.”*
- *“I will use it to help my community, create more awareness on the stuff that I learned.”*
- *“To show them.”*
- *“I will now use my training books to teach children how to play and interact with each other as well as how to alert someone when they are in danger.”*
- *“Counsel children/teens.”*
- *“To help make people aware of children staying in the street. The danger of abuse and predators.”*

- *“I will help abused children, make families feel better if they have a complaint.”*
- *“I’ve gained so much knowledge, I can now assist people in the community and refer them to people I know that can help them. There are people out there who work with these different forms of abuse and problems.”*
- *“I will apply it with myself first then take it out there. I can’t wait to start giving out the knowledge that I now have to share.”*
- *“In a lot of situations I seldom knew what to do when I knew a child was being abused but now I know how to approach it and the proper measures to take.”*
- *“By teaching our community how to be more responsible by getting more involved with our children.”*
- *“The training has empowered me on understanding our community’s needs and being able to create change through the training tools and resources I have gained on Child Protection.”*
- *“It will help me achieve more things and help me to be more hands on with issues.”*
- *“I will learn how to work with abused children and help them where I can.”*
- *“Because I have more knowledge of children, their needs, what is needed for them to be healthy and strong, I would be able to meet their needs. Identify abused children and what has to be done to get help for them and get them to safety and the help they need.”*

Access to Food and Nutrition participants joined the child protection team in the afternoon, so that the full group of people participating in the community systems strengthening initiative, could agree on plans and dates for 2017.



Figure 6: Access to Food and Nutrition participants arrive.

Follow-up activities in Community Systems strengthening Project. 2017

It was explained that the basic training process was now completed and would be followed up with professional skills training for the different areas of intervention. The facilitator will continue to provide a mentoring role by facilitating access to the required support.

Follow-up mentoring workshops: Anita

- Facilitation skills
- Governance: (Project Management,, Board Function, Financial Management)
- Child Protection Forum – facilitate process for generating functions

- Soup Kitchens – facilitate process for generating activities and sourcing access to resources.

Facilitate access to existing services: Outsource

- ECD (Investigate Grassroots, ELRU etc. courses). Facilitate supportive link with Social Development.
- Counselling – Child welfare lay counselling course
- Safe houses – Investigate Thuthuzela, Saartjie Baardman
- Community Gardens – Facilitate Soil for life support



Figure 7: Community Systems Strengthening activists

Venue: Chestnut Clinic. Mentoring workshops from 8.30 – 13.00

Start Date: 7th & 8th February 2017. Start of first training and thereafter every Tuesday and Wednesday till end of mentoring process.

First Mentoring workshop: Facilitation Skills

Participants assisted with preparing the closing ‘party’ for the end of training year.



Figure 8: Participants prepare 'end-of-training party'.