

Research at the Farm 'Welbeloond'

Foto FARM

Giver of assignment: Youth for Christ Cape Town

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Preface

Dear reader,

We are very happy to present you our findings of our research project.

It has been a great experience to help Youth for Christ (YfC) Cape Town with starting a project at the Farm. We have learned a lot from our stay in South-Africa. Besides the country, we got to know the organization YfC Cape Town and built relationships with the staff and other volunteers.

The main reason for our trip was researching a project at the Farm 'Welbeloond', near the township DuNoon. When we visited the Farm to play with children and do research, we started to love the children. It is amazing how they handle the circumstances where they live in and how they enjoy the little things in life.

The research has not only been a great experience, but was also shocking sometimes and just plain hard work. We understood more and more about the situation of the Farm and how hopeless the future of the children seems to be.

In our research results we try to explain what the lives of the children at the Farm look like. After that, we looked at what opportunities exist for the project and how these can be realized by YfC.

This research of the Farm and all the information we used in answering the sub questions, is based on interviews with volunteers and staff of Youth for Christ (YfC), teachers from Vissershok Primary School, Child Protection, Bonita from the organization TLC and Trudy from the organization Stichting vir der Bemagtiging Afrikaans (SBA). We also interviewed 10 parents of the Farm; 6 women and 4 men, and we interviewed 25 children of the Farm in the age of 7 till 17.

Thank you for your interest in the results of our research. We hope you enjoy it.

Kind regards,

Esther Hoogendoorn
Annefieke van Oeveren

1. Project Design

1.1 Motivation and problem description

Motivation for the organization

We are doing our graduation project for our social work study with the organization Youth for Christ (YfC) in Cape Town. YfC is a worldwide organization for children and youth in difficult circumstances, and has as its mission the sharing of the love of Christ with them. There are many different projects all over the world.

We are pleased to go for our project to South-Africa. Through the colonial history of this country and also because of apartheid there arose a lot of cultures. Many people live in miserable conditions, like poverty, abuse, violence etc. and other people live a luxurious life. We're excited to become acquainted with a culture with these contradictions.

We want to do a project with children. The children in South-Africa are vulnerable and have to develop in difficult conditions, because there is a lot of drug/alcohol abuse, sexual abuse, domestic violence, poverty and they have to live in shacks. Children make contact easily and are open in their reactions. We like it to do research for and with children, hoping that we maybe can make a difference in their lives.

This will be the first time either of us will have made such a long trip. Because of this we want to visit a country where we can understand the people and where we will have enough facilities. South-Africa has both. Most of the people speak English and their native language is South-African, which is similar to the Dutch language. A part of the population is rich and because of that we will have access to the worldwide web en electricity. YfC takes such good care of volunteers that we can use their cars to drive to the office and at the office we have computers and internet. Last year there were other students from the Christian University Ede working for YfC and they had a really good experience and valuable material for their graduation project.

We like it that YfC is a Christian organization, whereby we will probably have more contact with colleges and other volunteers. YfC has the vision that bringing the good news of Jesus Christ is very important. That's not our first goal with our graduation research, but we like it that we can do something for an organization with this mission. They get strength and energy from their faith in Christ.

Motivation for the research

We could choose between the many projects of YfC Cape Town and had to make our own research question. The project that was most interesting for us is called the Farm. The Farm is a little village where farm workers live there with their families, altogether around sixty people. The main goal of this project is to give the children love and attention, because most of them are not well cared for at home.

Employees of YfC who came to the Farm very often have told us that there is no system or structure to what they are doing there. The visits of volunteers to the Farm are irregular. We like the idea of starting a project from the beginning and making it a structured and helpful program for these children. We have also heard that many children are beaten and the education of these children is very rough. We don't think that we can change all these things, but we hope that we can stimulate the children to take responsibility for their own lives.

1.2 Research question and subquestions

Research Question

What are the living conditions of the children living at the Farm like? How can Youth for Christ organize a sustainable program for the children, age 0-17, to help them in their development and give them better chances in the society?

Subquestions

Analyses of problems at the Farm:

1. What are the living conditions of the people at the Farm:
 - Finances and materials
 - Work
 - Education
 - Religion
 - Health
 - Community life
2. What is the family upbringing and the relationship between parents and children like?
3. What are the problems of the people at the Farm and how do they effect each other?
4. What are the talents and characteristics of the children and what do they miss in their development?
5. What are the rights of children and how does Child Care protect children in South-Africa?

Situation analyses of YfC Cape Town:

6. What kind of help has YfC given in the past at the Farm and what does it look like now?
7. What are the strengths and weaknesses in organizing the Farm project?

Opportunities and solutions:

8. What are the goals of the Farm project?
9. What kind of structure is useful for the Farm project to help the children in their development?
10. What information is useful for a helpful volunteer manual?

1.3 Objectives

Main objective

At the end of these three months we will advise YfC Cape Town on how they can organize a good, structural and sustainable program that's helpful for the children and teenagers in the Farm, whereby their living conditions can improve.

Sub objectives

- We map the living conditions of the people at the Farm.
- We map the upbringing and the relationship between children and parents at the Farm.
- We make a schedule about how the problems at the Farm affect each other.
- We map the qualities of the children and what they miss in their development.
- We map the rights of the children in South-Africa and compare that with the situation at the Farm.
- We map the help of YfC at the Farm.
- We map the strengths and weaknesses in organizing the Farm project.
- We set up a few goals for the Farm project.
- We give YfC advice how to structure the Farm project.
- We will make a manual for new volunteers with information about the Farm.

1.4 Working method and research methods

Research techniques

We will apply three different techniques to get the information we are looking for: observing, asking questions, and making a content analyses. Before the research starts, we want to read more about the culture, family issues in South-Africa and so on, to be well-informed before starting the research.

Observing

When we arrive at YfC, we will spend the first weeks acclimatizing the Farm and observing the culture of this group of people. More specifically, we will look at the relationship between parents and children and the up bringing skills used. We will follow their daily activities and want to look at the common situations and behaviour of these people. Secondly, we want to look at how the program of YfC at the Farm is organized and how the children react to it.

Asking questions

Through asking questions (interviews and inquiries) we will map the problems and the needs of people at the Farm. If it's possible, we will do an (group)interview with the parents and the children so we can get more specific information. We hope that by this approach we can motivate them to work as a group to find a solution to the problems. We will also interview employees and volunteers of YfC Cape Town, to discover the vision of these people on the Farm project and to know what they find difficult and easy at this project. When we know this, we can give YfC more specific advice on how to organize this project and what volunteers need in order to lead these children.

Content analyses

We will have a lot of contact with families at the Farm and prepare ourselves by reading literature about family life in South-Africa. We also want to prepare ourselves by reading more about contextual therapy, to get more knowledge in order to study the families at the Farm and the possibilities to improve their living conditions.

We also know that at the Farm different activities will be organized by volunteers of YfC. We will do research in literature and documents into how different activities can be used for the development of children.

The methods and data we want to use are: books, articles (literary research), people (interviews and inquiries) and visible behaviour.

1.5 Means

We can use the facilities of YfC, for example internet, documents etc. We need to bring our own laptops with us.

1.6 Supervision

We will get supervision from the organization. We will have a two-week talk with the director of YfC Cape Town. The director and the project manager are also available for questions.

1.7 Final product and reporting

The final product of this research is a paper (digital and on paper) which will include the results of our research, advise for the YfC about the Farm project and a logbook. It will also include a manual which the volunteers can use for their contact and activities with

the children living at the Farm. We will share our results with the complete team of YfC Cape Town.

We will be careful with private information about the people of the Farm by using this in our research.

We will keep in regular contact with the employees of YfC and our supervisors of school, to discuss the results of our research. The completion will be by means of a presentation of the program and the main results of our research for the team of YfC Cape Town. We will deliver our final presentation on June 30th 2009.

1.8 Risks

The problems we might face:

Language Barrier: Not everyone living at the Farm speaks English.

Little children and some of the parents don't speak English, but only South-African or another language. Because South-African is similar to Dutch, we probably can understand them. South-African is also easy to read for us, so we can use written enquiries for our research.

Language Barrier: It's difficult for us to write in English.

We noticed that our spoken English is okay, but we also want to deliver good written English in our paper. That will take a lot of time. We heard that housemates from America or England probably want to correct our written texts, which will make it easier for us.

No response at interviews or misunderstandings about what we are doing.

We've heard from other volunteers that the parents will be a little shy most of the time. Because of that we want to take enough time to get to know each other and we will always explain what we are doing and that we need their input for a good plan for the children.

Cultural differences.

There might be times that we have a different opinion about using time or we might face other cultural differences.

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2. South-Africa

In this part about South-Africa, we want to tell more about the circumstances under which our research took place; the conditions of the country and the people.

2.1 Population¹

South Africa is a nation of more than 48 million people of diverse origins, cultures, languages, and religions. The life expectancy at birth in South Africa is 48.9 years. Ethnic groups living in South Africa are black, 79%, white, 9.6%, coloured, 8.9%, and Indian or Asian, 2.5%. The large majority of the population classified itself as African or black, but it is not culturally or linguistically homogeneous. Major ethnic groups include the Zulu, Xhosa, Basotho, Bapedi, Venda, Tswana, Tsonga, Swazi and Ndebele.

Languages

There are eleven official languages in South Africa. English comes in at number five in terms of the percentage of the population who speak the language as a mother tongue. The language spoken by the most people in South Africa is Zulu, followed by Xsosa and Afrikaans. It is not uncommon for blacks in cities to speak at least six languages, whites can usually speak two. With so many languages, melanges are inevitable, particularly in the black townships where all the languages come into contact with each other.

Religion

According to the latest 2001 national census, Christians accounted for 79.7% of the population, but among the Christians there is enormous diversity. Islam accounted for 1.5% of the population, Hinduism about 1.3%. A minority of blacks follow traditional religions. Among different people, beliefs and practices vary, although there is usually a belief in a supreme deity. Magic and folklore play a large role in beliefs and ceremonies.

2.2 Apartheid and it's results²

Apartheid, the separate development of the races, had its roots in the history of colonisation of southern Africa by European settlers. Apartheid became the official policy of the Government in 1948 and lasted until 1994. Under this policy, every individual was classified by race: White, Black or Coloured (of mixed race). Laws prohibited most social contacts between races, enforced the separation of public facilities and educational standards, created race specific job categories and restricted the powers of non-white unions. Black and Coloured people were stripped of their citizenship and had to live in self-governing 'homelands', the townships. Even though Apartheid ended in 1994 when free general elections were held, the vestiges of apartheid (townships and working conditions at farms) still shape the South African society.

Townships

Townships were created as urban living areas for non-whites under the political system of Apartheid. Townships were usually built on the periphery of towns and cities and were underdeveloped. During the Apartheid black and coloured people were evicted from properties that were for white people only, and forced to move into townships. Today, these townships are still home to a large percentage of South African's population, where the poor are living in shack settlements.

Farms³

During the Apartheid, laws restricted the right of black Africans to own land. The outcome was that 87 percent of land became white owned, whilst blacks were relegated to the remaining 13 percent. Nowadays, the farms are still owned by white people and black and coloured farmworkers live under poor conditions. Underpayment, long working

hours, dangerous working conditions, child labour practices, use of the 'tot system' (whereby workers are given alcohol as a component of their wages) are amongst the violations. Farm workers receive the lowest wages of any sector in the country. Wages vary from R800 per month to as little as R60 per month. In farming communities, there's a widespread abuse of alcohol. In the Western Cape, it is estimated that alcohol abuse accounts for up to 60 percent of violent incidents resulting in trauma.

2.3 Problems in South-Africa⁴

HIV/aids

The spread of aids is an alarming problem in South Africa. More than 5,5 million people are infected with the disease, which represents about 12 percent of the population. There are over 1,700 aids related deaths each day. Aids is a set of symptoms and infections resulting from the damage to the human immune system caused by the human immunodeficiency virus (HIV). HIV is transmitted through direct contact such as blood, semen, vaginal fluid and breast milk. This transmission can involve sex, blood transfusion, contaminated needles, exchange between mother and baby during pregnancy, childbirth, or breastfeeding. Aids affects mainly those who are sexually active and is far more prevalent in the black population. Most deaths are people who are working, resulting in many families losing their primary wage earners. This has resulted in many 'aids orphans', about 600,00 children, and an increase in child-headed households with no adult supervision or support.

Violence

According to a survey compiled by the United Nations, South Africa was ranked second for murder and first for assaults and rapes per capita. Violence in South Africa takes on many forms; domestic, criminal and sexual violence, and among the youth there is a high level of gang violence. This can occur in their neighborhoods, in their homes and in their schools. Many teenagers have been victims of violence, while many more have witnessed these events. Rape and sexual abuse of children is one of South Africa's most serious violent crimes, but also the most under-reported crimes. This is because of a lack of support for rape survivors and the difficulty involved in reporting a sexual offence, as the perpetrator is often a family member or close family friend.

Crisis pregnancy

Crisis pregnancy in South Africa affects women of all childbearing ages and is due to poverty, HIV/aids, high rape prevalence and a culture where birth control is culturally shunned. Many of these women turn to abortion, abandonment or abuse of their child due to the pressure that the child puts on their already difficult life circumstances. The most salient social consequences of teenage pregnancy are: school drop-out or interrupted education; vulnerability to or participation in criminal activity; abortion, social ostracism; child neglect and abandonment; school adjustment difficulties for their children; rape, abuse and incest; adoption; lack of social security; poverty; repeat pregnancies before age 20; and negative effects on domestic life.

Early childhood education

Roughly only a quarter of the children have access to registered Early Childhood Development facilities. More than 75% are without the stimulus necessary for mental, physical and social development. During this vital developmental phase most live in violent, unsafe and challenging environments. Children are often left at informal day cares run by unemployed, untrained women, operating from shacks, where the children must sit in a closely confined space all day with no stimulus. Even proper pre-schools are hugely under-resourced and have insufficient classroom space or outside play areas.

3. Youth for Christ⁵

In this part we explain the international and national organization Youth for Christ and the projects they have in Cape Town.

Vision of YfC

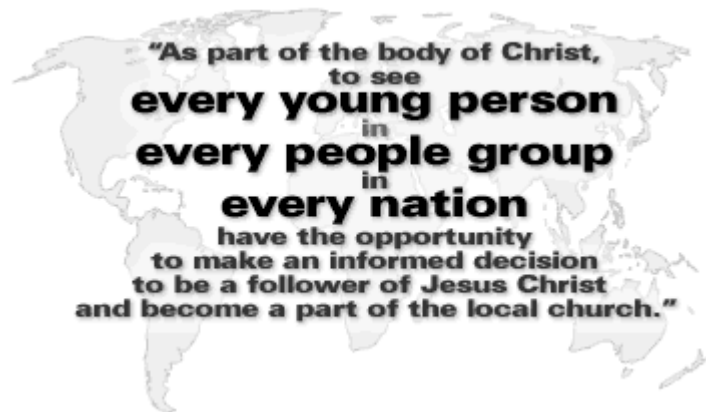
To impact, equip and encourage young people with the word of God and the gospel of Jesus Christ to make positive and informed life choices.

Mission of YFC

To participate in the mental, physical, social and spiritual development of young people.

Goals

- To impact the lives of young people by presenting the gospel of Jesus Christ.
- To encourage, empower and equip young people to make informed life choices.
- To invest wholeheartedly into the lives of young people in a real and relational way.



3.1 Youth for Christ International⁶

Youth for Christ was born in the mid-1940s through an impulse from the heart of God that simultaneously touched dozens of leaders in different places with a concern to reach out to young people where normal church channels were missing. This led to dynamic young evangelists, using revolutionary methods, conducting lively mass rallies in more than a dozen cities under the name of Youth for Christ.

By the 1950s, YfC had become an international movement. In 2002, leadership teams worldwide developed the framework of what later became the Global Ministry Plan. The foundational strategic focus statement of the Global Ministry Plan is:

"YfC reaches young people everywhere, working together with the local church and other like-minded partners to raise up lifelong followers of Jesus who lead by their godliness in lifestyle, devotion to the Word of God and prayer, passion for sharing the love of Christ and commitment to social involvement."

In 1997, the Africa Leadership Team of Youth for Christ gathered in Accra, Ghana for prayer, fasting, and more prayer. The Lord responded by uniting diverse tribes, languages, and ministries under one banner and His vision; generation 21. They focus on the leadership abilities of Christians.

3.2 Youth for Christ South-Africa⁷:

South-Africa has one of the largest Youth for Christ national programs. It is controlled by a national board through the national office and operates in 6 provinces and has three training centres in Johannesburg, Magaliesburg and Kwazulu/Natal.

YfC runs a number of programs in South-Africa, aimed at preparing young people for the future and addressing challenges and problems they face.

These programs includes:

- Shelters of street children.
- Leadership training.

- HIV/Aids & Life skill education in schools.
- Job creation programs.
- Edutainment Teams.
- Gender empowerment.



YfC South Africa operates in the following provinces: Northwest, Eastern Cape, Western Cape, Mpumalanga, Kwazulu Natal and Gauteng which are colour coded on the map (see figure 1).

Figure 1.

YfC South Africa is a non-profit organization and is dependent of donations. It has support from various organisations including:

- Nedcor Foundation
- South African Government
- Greater Good South Africa

YfC South-Africa is also funded by various churches and individuals.

3.3 Youth for Christ Cape Town:

YfC Cape Town is a relative young organization, started in 2002. They have five South-African staff members. The number of (international) volunteers varies, most of the time there are between 10-25 volunteers. The volunteers organize and lead the activities at the projects, the staff members are taking care of finances, finding projects, leading volunteers and so on. During the last few years, the YfC organization has shown professional development but still requires a lot of changes and improvements.

The volunteers are presently working with and developing programs for the projects in Cape Town and Kylemore. The volunteers are split up in four teams; one team lives in Kylemore and two teams are settled in Cape Town, where they lead different projects. There is also a travelling edutainment TEAM, which is based in Cape Town too.

These are the different projects:

Karl-Bremer Hospital

Volunteers work in the Karl-Bremer hospital with mothers and their new-born children. They organize activities and trainings for the women, and accompany the women when they give birth to their babies.

Ubuntu house

The Ubuntu-house is an orphanage where the volunteers are involved with taking care of the babies.

SOS-children's village

SOS-children's village is a village where children live who couldn't stay with their parents. The volunteers visit SOS-children village twice a week, and organize a kids club and teenage club. They tell the children bible stories and teach them life skills.

Belhar primary and high school

At the Belhar school volunteers teach life skill lessons about relationships and sexuality.

Vissershok Primary School

At Vissershok Primary School, volunteers help with the feeding program, organize peer-education lessons and help with the school opening once a month.

The Farm

The Farm is a new project of YfC Cape Town. The project was started by the initiative of volunteers, who visited the Farm twice a week. Most of the time they just played with the children. The Farm is a community of families who live at the Farm, because the fathers are farm workers.

Kylemore projects

Kylemore is a small coloured town. The Kylemore team lives in a house at the community and have a lot of contact with the local population. The team of Kylemore organizes different projects. They work a lot with the youth of Kylemore, organizing games, bible studies and other activities. They also organize programs for schools, like peer-education or lessons about pregnancy. They visit a day-care centre twice a week.

Adventure Outreach and Camping

A few times a year, YfC organizes camps for different groups of children and teenagers.

TEAM

TEAM is a group of six artistic volunteers. They make tours to show their dance/drama/music program in different places all over South-Africa. Their main goal is to share the gospel.

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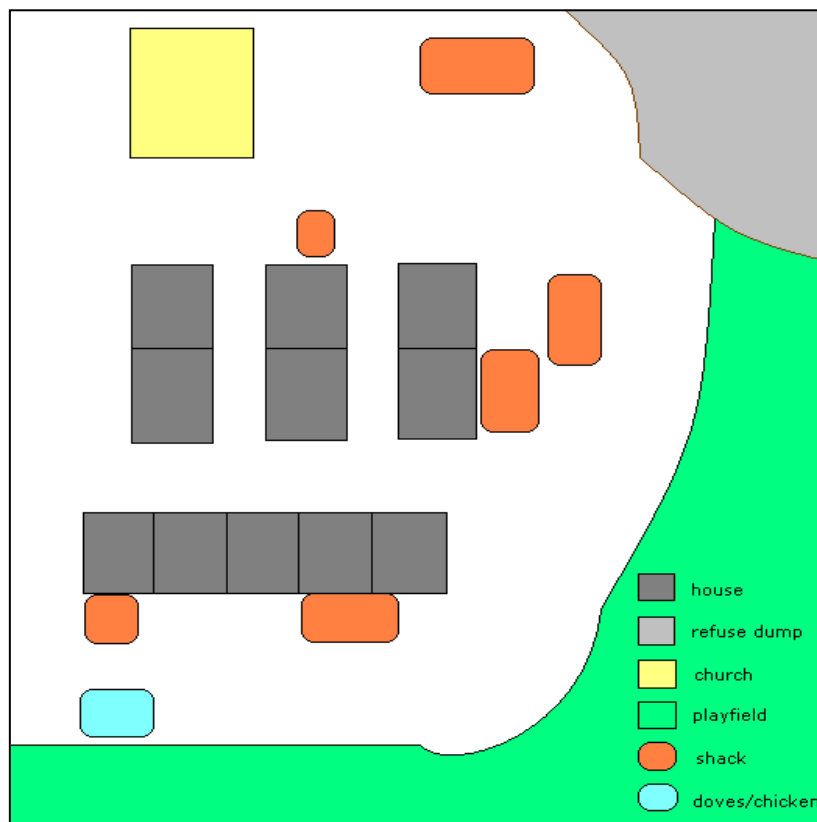
4. The living conditions at the Farm

Sub question 1: What are the living conditions of the people living at the Farm?

Before YfC can start a project at the Farm 'Welbeloond', they need to know more about the living conditions at the Farm to understand what the children need. This chapter includes an overview of the living conditions at the Farm 'Welbeloond', separated in different subjects like financials, work, education, religion, health and hygiene and community life.

4.1 Finances and materials

The people at the Farm live in very poor conditions. They are not the owners of the houses where they live in, they have got it from the farmer. The farmer lives in a big house at a distance of about 100 meters. Around 70 people live in just 11 houses with two rooms and a few shacks (see figure 1). A lot of the houses show neglect, they look old and sometimes are dirty inside. Houses with electricity have televisions and stereos in most cases. The houses, electricity and running water are paid for by the farmer.



The people look different in what they wear. Some children have a lack of clothes. They often wear the same clothes all the time. The clothes are old, too big or too small and torn apart. With other children you see that the mother is really taking care of them as they are dressed nicely. Children have toys like bricks, footballs, domino stones, little cars and other things. They also play with old things they find around: mattresses, ropes, stones, wood and tires.

Adults at the Farm spend a lot of their money on alcohol, many are alcohol addicts.

Figure 2.

4.2 Work

All the fathers work at the farm. It is not clear what they get paid, it's probably the minimum wage. The farm workers used to get paid in wine, something that was common in the past on wine farms but that is forbidden now. Trudy, from the organization Stichting vir der Bemagtiging Afrikaans (SBA) who gives life skills lessons to the parents, has contact with the farmer. She told us that the farmer brings the fathers to the shop every week, so he can keep an eye on them that they don't spend all their

money on alcohol.

Some of the mothers work at the Farm too. They only work in the main season and help with picking grapes. These grapes go to the factory at the other side of the road, where they make wine from it. A few mothers work at other places as well, like Vissershok Primary School or clean the house of the farmer. Most of them take care of their households. They wash the clothes with their hands and the circumstances to cook meals are not very good. They have to walk to the township DuNoon to buy their groceries.

4.3 Education

All children from age 6-12 go to Vissershok Primary School. A lot of them answered in the interviews we had with them, that they don't go to school every day, but from time to time. At school the children show a slow development compared to children who have grown up in generally good circumstances, even compared to the children from the townships. They are slow readers and even worse in mathematics and in English. The behaviour of the children is also different from other children at Vissershok. They are an outsiders group at school.

After Vissershok, the teenagers go to the high school in DuNoon, but don't usually stay to finish it. They just stop going to high school, or they are kicked out. The reason for this is their bad behaviour and their slow development. Finishing high school is a big problem for the children at the Farm.

One of the causes can be that the parents are not very educated either, so they are not able to stimulate or help their children very well. According to the interviews with the parents, just three of them who passed primary school finished high school (see figure 3).

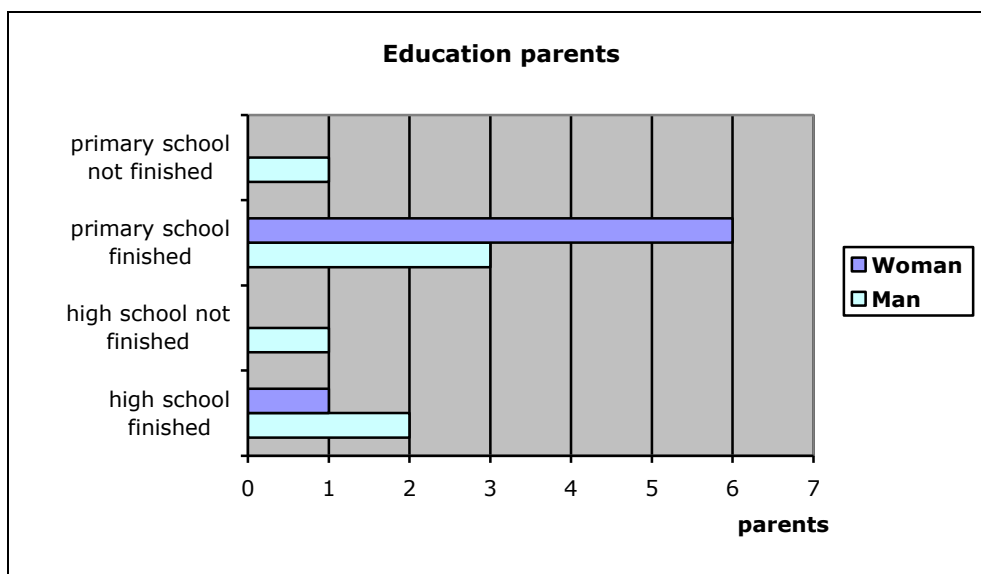


Figure 3.

The farm workers get life skill lessons at the Farm during the winter months, from May till October. The organization SBA organizes these lessons of one hour a week; where subjects like budget, success, alcohol and abuse are discussed.

4.4 Religion

Coloured people have a religious culture, the church is very important for them. There is a church building at the Farm, where they have two services a week, one on Wednesday

evening and the other on Sunday morning. The parents told in the interviews that the church is one of the things they appreciate most at the Farm. They take a bath and put on nice clothes before going to the service. In the church they are hospitable to outsiders and there is a choir made up of people from the Farm.

4.5 Health and hygiene

The health of the children at the Farm is not very good. Many children are often ill, have pains in different places and are tired. Many children have running noses and bad coughs. Their scars heal very slowly. This means that the children have little resistance to disease. There is a lack of healthy food at the Farm, which has a big influence on resistance. Twelve of the 25 children we interviewed, answered that they are often hungry. Fortunately the children get a meal once a day at Vissershok and the organization TLC visits the Farm to feed the children every Friday.

There is a lack of hygiene at the Farm. Children wear dirty clothes and smell badly. There is a lot of rubbish all over the place; the children just throw it away on the ground and the parents throw it at the refuse dump. There are also a lot of dogs (around 15), running around and a few cats.

Many of the children walk without shoes, while sharp objects lay all over the ground. Wounds, scars or very infectious skin diseases are not covered with plasters or anything else. When people at the Farm are ill, they can go to a hospital. But not all of them can buy medicines, because it is too expensive for them.

4.6 Community life

One of the most important things for coloured people is community and relationships. Most of the parents said in the interviews that togetherness is the thing that they like most at the Farm. A lot of the women sit in groups with their babies and talk to each other. They buy groceries together at the township DuNoon. Men have lunch together and play games when they have finished work. The activities that unite the people at the Farm are the boys' soccer team, the church, and the choir of the church. They all like parties, music and alcoholic drinks.

4.7 Conclusion

The living conditions at the Farm are bad; there is a lot of poverty, and many parents are alcohol addicts. The people are not very well educated. These problems result in a lack of food, hygiene and good health. The things that people like the most at the Farm are the togetherness and the church. Community life is very important for the people at the Farm.

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5. The relationship between parents and children

Sub question 2: What is the family upbringing and the relationship between parents and children like?

The families at the Farm are complicated. There are mothers who have children with different fathers, so a lot of children are half brothers and sisters. Most of the people at the Farm are related to each other. The mothers, fathers and children live together in a house, and sometimes there are also other family members living there.

To get a better view of the relationship between parents and children, we interviewed the parents and the children. In conversations and interviews with the parents and the children, it seemed they love each other and they are proud of each other. Still there are a lot of problems in the relationship between parents and children, developmental upbringing and safety.

5.1 Involvement of the parents

The children at the Farm are neglected. Neglect means that the parent or caregiver fails in providing adequately for various needs, including physical (food, clothing, or hygiene) or emotional (nurturing or affection).⁸ Both physical and emotional neglect are present at the Farm.

Physical neglect

The people do not have enough money for food and basic needs. They spend a lot of their money on wine and beer. According to Trudy from SBA, the people only think about today and not about tomorrow. The clothes the children wear are dirty and torn apart most of the time. The children don't smell very nice, even though the parents said that they wash themselves every day or at least a couple of days per week. Some little children walk around naked. Most of the children do not wear shoes while playing, even though there are a lot of sharp objects like glass or tin lying on the ground. The children pee and poo in the grass, don't use toilet paper, and don't wash their hands. There is a lack of hygiene.

Emotional neglect

From what we have observed and have heard from the teachers from Vissershok Primary School, it seems like there is not much involvement of the parents in the lives of their children. Trudy from SBA thinks that all the children are neglected. At first, babies are seen as fun. They get good clothes and things, but later when they become older, the children have to take care of themselves. The children usually play around the house and we didn't see many mothers keeping an eye on their own children or paying attention to them. The children take care of each other; the older children are watching over the younger ones. Often you see children carrying little babies around, but they don't always handle them very gently. It seems like the parents don't really care about that. What we also have seen is that the children have to help their parents a lot in the household. They have to do things in the household that we think should not be their task.

Even though it looks like the parents do not give much attention to their children, in the interviews we had with them, they said that they do help their children and play together. It seems the parents do those things when they like to do it and not because it is their responsibility to do it. For the results of the questions to the parents and children about helping each other and the activities they do together see figure 4, 5, 6 and 7.



Figure 4.

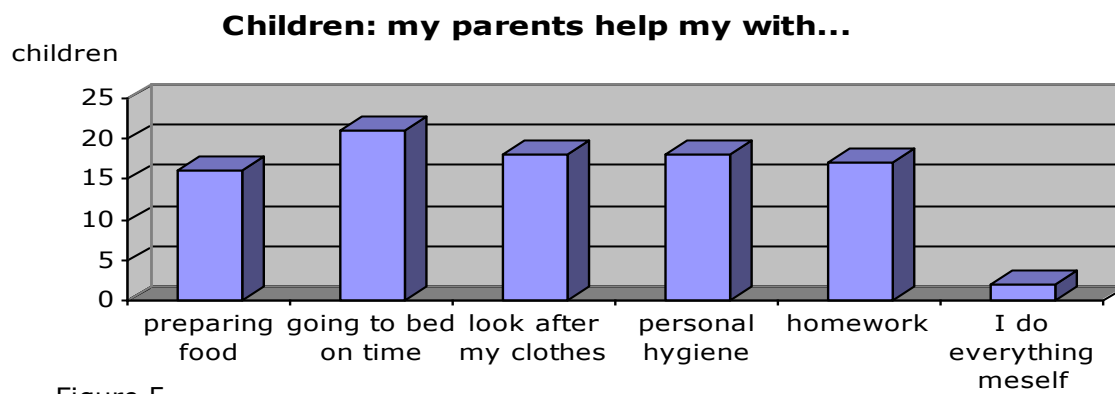


Figure 5.

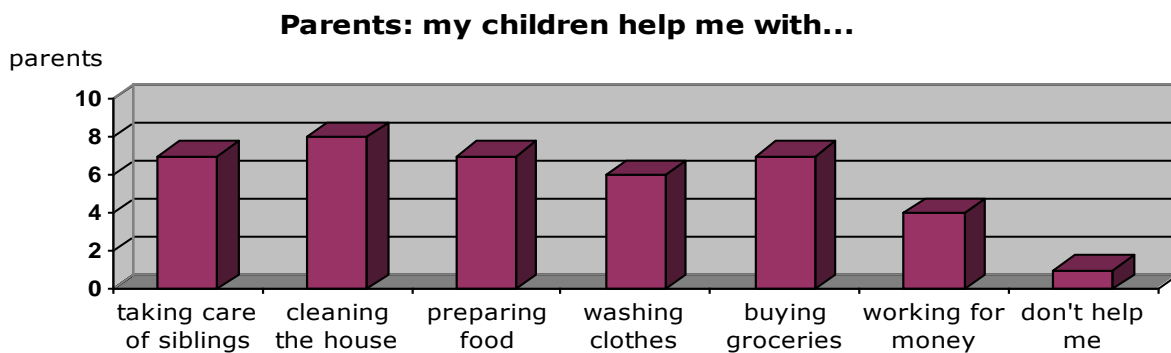


Figure 6.

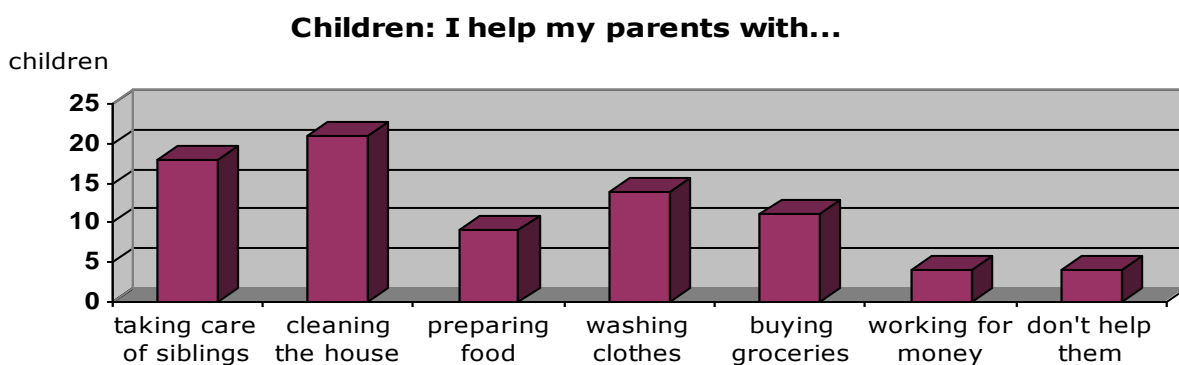


Figure 7.

5.2 Development/education

The children have a slow educational development and the parents are not very educated as well. Most of the parents have only done primary school; only a few of them went to high school. Of those who went to high school, not all of them finished it. Because of this lack of education, we think the parents can not teach their children very well or help them with homework.

The parents only find primary school important for their children. They think high school, and especially any further study, is not important (see figure 8). Because of this, the children are not very stimulated by their parents to learn and to study. The future prospect for the children is to work at the Farm, just like their parents, and for the girls to have babies. It is very difficult to get out of that cycle and it seems like they are stuck there.

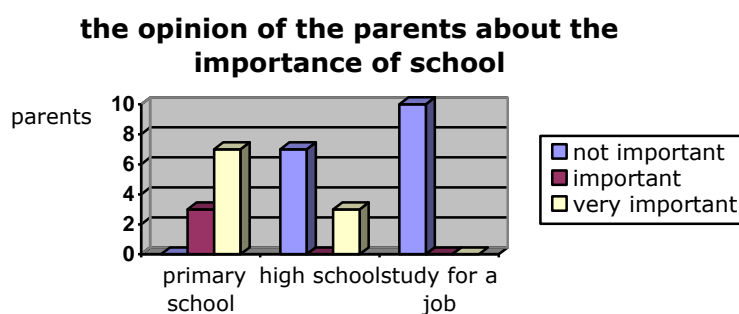


Figure 8.

Even though it seems almost impossible to change those habits, the parents still want something better for their children. In response to the question about what their biggest wish was for their children, most of the parents told us that they wish their children could study, get a good job and become somebody. If they would have more money, they mostly want to spend it on their children's future and their children's needs. Still, there is no money for it and it seems like the people also don't have any perseverance or hope to actually realize those wishes.

In response to the question about what they worried about when they looked at their children, they all answered that they were afraid that they would get involved with drugs. That is their biggest fear. Other answers about what they were afraid of were that their children would get involved in stealing and that the girls would get pregnant very young.

5.3 Safety

When you look at figure 9, you see that half of the 25 children said that they felt safe with their family. To another question regarding how they felt (see figure 13), 21 children said that they often felt unsafe. Examples of answers about what made them feel unsafe were: "When my parents have a fight", "When my mum or brother hit me", "When my mum hits me and my dad yells at me", "When my mum shouts at me" and "When people touch me". Because of the results of the interviews with the children we think there is a lot of (domestic) violence and (sexual) abuse at the Farm that makes the children feel unsafe.

According to Trudy from SBA, men hit their wives. A woman is no more than a piece of property to the man and has to listen to her husband. This violence is something which the children see and it influences them. We have seen and heard from other volunteers, teachers from Vissershok Primary School, and Trudy, that the parents not only hit each other, but also hit their children. It seems acceptable in their culture to hit children when you want to correct them. Even at Vissershok they hit the children. That makes it difficult to find out which child is abused and which child is getting physical correction. But when

we look at the answers of the interviews from the children about how they get punished, it doesn't seem like physical correction anymore, but serious child abuse (see figure 10).

The children's view of their family

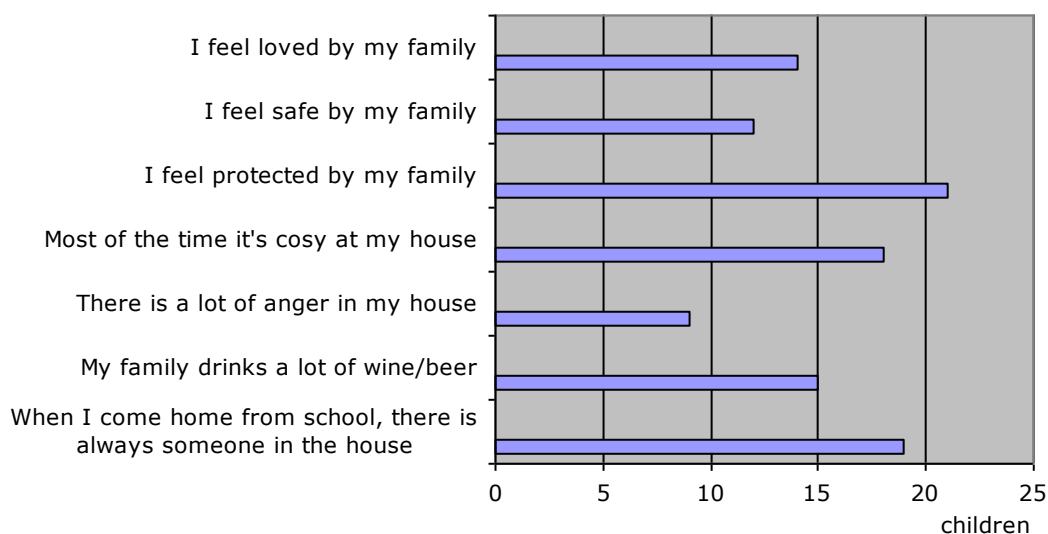


Figure 9.

Physical and emotional abuse

Physical abuse is physical aggression directed at a child by an adult. It can involve striking, kicking, burning, choking or shaking a child.⁸ The children at the Farm also get hit and get kicked by their parents (see figure 10).

Another kind of abuse is emotional abuse. Emotional abuse involves the willful infliction of mental or emotional anguish by threat, humiliation, or other verbal and non-verbal conduct.⁸ Most of the parents at the Farm are used to shouting at the children when they correct them. The children told us in the interviews that their parents yell and swear at them (see figure 7). Other answers from the children about how they get punished were: "They hit me with a belt", "I get no food", "She bites me in the dark", "I have to sleep outside". And only one other kind of answer: "She talks to me".

When I don't do what my parents tell me to do, they ...

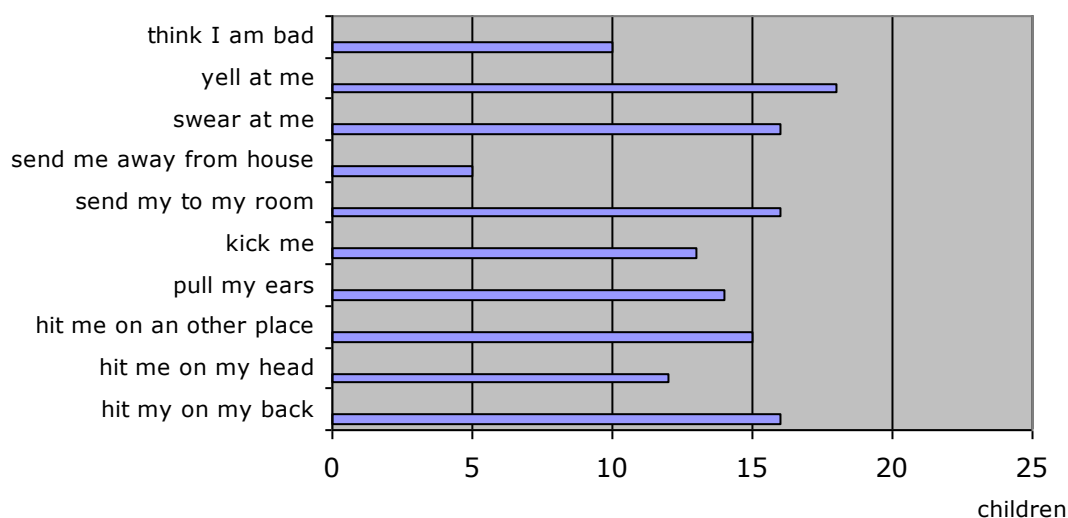


Figure 10.

Alcohol abuse

What we have seen and heard from other volunteers, teachers from Vissershok, TLC and SBA, is that there is a lot of alcohol abuse at the Farm. The parents are drunk a lot, especially at weekends. That's why they become aggressive easily, lose control over themselves and don't know what they are doing anymore. We have seen some children severely punished by drunk parents for nothing. According to Trudy from SBA, some men fight by slamming a bottle on the ground so it breaks and then hit each other with that broken bottle.

When we asked the parents in the interview whether they spend their money on alcohol, they all started giggling and answered with a yes. It seems like they were embarrassed about it because they know that it is not the right thing to do. We asked the children also about the drinking habits of their parents, and 15 of the 25 children said that they drink a lot of beer and wine.

Sexual abuse

According to Trudy from SBA the children do not get information about sexuality, but they do see it. The houses are small and there are only two rooms, so they all sleep at least in the same bedroom, probably also in the same bed. They probably see their parents having sex with each other or with other people. They do not talk about it, but they definitely know what happens.

We also need to keep in mind the possibility of sexual abuse to the children. Child sexual abuse is any sexual act between an adult and a child, including penetration, fondling, exposure to adult sexuality and violations of privacy.⁸ There is no proof this happens, but the way some men want to touch female volunteers and other women, the young age that girls are getting pregnant at the Farm, and the statistics of sexual abuse in South-Africa make us consider the possibility. Trudy from SBA is sure that it happens: "People will deny it when you ask whether it happens, as in all cultures people know that it is wrong, but it goes on. And when they are drunk, they don't know what they are doing."

In the interviews with the older children (age 11-17) there were a few questions about sexuality and safety. Not all the children filled in these questions. Perhaps they did not want to say it because they felt embarrassed about it, or they just did not understand the questions. The children, who did answer these questions, told that they already had sex with a boyfriend or girlfriend (3), with family members (3) or other people (3). Other answers the children gave about sexuality were: "sexually I have been hurt" (3), "I don't feel sexually safe in my house" (2), "I don't feel sexually safe at the Farm" (3), "I don't feel sexually safe in my school" (5), and "I know people who have been raped" (5). We do not have a clear view about this part of their lives because few children filled in the questions about sexuality. Besides that, we think the answers are not very trustworthy because there were also answers that contradict each other.

5.4 Parenting styles⁹

Diana Blumberg Baumrind (born in 1927) is a clinical and developmental psychologist. She did research about the upbringing of children and found out that the way children are brought up has a huge impact on how they cope at school, in social situations and also in their further life as an adult. Baumrind identified different ways of how parents raise their children. These four basic parenting styles are:

Authoritarian parenting

Authoritarian parents attempt to control the behaviour of their children by rules and want them to accept their word for what is right. They do not allow open dialogue with their children and give them no opportunity to make their own decisions and develop in their own way. They punish their children by hitting, instead of grounding. This parenting style is characterized by high demandingness with low responsiveness. The consequences of

this are that these children rarely take initiatives, have low self esteem and self confidence and have weak communication skills.

Authoritative parenting

Authoritative parents enforce their own perspective as adults, but recognize their children's individual interest and needs. These parents affirm their children's qualities, are supportive and encourage them to be independent. Besides that they take responsibility and place limits on their children's actions. When they punish their children, they will explain the reasoning behind their policy to them. Authoritative parents always want the best for their children. This result in children having self confidence and independency. They maintain friendly relations and are achievement oriented.

Permissive/indulgent parenting

Permissive parenting is a style of parenting in which parents are very warm and involved with their children, but they barely have consistent rules and place no limits on their children's behavior. Children can regulate their own activities as much as possible and the parents avoid the exercise of control. They are indulgent and accepting towards their children's desires and impulses. This parenting style will effect difficulty controlling children's behavior, they become impulsive and aggressive. They rarely learn respect for others and might be domineering and egocentric.

Neglectful parenting

Neglectful parenting is actually no parenting style because the parents are generally not involved in their children's life. The parents show low attention, warmth and interest in their children and are not supportive. They take no responsibility and do not set limits. Children are left to their fate and have to take care of themselves. Because of this they will develop low self esteem and experience social withdrawal. The chances of getting involved in risky sexual behavior and drugs are high.

The neglectful parenting style dominates at the Farm. It seems like the parents show low attention, warmth and interest in their children. We also recognize some parts of the authoritarian parenting style. Children get punished by hitting and there is no opportunity for compromises. This results in low self esteem, risky sexual behaviour and weak communication skills.

5.5 Contextual therapy¹⁰

Nagy (1920-2007) was a psychiatrist and the founder of contextual therapy. The contextual therapy emphasizes the ethical dimension of close relationships, in particular: the roles of caring, loyalty, guilt, fairness, accountability, and trustworthiness - within and between generations.

This justice between family members declares a lot of their behavior and the developing of their character. Nagy's focus on relational ethics can help to make individual responsibility and accountability possible again within a systemic context.

The ethics of giving and receiving in the family

When the balance of giving and receiving in a symmetrical relationship (between partners) over the long term is fair, each partner views the other as worthy of the other's trust. In an asymmetrical relationship, such as the parent-child relationship, the child learns to trust the parent when the parent cares for the child in developmentally sound and appropriate ways. Over the long term, the child experiences the relationship as trustworthy.

Children are vulnerable members of a family and they have an inherent right to be cared for. After a while children start to give back to their parents. This must be noticed by the parents and appreciated, so the children feel that what they do, make sense. That is how children learn to take responsibility for other people and feel worthy.

At the Farm definitely not all relational balances in families are good. Children don't get a lot of attention from the parents most of the time. From a very young age they have to take care for the household and other brothers and sisters. A lot of parents are drunk during the weekend and drunk parents forget to pay attention to their children.

At the Farm we saw that parents expect the children to take a lot of responsibility. Many children help their parents by taking care for other children, sometimes so much that they don't have time to play with other children. But the parents forget to show the child that they appreciate their child's giving, and shout when a child have to do something or don't listen. That is the point where the balance of justice in a family goes wrong. When this goes wrong, children are not able to have healthy relationships and to develop in a healthy way into adulthood. The problems become trans generational; through all generations in a family.

Ways to deal with neglect or abuse

When there are problems in the family, and the parents cannot or just don't take their responsibility for it, the children take over the responsibility of the parents. This is a very unhealthy way of injustice relationships with bad consequences for the development of a child. Every child has his/her own way to deal with this situation. There are four types how these children differentiated in the contextual therapy:

The caring child is a child that is taking care for everyone. Most of the time it is a very responsible person, who thinks that she/he can not be weak. At the Farm there are probably a lot of children that take responsibility for the behavior of the problems in the family, because their parents have a lot of problems. Children are taking care of their brothers or sisters from a very young age. These children are easy to notice.

The child that has to stay child is the child that by staying very dependent of its parents helps the parents to forget their own problem. They never learn to take responsibility. There are probably no children like this at the Farm, children at the Farm can't be spoiled easily.

The perfect child is the child that has to realize all the expectations of the parents. It cannot choose his/her own life; just fulfill the expectations of other people. It is possible that there are a lot of perfect children at the Farm. Parents are disappointed in their own life and what they made of it, so they really hope that their child is different and make something of his/her life.

The scapegoat is the one who is blamed by everyone. And by being wrong the child helps to forget the real problem of the parents. The child is not the real problem of the family, but is treated like he/she is the cause of all problems. These children are a lot at the Farm. Children who are abused, children who can be punished every moment.

Loyalty is very important in the contextual therapy and in every family relationship. If it is possible, parents and children are loyal to each other during their whole life. People who are loyal to someone don't want other people to talk bad about their family member. That makes it difficult to talk about abuse and neglect of the children at the Farm.

5.6 Conclusion

There are a several problems in the upbringing and relationship between parents and children at the Farm. The children have a slow educational development and are not very stimulated by their parents to learn and study. Another problem is that the children are neglected, physically and emotionally. The parents don't give much attention to them; they handle according to the neglectful parenting style. There's a lack of warmth, attention and interest in their children. Besides that, alcohol abuse, (domestic) violence and sexual abuse is present at the Farm, which makes the children feel unsafe. The parents are drunk often, lose control over themselves and get aggressive easily. When they punish their children, they hit, kick and yell at them and also the possibility of sexual abuse is highly present.

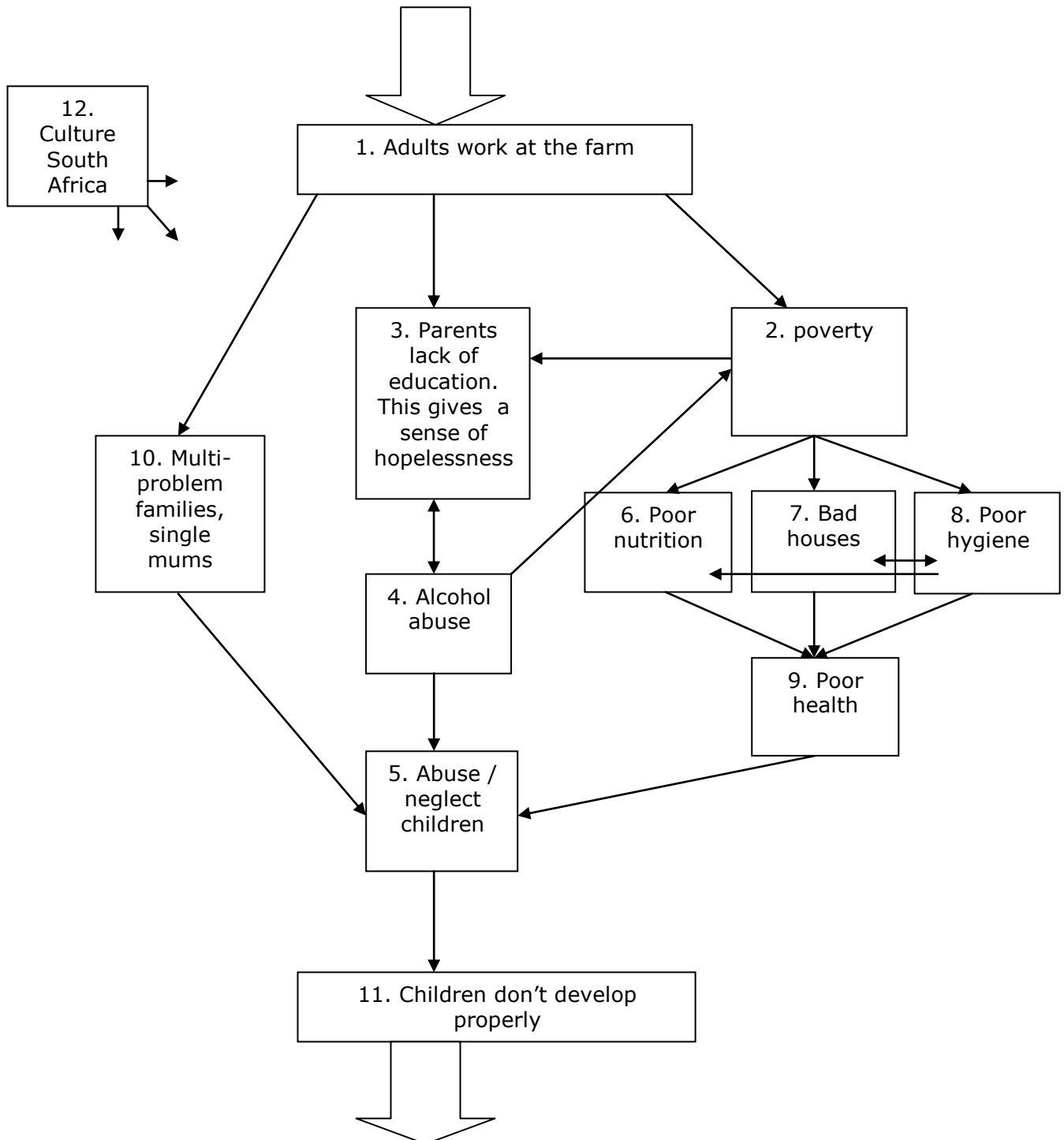
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6. The cycle of problems at the Farm

Subquestion 3: What are the problems of the people living at the Farm and how do they affect each other?

There are a lot of different problems which the people at the Farm deal with. When we notice all these problems and try to describe them we lose overview very easily. But it is necessary for a well-structured program that we at least know how problems at the Farm affect each other, so that YfC knows where to start with setting goals for the program.

6.1 Scheme of the problems



6.2 Explanation of the scheme

What if none of the parents drank alcohol, would almost every problem of the Farm be solved? Or, if the people who work at the Farm lived in the middle of the city in proper houses, would they have problems then? If it worked like that it would be very clear where to start with solving the problems of the Farm. Then no explanation of the scheme would be necessary.

But one problem affects the other problems and resulting problems stimulate the cause. That makes this scheme -and all the problems at the Farm- so complicated.

Square 1

The situation at the Farm, as it is now, started by the work that the fathers of the families at the Farm have. They have got from the farmer, their houses, the church and their salary. Their work at the Farm makes most physiological needs possible. At least they have enough to survive.

Square 2

Farm workers don't make much money, it is a low-paid job. This is why many of the people at the Farm live in poverty.

Square 3

Another negative following of the job at the Farm is the hopeless situation they are in. The fathers work on the Farm, their fathers worked on the Farm too and nobody gets enough money to leave the place. Some people wish that they could move, but don't have the education to get another job.

Square 4

The consequence of these hopeless situation and the poverty is that people look for a way to forget all their problems. They find that in alcohol. Buying alcohol is expensive too, so that stimulates the poverty. If they wouldn't drink so much they would probably have enough money to buy their basic needs and to save money.

Square 5

The neglected and abused children at the Farm are a result of the alcohol abuse and the dysfunctional families at the Farm. A lot of the parents are alcoholics, they drink so much alcohol that they cannot control their own reactions. They are more aggressive and forget to give the children attention.

Square 6,7,8

The people at the Farm don't have proper homes. The houses are little and there are not enough for all the different families at the Farm, that's why the place is too crowded and three families have to live in shacks.

People don't care a lot about hygiene because they don't realize the importance of it and it is very hard to keep everything clean when it's so crowded. The Farm is a sandy dirty place, what is also more difficult to keep it clean.

People don't have enough money and probably not the education to cover their need of good and healthy food. First they spend their money on alcohol and then on food.

Square 9

The lack of good nutrition means that they have a low resistance. Because of the bad resistance their health is getting worse. The children have a lot of health problems, as described in the answer on subquestion one. Probably one of the biggest issues is that the lack of hygiene makes the children more ill. There are objects on the ground that can hurt them because they don't wear shoes. When children are ill and cough or have bad skin diseases they are not very careful to not infect other people. The lack of nutrition and hygiene makes the children ill easily.

Square 10

As described in the answer on subquestion two there are a lot of dysfunctional families at the Farm. Having such a small group of people at the farm makes relations more complicated than necessary. Broken families and stepfamilies make family life much more difficult. The family relationships are so complicated that volunteers need to visit the Farm for a long time before they know how the family members are related to each other.

Square 11

Because of the bad health and the neglect, the children don't develop properly. It is hard for the children to concentrate on schoolwork when they are often scared or hungry. The children have behavioral problems, they don't learn from their parents how to solve conflicts. And if there is no balance in compliments and corrections in the upbringing of the children, children will develop a low self-confidence.

Culture South-Africa

The culture of South-Africa is not a problem in itself, but it can stimulate problems in different ways. The dop system that was allowed on wine farms in the past made the farm workers alcoholics. The Apartheid with its fascistic rules does not exist anymore, but there is still a difference in chances that coloured, black and white people get. Most coloured and black people stay poor, while most white people are rich.

We didn't do research to the influence of the culture of South-Africa at the Farm, but we have to realize that a lot of the problems are the same on every wine farm, because of the past and the culture of South-Africa. The bad development makes that children cannot finish their school, so that they can't get a job off the Farm. Finally all these problems are the cause that all people stay at the Farm as long as they live.

6.3 Maslow's hierarchy of needs¹¹

Abraham Maslow was an American psychologist who lived from 1908-1970. He had a theory about the basic needs of people. There are 5 levels of needs, which are arranged in order of importance (see figure 11). According to Maslow, people must fulfil the lower needs before achieving a higher one. If a person has not achieved the lower needs, needs higher on the pyramid will not receive attention until that lower need has been resolved. Once an individual has moved upwards to the next level, needs in the lower level will no longer be prioritized. Maslow thinks only a small percentage of the population reaches the summit level.

The first needs are the physiological needs to existence; these are required to sustain life; like sleep, food, air, water, shelter and clothes.

Once the physiological needs are fulfilled, the attention turns to safety and security. Examples of safety needs are: living in a safe area, personal security, job security, financial security, health and well-being become important.

After the physiological and safety needs, higher level motivators awaken. The first level of higher level needs concerns social needs. People need to love and be loved by others. Social needs are related to interaction with others and may include friendship, intimacy, belonging to a group, giving and receiving love and having a supportive family.

Esteem is the fourth layer of human needs. Esteem presents the normal human desire to be accepted and valued by others. Esteem needs can be categorized as external motivators and internal motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment and self respect. External esteem needs are those such as reputation, recognition, respect, attention and social status.

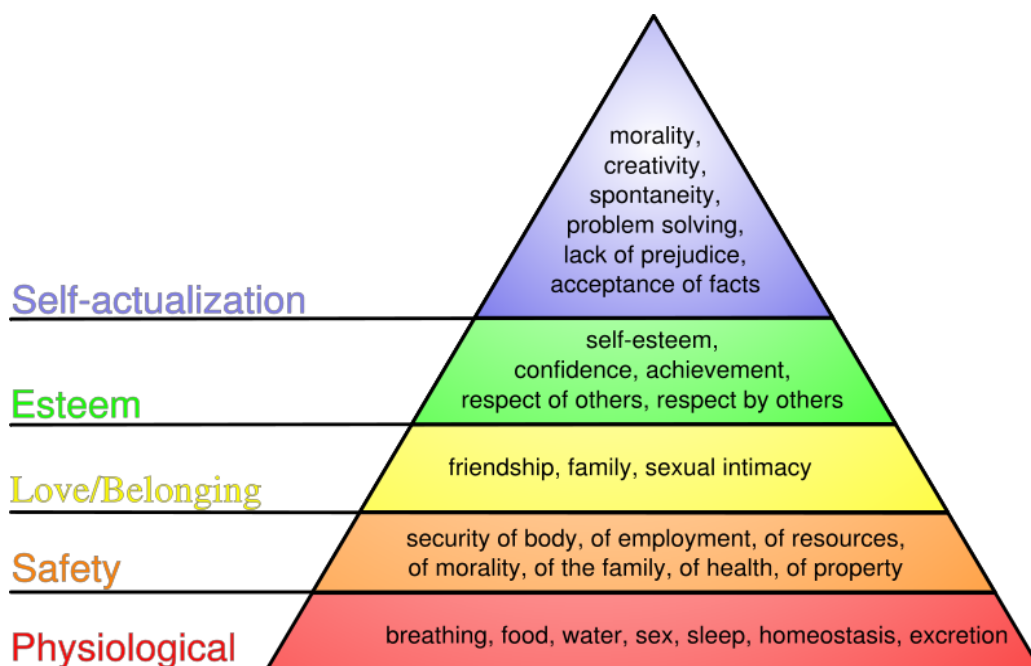


Figure 11.

The top of Maslow's motivation theory is self-actualization. It is about reaching one's full potential as a person. When you have reached this, you will have greater satisfaction in life. Instead of lower level needs, this need never ends; there are always new opportunities to continue to grow. Self-actualized people tend to have motivators such as: truth, justice, wisdom, meaning, problem solving and creativity. These persons have frequent occurrences of peak experiences, moments of profound happiness and harmony.

The hierarchy of needs compared to the Farm

We think that the people at the Farm don't come any higher than level three. The needs they especially seem to have are the physiological and safety needs. Some of them still worry about how to get enough money to buy food. They have to make use of a feeding scheme and have clothes that TLC and YfC have given them. They are primarily concerned with survival: obtaining adequate food and clothing. There is no certainty to have all the physiological and safety needs they require.

It's the same with the social needs. The people do have the feeling they belong to a group, the Farm, but there are also a lot of bad relationships. The marriages are bad and there is domestic violence, which means that they don't respect each other a lot and they are not being supportive and loving families. We think many people become susceptible to loneliness and social anxiety.

We don't see much of the esteem or self-actualization needs. It seems like the people don't have much self-confidence, creativity, morality and can't solve problems. They don't have any perseverance or hope to realize dreams or to grow in their development. We think the people only have parts of the physiological, safety and social needs, but they can't fulfil all the needs.

6.4 Conclusion

The poverty at the Farm gives the people a sense of hopelessness. Due to other problems like bad houses, a lack of food and hygiene and the past of the people lots of people are alcohol abusers. The children are neglected and as a consequence of bad circumstances they don't develop properly. The needs of the people are not filled and by that it is very difficult or even impossible to develop esteem for themselves and others and come to self-actualization.

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7. Characteristics and behaviour of the children

Subquestion 4: What are the talents and characteristics of the children and what do they miss in their development?

The children have a lot of talents and positive characteristics, but they also miss a lot of qualities to develop properly. To get a better view of the development of the children and their self-image, we interviewed teachers from Vissershok Primary School and the children of the Farm. It turned out that many children experience cognitive problems and social problems.

7.1 Developmental problems

All the children of the Farm go to Visserhok Primary School when they are 6 years old. When they finish primary school some go to work, but some go on to high school. At Vissershok Primary School most children are from farms and the township DuNoon. According to the teachers from Vissershok, there is a big gap between learners from the Farm 'Welbeloond' and children from other farms or the children of DuNoon. The children of the Farm do not develop properly, and they all experience learning problems. This includes difficulty in understanding instructions, having reading problems and showing little interest in what they are being taught.

A reason for this slow cognitive development can be that the children of the farm 'Welbeloond' have little knowledge of every day things happening around them. There's lack of resources, radio and television and they are stuck at the Farm. They do not see many other parts of the world and only know the area where they live, the Farm, Vissershok School and the township DuNoon where they do their shopping. Slow development could also be caused by the fact that the parents work long hours and the children are on their own most of the time. They get very little attention from their parents. Most of the parents are not well educated because they only have gone through primary school, so they can not help and stimulate their children very well in learning and doing homework.

Another reason for their slow development can be problems during pregnancy. The mothers do not change their habits. According to Trudy, they do not stop drinking and smoking when they are pregnant. That is why a lot of children have FAS, Fatal Alcohol Syndrome. These children do not develop properly and have brain damage.

The children also grow up under circumstances of alcohol and drug abuse, rape, sexual abuse, domestic violence and malnutrition. They don't get enough healthy food, so their biological development is slower. These adverse conditions effect the children's concentration and performance at school.

7.2 Social problems

The teachers from Vissershok Primary School told us that the children of the Farm not only have a slow cognitive development, but also have social problems. They lack selfconfidence. They can be good mannered, but most of the time they do not listen well in the classroom. The boys can show extreme aggressiveness, fighting, swearing, and naughty behavior. Some of the parents also find their children hard to raise. They think their children don't listen very well and are disobedient and naughty.

Some of the children, especially girls, are self-conscious and timid. A teacher at school said that it is really important to convince them they are precious, and should be proud of themselves and believe in themselves. The parents told Trudy from SBA that they see themselves as losers because they are farm workers and are poor. It seems like these people have given up and have no hope. This vision of the parents can also have an effect on their children's self-image.

Because of these ideas concerning the self image of the children, we questioned the children (25 children in the age of 7-17) about themselves. For the results of the questions see graphic 12 and 13. It looks like most of the children like their selves according to the answers in graphic 12, but when you look at graphic 13, it seems many of the children do not feel that good about themselves at all. Many answers seem to be the opposite of each other, because most of the children said that they often feel happy, but also a lot of children feel unloved, misunderstood, unsafe etcetera.

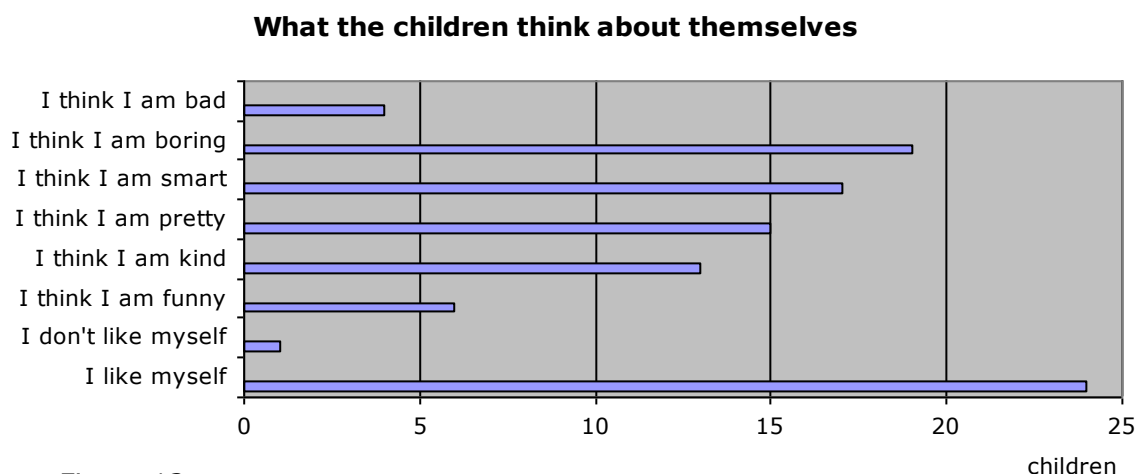


Figure 12.

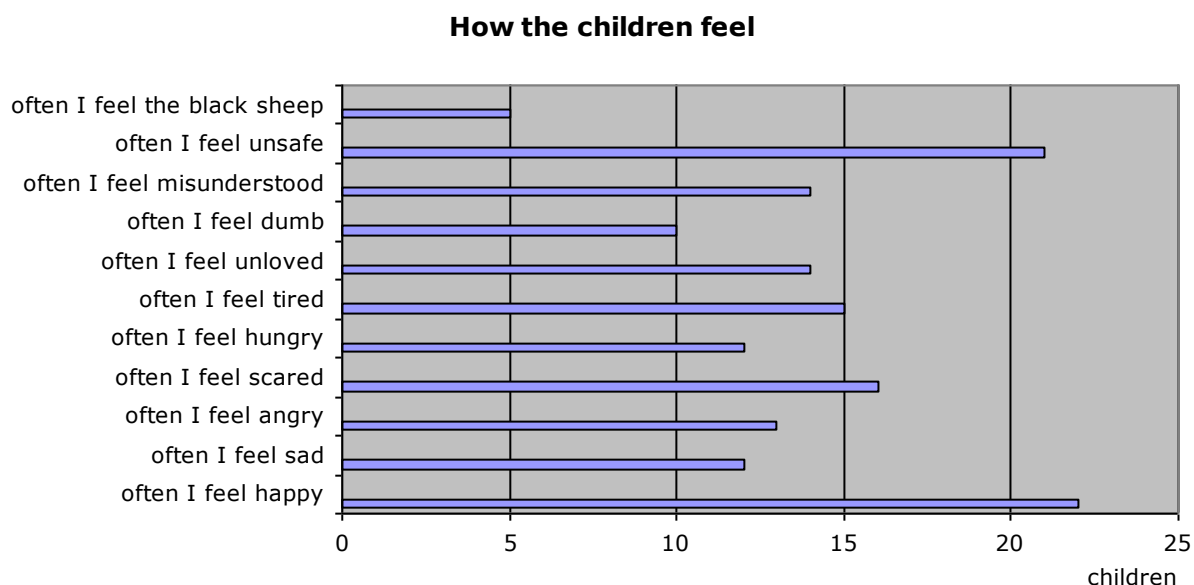


Figure 13.

We wanted to know what the children do when they feel sad or when they have problems and whether they talk about it. Most of the children said that they talk about their problems with God or with family, see graphic 14. We think it's a good thing that the children don't keep their problems for themselves, but go to others for help. Many children also told that they would like to talk to volunteers about their problems.

Who the children talk to when they feel sad or have problems

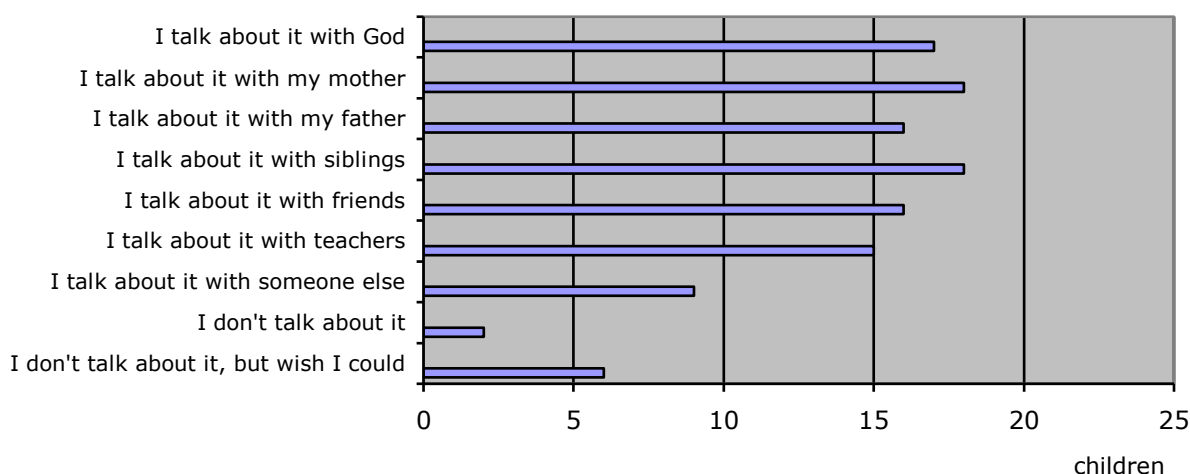


Figure 14.

7.3 Talents and qualities

The children are very active and full of life. We saw them singing and dancing often, some are very creative in painting and drawing, and the boys play soccer often. Other things the children said they enjoy are: going to church, reading books and the bible, listening to stories, watching television, playing games and being with people. Most of the children said that they like to go to school, and it seems they are eager to learn and are proud of their schoolwork.

They are also very good at making contact with other people. They can be very helpful and loving to the volunteers of YfC and to each other. 24 of the 25 children we interviewed told us that they have friends at school or/and at the Farm.

The older children take care of the little ones and they also help their parents in the household. The children love to cuddle, be picked up and get attention from the volunteers. They are happy with little things, and love everything you give them or do with them.

7.4 Theory about the psychosocial development¹²

Erikson (1902-1994) developed a theory about the psychosocial development of human beings; he described the impact of social experience in stages of life.

Trust versus mistrust

The first stage of the psychosocial development is the first year of a child's life, beginning by birth. It's the most important stage in life; a child has to develop trust. A baby is very vulnerable, it depends on the parents whether the child successfully develops trust and will feel safe, because of the care and affection they give. If parents fail to provide a secure environment, because they are emotionally unavailable, inconsistent or unpredictable, the child will get feelings of fear. At the Farm, the baby's are seen as fun, but after a while, parents don't give much attention to them anymore.

Autonomy versus shame and doubt

The second stage takes place during early childhood and is based on developing a sense of personal control and independence. As the child gains control over motor abilities they begin to explore their surroundings and want to make choices of their own about food and toys. Children who successfully complete this stage feel secure and confident, while

those who do not are left with a sense of inadequacy and self-doubt. Children at the Farm are able to walk around and explore things, because the parents let them do what they want and don't take an eye on them.

Initiative versus guilt

This stage occurs between age 3 and age 5, the preschool years. The child is developing basic skills and principles of physics and wants to begin and complete his or her own actions to reach a goal. They begin to assert their power through directing play and other social interaction. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt and lack of initiative. Children at the Farm play a lot together and have social interaction. But they don't learn many basic skills. When they go to school, they are already behind in their development.

Industry versus inferiority

During the school years, from age 5-11, children are becoming more aware of themselves as individuals. They are now more reasonable to share and cooperate and are eager to learn. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities, and it is very important that parents and teachers encourage them and believe in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. The children at the Farm are eager to learn and develop proud. They don't get much encouragement from parents though.

Identity versus confusion

This stage of the theory covers adolescence (teens to 20's). The adolescents are concerned with how they appear to others, are exploring their independence and developing a sense of self. Those who receive proper encouragement and reinforcement through exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future. For most people at the Farm, their future is already planned, they are stuck at the Farm. They don't have hope that their desires and wishes come true.

There are three more stages of life in the adulthood, where adults learn to love, care and get wisdom.

7.5 Conclusion

The children at the Farm have a lot of talents and positive characteristics. They are creative, love to sing and dance and play sports. They are good in making contact and are helpful. Besides these positive qualities, they also miss a lot of qualities to develop properly. It turned out that many children experience cognitive developmental problems. Assertions of this can be the lack of resources, the little attention from the parents, brain damage because of FAS and the bad circumstances of alcohol and drugs abuse, rape, sexual abuse, domestic violence and malnutrition. Besides the developmental problems, the children have social problems. Some of them show extreme aggressiveness behaviour and others are very self-conscious.

11. Wat is jou grootste droom of wens ?

My grootste droom is om
eendag in 'n groot huis
te bly en 'n net die
beste vir my babas te gee.

12. Waarop is jy trots en wat het jy al bereik?

Ek is ~~al~~ trots
op sokker.

12. Waarop is jy trots en wat het jy al bereik?

Ek is trots op
my sport.

12. Waarop is jy trots en wat het jy al bereik?

Ek is trots op my
skoolwerk.

11. Wat is jou grootste wens ?

car and a
big house
I want to be polisie

12. Waarop is jy trots en wat het jy al bereik?

seker te maak ek is skoon
kos voor te berei

11. Wat is jou grootste droom of wens ?

Werkman
Bouer

11. Wat is jou grootste droom of wens ?

Ek wil 'n mooi
Huis ~~en~~ he.

12. Waarop is jy trots en wat het jy al bereik?

spieël soccer

11. Wat is jou grootste droom of wens ?

Ek droom oor liefde
in die aand.

11. Wat is jou grootste droom of wens ?

ek wil by the sea
werk by containers

11. Wat is jou grootste wens ?

Polisie vrou
wil ek eendag
wees om die
mense te vang.

11. Wat is jou grootste droom of wens ?

Juffrou, skoolonderwyseres

11. Wat is jou grootste droom of wens ?

Ek wil is welsin + Voroi

11. Wat is jou grootste droom of wens ?

Ek droom ek
is 'n prinses

11. Wat is jou grootste droom of wens ?

om 'n dokter
te wees.

11. Wat is jou grootste droom of wens ?

Ek droom
ek wil in mooi
kar het.

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8. Children's rights and protection in South-Africa

Subquestion 5: What are the rights of children and how does Child Care protect children in South-Africa?

A lot of children, especially from the farms and townships (also the Farm 'Welbeloond') are living in bad conditions. It seems like the protection of the government is not as it should be. We interviewed Margriet Schalkwyk, who works at Child Protection, about her work. This part is about the rights of children and the work of Child Protection in South-Africa.

8.1 The Convention on the Rights of the Child¹³

The Convention on the Rights of the Child is a United Nations Convention. It is the most widely adopted human rights Convention in the world. Countries, also South-Africa, that take part to the Convention on the Rights of the Child are obliged to develop and undertake all actions and policies in the best interests of the child. By ratifying the Convention, national governments commit themselves to protect and ensure children's rights.

The rights of children (defined as all persons under 18 years of age) are set out in 54 articles and two Optional Protocols. It spells out the basic human rights that children have everywhere: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

8.2 Child Protection in South-Africa¹⁴

In South-Africa, Child Protection services are delivered by the government, as well as private non-governmental welfare agencies. The latter are partly subsidised by the government, but rely mainly on the private sector, churches, businesses and private individuals, for funding. Social work in South-Africa is not a well paid profession and the workload is overwhelming. Therefore the majority of registered social workers (62%) are in private practice or are working overseas. The result is that there is a tremendous shortage of social workers and they are not able to deal with the high caseloads. It is not unusual for a case worker to have 150 cases on his or her caseload. Therefore lots of cases are not investigated properly and a casework plan is not in place to protect the best interest of the children.

Social workers in private practice are not allowed by law to do statutory work, for example legal work in the Children's Court. Most of them do therapy, like play therapy, marriage counselling, and trauma counselling. They are paid by the medical funds of the clients, by the clients themselves or by the private welfare organisations who asked for the therapy.

Cases of child neglect or abuse are reported to either the government or one of the private organizations and anybody can report a case. Cases are mostly reported by telephone call or in person at the office of the organizations. A report can be made anonymously. There is a Charter for Children Rights and a progressive Children's Act that protect the rights of children. Unfortunately, Child Protection does not have the manpower or the money to implement the Charter or the Children's Act for all children. The police can remove a child in a crisis situation to a state Place of Safety, but a social worker must take the case the next day. The police deals with crime against children like physical and sexual abuse.

Main social problems

The main social problems are child neglect, sexual abuse, poverty, family violence, alcohol abuse by parents, broken families, children who are left in the care of grandparents who are not able to look after them properly. Also street children (children without families or who have run away from abusive and/or neglecting families and live on the streets of the cities), teenage pregnancies, orphans whose parents died of AIDS and even children living with AIDS (infected at birth or from sexual abuse by infected adults). There is still a belief that having sex with a virgin will cure AIDS.

Education and schooling is still a problem. Children from poor families do not receive pre-school stimulation as there are no formal pre-school facilities to attend to their needs. Pre-schools are private and poor families cannot afford it. Children enter schools with developmental delays and therefore battle to make a success of their school career. There is still a very high dropout outl percentage from school and only about 65% of final year student passed the final exams.

The children in the townships face more problems of gang activities, violence and crime related traumas like burglaries at their homes, hi-jackings, armed robberies, rape and assault, than the children in the rural areas or at the farms.

The solutions are not easy. South-Africa is a traumatised society with a huge percentage of Reactive Attachment Disorder children. This, and poverty, is the reason for the high crime rate. There is a lost generation; children that had been raised by their grandparents, family members and other people while their parents were working in the cities or were fighting the struggle against Apartheid. Children with Attachment Disorder do not develop a conscience and end up with anti-social behaviour problems like drugs and crime. They will become poor parents also as they never had experienced good enough parenting themselves (a sad circle of neglectful parents and Attachment Disorder Children).

Programs

There are different programs in place to address all the problems and effort and money is put into all of them, although none is enough to erase a problem totally. Some of the programs are:

- Programs to help and educate parents to take better care for their children, foster care programs, children homes, etc to care for children who cannot stay with their parents.
- Child care grants paid by the government to unemployed parents with children under 16.
- Granny grants for grandparents who care for grand children whose parents are not able to support the children.
- Abortion clinic for pregnant teenagers; a child of 12 years of age can get an abortion without the parents' consent.
- Sex education programs to prevent teenage pregnancies; at schools and through magazines and newspapers.
- Street children services; homes where they can find shelter and from where the social workers try to return them to their families or place them in foster care or children homes.
- Sex education and information on AIDS and to prevent AIDS.
- Help for AIDS orphans. Often the eldest child in the family will look after the younger children and there is financial help (a government childcare grand) and support from volunteer to help these families headed by a teenager.

It is not possible to place all the children that need care in alternative care, like foster care or children homes, as there are not enough facilities or money to provide the services. There are thousands of children who fall through the cracks of the welfare

system. Not enough programs for family building and prevention of child neglect and abuse are in place.

Also at the Farm, there is no professional help from Child Protection, which we also think is impossible, because of the lack of manpower and money. The Farm depends on help of organizations like TLC and YfC.

8.3 Conclusion

The rights that children have everywhere are the right to survival; to develop to the fullest; the protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

In South-Africa there is a Charter for Children Rights and a progressive Children's Act that protect the rights of children. Unfortunately, Child Protection does not have the manpower or the money to implement the Charter or the Children's Act for all children. This is why many children are not protected, also the children at the Farm 'Welbeloond'.

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9. The work of Youth for Christ at the Farm

Subquestion 6: What kind of help has YfC given in the past at the Farm and what does it look like now?

In providing YfC with advice for a project at the Farm, it needs to be clear how their previous work is organized at the moment. It is necessary to investigate how to improve aid. This chapter is about what kind of help there already has been offered at the Farm.

9.1 The past

The volunteers of YfC started visiting the Farm in 2006 and visited the Farm for a year. For half of the year 2006 until the end of 2007, none of the volunteers wanted to visit the project again. In December 2007 new volunteers went to the Farm twice a week.

Volunteers come to know the Farm through the Vissershok Primary School, another project from YfC Cape Town. They heard from teachers about the bad circumstances at the Farm and started to visit the children, hoping to give the children more love and joy in their lives. Volunteers visited the Farm in their spare time, when they had no other projects to visit.

9.2 The present

Until now, the Farm has not been an official project of YfC and there was no clear structure. More opportunities have been made possible, now that YfC can use the church for activities. Last year the volunteers organized a few activities like Christmas, a trip to the beach, teeth brushing, a barbeque and a jumping castle for the children.

Contact with the people

Volunteers are playing with the children, cuddling with them and playing football. The relationships with most of the children are well and the children trust the volunteers. The little children jump on them and look happy when the volunteers come. Older boys spend most of their time playing football and doing gymnastics. The boys like it when there are coming male volunteers, so they can do manly things. The older girls hang around and like to talk. Most of the girls and boys from age 14 till 18 are not present at the Farm when the volunteers visit them. They are working or they are hanging out somewhere else. We think YfC needs more organized activities for their age group to get them involved in the project. They don't come for just playing and talking.

The relationships with the mothers were growing quickly last year. Some mothers were very helpful when the volunteers organized activities, they helped cleaning the church after activities and helped when the children did not understand the volunteers or when they did not listen.

White volunteers still have to realize that their position is different because as a following of the Apartheid. The relationships between coloured and white people have never been equivalent in the past.

Volunteers

In the interviews we had with the volunteers, we questioned them about their opinion about the Farm and solutions for the problems. The volunteers told us that they enjoyed going to the Farm because of the contact with the children. The volunteers saw the Farm as a place where they got to know the reality of South-Africa. In other projects they did not see the circumstances of the children. But at the Farm, they also met the parents and see their homes. But the work at the Farm has also been very hard for the volunteers, because they were confronted with a lot of problems they couldn't change,

like the poverty, abuse and alcoholism. Sometimes the children behave rudely and have a lack of concentration. During those moments it has been hard for the volunteers to get them listening.

Volunteers thought that giving a lot of material things was the solution for the problems at the Farm. If they could, they would have given the people food, clothes, new houses and medicine. A few of the volunteers thought about education, or teaching parents how to cook a good meal. We think these solutions are impossible to realize, and if volunteers give too much material things, they develop the wrong expectations among the coloured people. It enlarges the difference between white and coloured.

Volunteers said in the interviews that they wanted to bring more structure and goals to the Farm project. They advised to use the room of the church, to set up a kids club. They suggested to give one person the responsibility for the project. The volunteers suggested more games as well, more Bible stories and more life skills teaching. Some of them said that it would be good to get the parents involved and organize help for the families.

9.3 Conclusion

The help of YfC at the Farm has been started by initiative of volunteers, but continued without leadership. Volunteers played with the children and organized some activities from time to time, but they missed structure in the program and leadership.

The volunteers enjoyed visiting the project and focussed on relationships with the parents and children. The relationships are build with the children very easily. The relationships with the mothers are growing. The vision of volunteers about their help at the Farm was not always deliberated.

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10. Organizing a stable project

Subquestion 7: What are the strengths and weaknesses in organizing the Farm project? How can YfC make the project more effective?

This chapter is about what kind of theories can be helpful for the project by criticizing the plans for the project and the organization, with help of the SWOT-analysis and the criteria of the Development Assistance Committee. After reading this chapter it will be clear what the strengths and weaknesses of this project are and how to handle the weaknesses.

10.1 SWOT-Analysis¹⁵

The SWOT-analysis is a method designed to show organizations what they can develop and what they can change. The strengths and weaknesses are internal factors, and the threats and opportunities are external factors, that create value or destroy value. A tool to combine the internal factors with external factors, is the confrontation matrix.

Strengths

- The relationship with children: The biggest strength of YfC is that because there are a lot of volunteers, they can build individual relationships with the children. The volunteers know the children better than most other people outside the Farm.
- Knowledge about personal lives of the children: The volunteers visit the children at home, they know where the children live, they get to know their families, their favorite games, their friends and so on. The volunteers are motivated for this project because they have close relationships with the children.
- Volunteers have different talents: There are volunteers from all over the world with different abilities. Some play guitar, some are good leaders, some make easy contact with parents. All volunteers can use their own talents to help the children.

Weaknesses

- Dependence of project on motivation of volunteers: The projects depend on the motivation of the volunteers. If they don't like the project they are less creative in organizing things and they don't work as hard to build relationships with people. In that case a project will have less effect than it could have when the volunteers do everything they can for the children and parents.
- Language barrier: Most volunteers speak English, but no African. The children at the Farm and most of the parents speak African and only a few words English. This makes it difficult to have contact with the people and to organize activities.
- Culture barrier: Volunteers experience cultural habits. They don't know what is important in the coloured culture which may result in drawing wrong conclusions.

Threats

- Lack of volunteers: There are periods that there are many volunteers at YfC Cape Town, and there are times that there is a lack of volunteers. Continuing the program is dependent on how many volunteers there are.
- Lack of sponsors: YfC is a non-profit organization and their finances are depending on their sponsors and their volunteers.

Opportunities

- Working together with TLC: TLC is an organization that has been working at the Farm for already five years. They focus on feeding the children. On Friday they give the children a big meal and tell them a bible story. They speak African, which makes contact easier.
- Working together with SBA: SBA is an organization that focuses on the adults living at farms. They know a lot of farms in Durbanville and have different

- knowledge about the situation at the farms.
- Working together with the church: The New Apostolic Church has a building at the Farm that is empty during the week. YfC can use the church for activities like kids club and teenage club.
- Working together with the farmer: The farmer is responsible for the properties of the farm workers. YfC needs his permission to visit the Farm and maybe they can ask for his help when needed.
- Volunteers in terms of half a year: The situation at YfC working with volunteers will change in the future, because YfC wants volunteers to stay at least six months. The plan is that they start working at the projects all at the same time and leave at the same time, so that they all can take part of the training YfC will give them.
- Relationship with parents: The relationships with the parents are growing. Parents start to trust the volunteers and some of them help the volunteers during activities.

Confrontation Matrix

Inside YfC	Strengths	Weaknesses
Outside YfC	<ul style="list-style-type: none"> Focusing on relationships with children Knowledge about personal lives children Different abilities of volunteers 	<ul style="list-style-type: none"> Dependent on motivation of volunteers Language barrier Culture barrier
Threats <ul style="list-style-type: none"> Lack of volunteers Lack of sponsors 	<ul style="list-style-type: none"> Volunteers with specific talents Developing role models 	<ul style="list-style-type: none"> Well-organized program Volunteers who can speak African Available information for volunteers One leader for the project
Opportunities <ul style="list-style-type: none"> Contact TLC Contact SBA Contact church Contact farmer Volunteers in terms of half a year Relationship parents 	<ul style="list-style-type: none"> Using knowledge SBA about crèche Comparing goals TLC with YfC Sharing knowledge with other organizations 	<ul style="list-style-type: none"> Working with themes Training for volunteers about the project Using church building Help of the farmer

10.2 Explanation of the Confrontation Matrix

After comparing the strengts, weaknesses, threats and opportunities, solutions and changes can be thought of:

- Volunteers with specific talents: There are just a few volunteers needed to continue the program, using people with the most necessary abilities.
- Involvement of parents: Some parents are very willing to get involved in the activities. By trying to get them more involved in the program, they have the chance to make a difference in life at the Farm, and YfC would need less volunteers.
- Developing role models: Children need role models to get motivated to work on their own goals. Some older children are very willing to help. If they get motivated and get more chances, they can practice leading and taking responsibility. YfC would need less volunteers.

- Well-organized program: When all volunteer use the same structure and rules, the program will be easier and less dependent on the opinion of volunteers.
- Volunteers who speak African: When there are volunteers who speak African, there will be no longer a language barrier anymore. They can communicate with the children and translate when necessary.
- Available information for volunteers: If the volunteers have easy access to information about the Farm and culture (like a volunteer manual), they will understand the culture better.
- One leader for the project: By giving one volunteer the responsibility for the whole project, things get more structured. When there is one leader, YfC can delegate the task of motivating the volunteers.
- Using the knowledge of the creche: SBA has the knowledge about organizing a crèche, which YfC can use.
- Comparing goals of TLC with YfC: If more people and organizations work at the Farm, a more holistic approach is possible.
- Sharing knowledge with other organizations: The organizations have different knowledge about the farm and the children, and can help in different ways. We think it is important to share important information with other organizations to help each other.
- Working with themes: Volunteers can work with themes at the kids club and teenage club, to get more structure in their work.
- Training for volunteers: If volunteers come in terms of half a year, YfC can give a training at the beginning of every half year, so the volunteers get to know a lot about the Farm when they start.
- Using the church building: The church is the only place at the Farm where YfC can organize activities inside.
- Help of the farmer: The farmer is responsible for his farm workers. He might give help when needed.

10.3 Developmental Assistance Committee-criteria¹⁶

The DAC-criteria, criteria of Developmental Assistance Committee, have been developed by international developmental organizations. It is difficult to judge whether developmental projects are really helpful or whether they will make the situation worse. When people don't plan a program very well and they don't understand the culture or country they work in, they will make mistakes. This has been noticed as well by a lot of sponsor organizations, so they have set up a list with criteria necessary to make a project successful.

Relevance

The objectives are all focused on the target group of children. The situation of the children living at the Farm is bad in all groups of age. That is the reason why every purpose for a certain group is necessary. The output can change, but not the purposes. The activities are based on the questions and research of the community at the Farm, and on the attainment of YfC Cape Town. There are a lot of problems in the living conditions of the people. YfC is not able to change everything, but they can try to give the children the ability to step out the vicious circle of the problems at the Farm. If YfC organizes a meeting with the parents of the children, they can make sure that the purposes they set up are relevant.

Effectiveness

It is difficult to see the effectiveness of the program, because it has not started yet. In about a year, the children have probably grown in their abilities. Hopefully, there will be more children who passed grade nine at school.

To be effective in a developmental project, activities have to fit in the culture of the community. It is clear that the children like the kids club and the parents asked already

for a crèche. So we know that those programs will fit in the community. Using the room of the church will make the chance of achievement better. It would be effective to use the abilities of the mothers, fathers and older children as much as possible if they interact at the activities. The effect of the project will increase if the ownership of the project is from the local people. If they have a big influence on what finally happens, the effect of the project will grow. The problem is that the living conditions of the children are still the same. The cause of their problems, therefore, does not change.

Efficiency

This project needs a lot of input and a lot of energy from the volunteers and staff of Youth for Christ, especially at the beginning. When the program has more structure and there are good activities organized, the children are stimulated in their development. When the different organizations working at the Farm, communicate to each other, they can help each other and co-operate.

Impact

The children of the Farm 'Welbeloond' are affected by the program. For each of them there are activities to participate in. The program is not focused on the parents, but they can be affected when they are involved in the kids club, teenage club, crèche or other activities. Volunteers talk about their belief in God and tell bible stories at the kids club. This can also have impact on the children's life and belief in God.

Sustainability

It is necessary for the program that there are enough volunteers to take care of the project. There has to be at least one volunteer who can speak African with the children. There are a few things indispensable for the project: a building, someone who speaks African and a certain group of volunteers.

The volunteers need to be focused on the development of the children and teach them to take care of themselves so they become independent and responsible adults. Some activities can be led more and more by parents or older children at the Farm. It would be useful that volunteers still get involved in the project, but it is for the best if the community helps itself as much as possible. This means that the project has a long-term effect, not only at the moment or during the years that volunteers visit the Farm.

10.4 Conclusion

The most important strength of the project is the relationship between volunteers and parents and children. The project needs much more structure and volunteers who decrease the language- and culture barrier. The project will have more effect when YfC attempts to build relationships with the farmer, TLC, and SBA. YfC can help the people at the Farm better using the different knowledge of those organizations. The risk of the project is that the whole project is dependent on the number of volunteers and their motivation. If YfC gives the youth and adults at the Farm more responsibility in the project, they will be less dependent on volunteers and have a bigger impact in the lives of the children.

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11. Purposes of the Farm project

Sub question 8: What are the goals for the Farm project?

Goals are highly important for a project led by different people. It is the common vision of what and how everyone wants to realize the project. In this chapter we explain how an organization like YfC can create goals, supported by the local people. At the end we explain what goals we recommend based on the results of the research.

11.1 Ownership¹⁷

The idea of ownership in development is hardly new, but since the mid-1990's 'local ownership' and its variants have taken on particular prominence in the policies of development agencies. 'Ownership' refers to relations among stakeholders in development, particularly their respective capacity, power or influence to set and take responsibility for a development agenda. Three main groups of such stakeholders are usually identified: governments of developing countries; communities and organizations in those countries, outside the government; and donors or multilateral development agencies and financial institutions.

In the context of YfC Cape Town there are three other main groups of stakeholders:

- The community
- The farmer
- YfC Cape Town with their volunteers

The main question is: Who is the owner of this project and who decides what is helpful? DAC recommends local ownership as much as possible.

11.2 Setting up purposes

To realize local ownership, it will be good to ask the help and advice of local people to set up the purposes for the project. When there is a meeting organized with the elders or the most influential parents in the community to discuss the purposes of the project, local people will be much more motivated to help in the project. They know that they've been taken seriously and the project is an answer to their needs. The project will have much more perspective.

But it is not only the local people who decide what is good and helpful, the organization can also explain what they see as the needs of the children at the Farm.

A meeting with local people includes the following steps:

1. Getting to know each other expectations of the meeting.
2. Explaining the need of the input of the local people.
3. Asking what sort of problems they are dealing with.
4. Explaining the results of the research.
5. Asking for their solutions for their problems.
6. Making sure that you really understood them by giving a summary.
7. Talking with the local people about your own ideas and visions.
8. Implementing the vision of YfC in the ideas of the local people and making sure that everyone agrees with the final purposes.
9. Making sure that the goals are SMART¹⁸ (specific, measurable, attainable, realistic and timely).

The farmer is another stakeholder. He makes a better profit from the project when his farm workers have a better living situation, which can make them happier. It will stimulate the work at the Farm when farm workers realize that they can improve their own and their children's living conditions. There is a big chance that in a conversation with the farmer about the living conditions and the needs he will support the project.

11.3 Goals

When you notice the scheme in the answer on subquestion three, you see that the problems at the Farm are very complicated. It is hard to change the circumstances of the people. The target group of YfC International are children and youth. That's why we recommend to focus on the development of children. If YfC succeeds in empowering the children to follow their own life plan, the children can get out of the vicious circle of their living conditions at the Farm.

It will increase the achievement of the Farm project, if there are chances in the future to empower the parents as well. At this moment this doesn't seem realizable, that is why we set goals focused solely on the children and youth at the Farm, and on the volunteers.

These are the goals:

1. *Sharing the love and gospel of Jesus Christ by relationships with the children and parents of the Farm every moment volunteers visit the Farm.*¹⁹
This is the main goal of Youth for Christ worldwide.

2. *Sharing the gospel and knowledge about the Bible in two groups of age 4-11 and 12-17 once a week.*
Children hear things about the Bible and about God in church, but that is often very difficult. It will be good to talk with them about the Bible and God on their own level.

3. *Stimulating the education progress of the children by:*

- *educational activities during the clubs*

The cognitive development of the children living at the Farm is very slow. By organizing educational activities they can learn things that will make them perform better at school.

- *helping the children with homework*

Parents don't have much education so they can't help or stimulate their children very well in studying.

- *stimulating the children to read books from a library*

Children are slow readers and not good with English. They don't have the money to buy books, but they need books to improve their reading skills.

- *starting a crèche in half a year for the little children under age of 6*

The cognitive development is from age two till six. That is the period where they learn to think. From age six children start to develop their logical thinking. If they don't develop their ability to think properly until they're six, they will have a large cognitive delay when they go to school.

4. *Teaching the children more life skills by:*

- *activities during the club*

During group activities and group talks one can implement many of the issues that are important for the lives of the children and teenagers. By talking and thinking about it they can develop a better vision for their lives, their dreams and their priorities.

- *organizing a camp once a year*

During camp the children can experience more of the outside world. They have also the time to think about their life from another perspective and learn new life skills or develop other visions.

- *developing role models*²⁰

Positive role models have a proven powerful influence on the decisions and the confidence of young people when choosing their careers. At the Farm a major problem is a lack of role models.

5. Giving volunteers opportunities to grow by:

- *giving them more knowledge about the culture through training*

The Farm is a project where volunteers experience the poverty and hard circumstances of another culture. They meet a culture with another value system. Through training they can get a better idea about what development includes and how to associate with issues they never had to deal with before.

- *organizing and leading activities*

One of the goals of Youth for Christ is to empower youth to serve God and the world. By organizing activities they get to know their own talents and abilities better and have the chance to improve their ability to become a leader.

11.4 Conclusion

It is important to get the local people involved in setting up a program. Because they know their living conditions the best, they have the best idea of what goals the project needs to fulfill and which goals will work. They need as much ownership as possible. When YfC Cape Town know their vision about things, they can share their own ideas about the problems and helpful activities with the local people.

In our research we noticed different problems and we looked at the goals of YfC International. We came to the following possible goals:

1. Sharing the love and gospel of Jesus Christ by relationships with the children and parents of the Farm every time volunteers visit the Farm.
2. Sharing the gospel and knowledge about the Bible in two groups of 4-11 and 12-17 once a week.
3. Stimulating the education progress of the children.
4. Teaching the children more life skills.
5. Giving volunteers opportunities to grow.

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12. Structure in activities

Subquestion 9: What kind of structure is useful for the Farm project to help the children in their development?

This chapter contains our advice to YfC Cape Town which activities in the project at the Farm seem useful to us. There is an explanation of every activity that we suggest, why it can be useful and what is necessary to realize it. In the second part of this chapter, we give advice how to build up the organization of the project.

12.1 Activities

Kids club

Main goals for the kids club are:

- Teaching knowledge about God and the Bible to the children
- Enlarging cognitive abilities to stimulate the children's progress at school.
- Teaching social skills to the children.
- Teaching life skills to the children.
- Enlarging the confidence of the children.

Regularity is one of the most elementary needs for children. They need structure and rules to feel safe. Volunteers need to discuss the rules they want to handle and how to practice the kids club and teenage club. There has to be rules about the time they start, what the structure of the program is, what the consequences of bad behavior are, how they treat aberrant behavior (like hyper-activity/concentration problems), who the leader of the activity is, and so on. A lot of children at the Farm have problems concentrating. Kids club is not solely for telling things about the Bible and leading activities, it is also about teaching children life skills. That is the reason why volunteers need to be strict.

Volunteers have to be very creative in organizing things. There needs to be structure, but also a lot of different activities. They can use different abilities from volunteers, like music, drama, teaching skills, bible stories etcetera. There needs to be a balance between a variable and structured program.

Teenage club

Main goals for the teenage club are:

- Empowering youth how to implement faith in the reality of their lives.
- Stimulating the youth to finish school and making goals.
- Teaching social skills to the youth.
- Teaching the youth how to take responsibility for own life choices.

The youth needs structure as well, but volunteers can not press them to obey. If they are motivated they are welcome, if they don't, they can leave. Teenagers need someone who listens and respects them. When volunteers come the first time to organize an activity, their main task is to build relationships and to gain the trust of the teenagers. Without relationships the teenage club will not have effect.

If YfC wants to empower youth, volunteers have to make them think about what they want in life, what they think to be important to work on. At the Farm, people are not used to think about how they can realize their dreams. They only live for the day. But the youth needs a vision for their future career, marriage, relationships, confidence, money and so on. When they know what they want for their lives, they can develop the necessary skills they need to realize it.

It is important that the volunteers realize that the youth they are talking to, live in total different circumstances than they do. What they think to be right, might not be right for the youth at the Farm. The first task that volunteers have to do when they talk about life

issues, is trying to understand how youth at the Farm thinks about it.

Helping with homework

Main goals of helping with homework are:

- Giving teenagers and children personal attention and explanation when they don't understand lessons they get at school.
- Stimulating children and teenagers to finish school.

If volunteers stay half an hour longer after an activity at the Farm, children will have the chance to come to the church and get help with their homework.

Trips outside the Farm/a camp once a year

Main goals of trips outside the Farm are:

- Stimulating the children and enlarging their vision of their possibilities in the outside world.
- Stimulating to improve their life skills.

By organizing trips outside, children and youth can experience the outside world. They meet people who behave different and can improve their own social skills. They can see their own life at the Farm from another perspective.

Volunteers need to be creative in organizing trips outside the Farm. For trips outside the Farm, the volunteers need to ask the permission of the parents. It can also be helpful to reflect and write down how the trip was. By doing this, volunteers can learn from their experiences and the next group volunteers can learn about it.

Crèche

Main goals for the crèche are:

- Enlarging to cognitive abilities of the little children.
- Inspiring the mothers how to implement cognitive activities in the upbringing of their child.
- Making the mothers responsible for the project with help of SBA and show them how they can impact the lives of their children.

Crèche is something new for YfC Cape Town. It will be very good if YfC in partnership with another organization can organize a similar program. Starting up a whole new activity is complicated and they need professional information for it. YfC has or can organize manpower. It takes hours of consideration and planning to work out the idea for a crèche, but it is worth.

Library

Main goal of the library:

- Improving the children's African and English language abilities.

Children don't have the books to practice reading. YfC needs a little library to give the children the chance to read. The children can borrow a book every other week.

Developing role models

Main goal of developing role models:

- Empowering the role models and enable their possibilities to realize their dreams.
- Giving the children role models to inspire them in making conscious life choices.

To develop role models, volunteers have to discuss about who they think that will be good role models. They have to try to give the role models more responsibility in the activities they organize. The volunteers can talk in a one-on-one conversation with the child about the personal life and what the role model want to learn. Role models need as much stimulation as possible to finish high school and study a course.

12.2 Leading of the volunteers

Volunteer document

Volunteers asked for more structure in the project. They need to know what the goals are and what they have to organize. The volunteer document will give them an overview of all the information they have to know and what they are expected to do. The volunteer document has been worked out in subquestion 10.

Training

Volunteers have different opinions about what is helpful to the Farm. They need more discussions and reflections, to sharpen each other's visions about what is good for the project. If they have the opportunity to discuss subjects with a staff member during a training session, it will prevent conflicts and they can share the notion every single person has.

A training can be a great help to delegate the tasks. Everyone can say what he or she would like to do. Organizing a training session is the responsibility of the project manager.

Responsibility in the project

We noticed in our research that some volunteers try to organize everything without discussing it with each other. A lot of volunteers don't really know what they are expected to do. Another negative effect of giving the volunteers all responsibility for a project, can be that when there is a group not as motivated as the previous group, the project stops developing.

YfC can prevent that by giving one motivated volunteer the responsibility about the whole project. He/she does not have to organize everything, but has to make sure that every task has been delegated, every time they will visit the Farm. This leader will also be responsible communicating with the project manager how the project is developing.

12.3 Partnerships with other organizations

Partnerships are important for an effective and efficient project. If there are no partnerships, organizations do things double and try to find things out that another organization can deal with better. When YfC works together with other organizations they can learn from each other's knowledge and share manpower.

The volunteer manual should contain the contact numbers in case someone wants to contact or ask these persons or organizations. We advise that only the staff of YfC contact these people or give permission to volunteers. It will be better for the relationship and trust when partners do not meet a lot of different faces of YfC, but just one person who contacts them all the time.

At the Farm we met four other organizations:

TLC

TLC gives the children at the Farm food, but they try to professionalize too and have a room where they can talk with children about their problems. If volunteers are serious worried about a child, they can tell that to TLC, so TLC can give them more personal help. Sometimes TLC tries to organize a big activity, but don't have the manpower to realize it. YfC can probably help them from time to time with their volunteers. If YfC or TLC wants to organize a big activity on another day of the week as usual, they have to tell it to the other organization. If they forget, their programs can be affected because each one is involved with the same group of children. Deliberating is also good to prevent that the children at the Farm get three times Christmas for example.

New Apostolic Church

There is a building of the New Apostolic Church at the Farm. YfC can use that building

for kids- and teenage club. It is sometimes difficult to get an appointment with people from the church, because there are different pastors from Cape Town who preach there. It is not clear which person is responsible for the building and everything that is organized at the Farm by the church. It will be positive if one of the pastors can talk with one of the staff members of YfC about what they do at the Farm with the children and how they can help each other.

SBA

SBA knows the parents on a more personal level and they know the situation at other farms in Durbanville. If YfC needs to know something about the parents or needs to organize something with them, they can use the experience of SBA if necessary. SBA tried to motivate some women at farms to do a course about crèches. They received the information about it, but no woman of the farm workers wanted to try it. The information is still unused. If YfC and SBA try to work together, they can maybe realize a crèche together.

Farmer

We didn't meet with the farmer during the three months in South-Africa. Farm workers are very dependent on the farmer and they live on his property. YfC needs his permission to visit the Farm. If they can organize a meeting with the farmer and build up a relationship, he might help YfC with supplies. We doubt that the farmer is aware of the situation of the children at the Farm. If YfC tells him what the problems are, he might be motivated to help more.

12.4 Conclusion

There are three different areas which need organisation:

1. Activities
2. Leading of the volunteers
3. Partnerships

Activities can mostly be organized by volunteers. They can start as soon as possible with the kids club, the teenage club, organizing trips outside the Farm and helping with homework. The other activities like crèche, empowering role models and a library, need to be planned and worked out by the project manager and volunteers before they can be started.

There should be a volunteer manual in which the volunteers can find the structure they need for the project. Training for the volunteers about the Farm and about how YfC tries to organize a program can be helpful for the volunteers to understand what the expectations are for the Farm. It would be helpful to assign one volunteer for the progress of the project.

Partnership is crucial for a good project at the Farm, to make sure that activities are not duplicated and make the project professional and efficient as possible. Possible partners for YfC to work with are TLC, SBA, the New Apostolic Church and the farmer.

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13. Volunteer manual

Subquestion 10: What information is useful for a helpful volunteer manual?

We think new coming international volunteers and interns need a manual with information about the Farm 'Welbeloond' and the program that Youth for Christ has at the project. The volunteers and interns can read the manual to compile the necessary information before they start working at the Farm. We think the manual has to be short and easy to read, hoping they get interested and want to make a difference in the lives of the people.

13.1 Subjects

The volunteer manual contains a description of the Farm, about the living conditions of the people, the relationships between parents and children and the behaviour and characteristics of the children. This is a summary of the answers to the sub questions 1, 2 and 4 in this document. When volunteers read this, they already know a lot about what the Farm looks like. They can also use this information when thinking of new activities, bible story themes or life skills for the kids club, teenage club or crèche.

There is also information about the project of YfC at the Farm; the goals, the kids club program, teenage club program, crèche program and ideas for these clubs. It's important that the volunteers all have the same goals and ideas, so they can work together.

In the volunteer manual are lists of the families, names, birth years and photo's of the children. When they start to work at the Farm, it's difficult for most of the volunteers to get to know all the children, but name lists and photos will make that easier.

Not only YfC has a project at the Farm. There are also other organizations, like TLC and SBA, who are working there. We think it's good to have contact with them and work together when needed. There is list of contact numbers in the volunteer manual.

In the past, volunteers haven't written down the activities they did with the children or particularities about the children. We think it's important to register these things so that other volunteers and the staff of YfC know what is happening at the Farm. We added logbooks for activities, kids club, teenage club, crèche and specifics in the appendices of the volunteer manual. There is also an example of a permission document for activities the volunteers can copy when they want to take the children out on a trip.

13.2 Conclusion

Before volunteers start working at the Farm, they can read the manual to compile the necessary information. This contains a description of the Farm, information about the project of YfC, information about the children and families and contact numbers of other organizations. The volunteers also need to register activities and particularities in a logbook.

14. Conclusion

Main question: What are living conditions of the children living at the Farm like? How can Youth for Christ organize a sustainable program for the children, age 0-17, to help them in their development and give them better chances in the society?

The children at the Farm live in a close community. There is a lot of poverty and alcoholism. There is a lack of food, hygiene and good health. Many children are neglected, physically and emotionally. The parents do not see the importance of good education. All the problems together are the cause of children not developing properly. They show a slow development both cognitive, socially and emotionally. But the children are very creative and like sports, singing and dancing, which the volunteers can use in their activities.

Child Care in South-Africa does not have the manpower or the money to realize the the rights of children. The children at the Farm seem to be unprotected.

The help of YfC at the Farm has been started by volunteers who played with the children in their own spare time. The most important strengths of the project are the relationships between volunteers and parents and children.

Volunteers organized an activity from time to time, but they missed structure and leadership in the program. The project needs much more structure and volunteers who can decrease the language and culture barrier. It would be helpful if one of the volunteers leads the project and there is a clear distribution of the tasks among the volunteers.

The project will have more effect when YfC tries to build relationships with other organizations. If YfC gives the youth and adults at the Farm more responsibility in the project, they are less dependent on the volunteers and have a bigger impact in the lives of the children. It is highly important to get the local people involved in setting up a program to realize as much local ownership as possible.

Based on our research we advise to set up the following activities:

- Kids club
- Teenage club
- Home work hour
- Trips outside the Farm
- Crèche
- Library
- Empowering role models

We wrote a volunteer manual where volunteers can read the most important information about the project and the Farm. They can use this manual as a guide to organize the project.

These are the conclusions regarding each of the subquestions:

Subquestion 1: What are the living conditions of the people living at the Farm?

The living conditions at the Farm are bad; there is a lot of poverty, and many parents are alcohol addicts. The people are not very well educated. These problems result in a lack of food, hygiene and good health. The things that people like the most at the Farm are the togetherness and the church. Community life is very important for the people at the Farm.

Subquestion 2: What is the family upbringing and the relationship between parents and children like?

There are several problems in the upbringing and relationship between parents and children at the Farm. The children have a slow educational development and are not very stimulated by their parents to learn and study. Another problem is that the children are

neglected, physically and emotionally. The parents don't give much attention to them; they handle the neglectful parenting style. There's a lack of warmth, attention and interest in their children. Besides that, alcohol abuse, (domestic) violence and sexual abuse is present at the Farm, what makes the children feel unsafe. The parents are often drunk, lose control over themselves and get aggressive easily. When they punish their children, they hit, kick and yell at them and also the possibility of sexual abuse is highly present.

Subquestion 3: What are the problems of the people living at the Farm and how do they affect each other?

The poverty at the Farm gives the people a sense of hopelessness. Due to other problems like bad houses, a lack of food and hygiene and the past of the people lots of people are alcohol abusers. The children are neglected and as a consequence of bad circumstances they don't develop properly. The needs of the people are not filled and by that it is very difficult or even impossible to develop esteem for themselves and others and come to self-actualization.

Subquestion 4: What are the talents and characteristics of the children and what do they miss in their development?

The children at the Farm have a lot of talents and positive characteristics. They are creative, love to sing and dance and play sports. They are good in making contact and are helpful. Besides these positive qualities, they miss a lot of qualities to develop properly. It turned out that many children experience cognitive developmental problems. Assertions of this can be the lack of resources, the little attention from the parents, brain damage because of FAS and the bad circumstances of alcohol and drugs abuse, rape, sexual abuse, domestic violence and malnutrition. Besides the developmental problems, the children have social problems. Some of them show extreme aggressiveness behaviour and others are very self-conscious.

Subquestion 5: What are the rights of children and how does Child Care protect children in South-Africa?

The rights that children have everywhere are the right to survival; to develop to the fullest; the protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

In South-Africa there is a Charter for Children Rights and a progressive Children's Act that protect the rights of children. Unfortunately, Child Protection does not have the manpower or the money to implement the Charter or the Children's Act for all children. This is why many children are not protected, also the children at the Farm 'Welbeloond'.

Subquestion 6: What kind of help has YfC given in the past at the Farm and what does it look like now?

The help of YfC at the Farm has been started by initiative of volunteers, but continued without leadership. Volunteers played with the children and organized some activities from time to time, but they missed structure in the program and leadership. The volunteers enjoyed visiting the project and focussed on relationships with the parents and children. The relationships are built with the children very easily. The relationships with the mothers are growing. The vision of volunteers about their help at the Farm was not always deliberated.

Subquestion 7: What are the strengths and weaknesses in organizing the Farm project? How can they make the project more effective?

The most important strength of the project is the relationship between volunteers and parents and children. The project needs much more structure and volunteers who decrease the language and culture barrier. The project will have more effect when YfC attempts to build relationships with the farmer, TLC, and SBA. YfC can help the people at

the Farm better using the different knowledge of those organizations.

The risk of the project is that the whole project is dependent on the number of volunteers and their motivation. If YfC gives the youth and adults at the Farm more responsibility in the project, they will be less dependent on volunteers and have a bigger impact in the lives of the children.

Subquestion 8: What are the goals of the Farm project?

It is important to get the local people involved in setting up a program. Because they know their living conditions the best, they have the best idea of what goals the project needs to fulfill and which goals will work. They need as much ownership as possible. When YfC Cape Town know their vision on matters, they can share their own ideas about the problems and helpful activities with the local people.

In our research we noticed different problems and we looked at the goals of YfC International. Following to that we came to the following possible goals:

1. Sharing the love and gospel of Jesus Christ by relationships with the children and parents of the Farm every time volunteers visit the Farm.
2. Sharing the gospel and knowledge about the Bible in two groups of 4-11 and 12-17 once a week.
3. Stimulating the educational progress of the children.
4. Teaching the children more life skills.
5. Giving volunteers opportunities to grow.

Subquestion 9: What kind of structure is useful for the Farm project to help the children in their development?

There are three different areas wherein things need to be organized:

- Activities
- Leading of the volunteers
- Partnerships

Activities can mostly be organized by volunteers. They can start as soon as possible with the kids club, the teenage club, organizing trips outside the Farm and helping with homework. The other activities like crèche, empowering role models and a library, need to be planned and worked out by the project manager and volunteers before they can be started.

There needs to be a volunteer manual in which the volunteers can find the structure they need for the project. Training for the volunteers about the Farm and about how YfC tries to organize a program can be helpful for the volunteers to understand what the expectations are for the Farm. It would be helpful to assign one volunteer for the progress of the project.

Partnership is crucial for a good project at the Farm, to make sure that activities do not take place double and make the project professional and efficient as possible. Possible partners for YfC to work with are TLC, SBA, the New Apostolic Church and the farmer.

Subquestion 10: What information is useful for a helpful volunteer manual?

Before volunteers start working at the Farm, they can read the manual to compile the necessary information. This contains a description of the Farm, information about the project of YfC, information about the children and families and contact numbers of other organizations. The volunteers also need to register activities and particularities in a logbook.

15. Recommendations

15.1 Accompany the volunteers

The Farm is a complicated project for volunteers, because they have to deal with the South-African culture and all the accompanying issues. Good leadership is indispensable. Volunteers indicated that they miss leadership, structure and goals in the project. We noticed that a lot of volunteers did not know what they were expected to do. Every volunteer has a different view on how to help the Farm.

We recommend YfC to start the season with a training session about the Farm to give the volunteers a better vision about what they are doing by developing the Farm. They need to be aware of the risks and goals of the project. Training will also be helpful to discuss the structure of the project with the volunteers.

We also recommend that YfC assigns one volunteer to be responsible for the progress in the project and the distribution of the tasks. It will be helpful if this volunteer and the project manager have regular meetings to talk about everything happening in organizing the project and in the contact with all the people at the Farm.

We also made a volunteer manual where volunteers can read the most important information about the project and the Farm. It is short and they can use it as a guide to organize the project.

15.2 Involve local people in the project

Local ownership is important for the effect of a project. If YfC volunteers tell the people at the Farm what they need and what would be good for them, they will accept it because they receive things, but the local people are not willing to help themselves. If what YfC organizes is an answer to their needs, the people of the Farm will support the activities.

We advise YfC to organize a meeting with the elders/parents at the Farm to talk about what will be helpful. They can also explain why they are worried about the children at the Farm without criticizing the parents. At the end of the meeting they can try to make appointments about what YfC wants to realize at the Farm and how people on the Farm can help them.

We also advise YfC to empower role models among the youth. They can have a great influence at the children and give them inspiration.

15.3 Build partnerships

There are more organizations working at the Farm that want to make the living conditions at the Farm better. If YfC and the other organizations can join forces, they can enlarge the impact as much as possible. Other organizations have different experiences, information, authority and other possibilities to help the Farm. They have all the same goal: to improve the living conditions at the Farm.

If YfC can build on the relationships with every possible partnership, they can organize a very effective project. It will be helpful for the other organizations as well, if they contact each other. It is an option for YfC to organize a meeting with all the people who are involved in the lives of people at the Farm: TLC, the farmer, SBA, the church, YfC and some of the farm workers. They can discuss the results of the meeting with the local people and YfC, and think about solutions.

15.4 Organizing activities

Kids club

Organizing a kids club to give the children more attention, more knowledge about the Bible, more life skills and more chances to develop cognitive. Kids club need to be organized twice a week, to continue the number of times of visiting the Farm that children are used to. Volunteers can share the tasks and can use themes in the kids club.

Teenage club

Organizing a teenage club to create opportunities to talk to youth about what is important in life. Teenage club once a week will be enough, because the youth is busy working or going to high school. Volunteers can share the tasks and use themes in the youth club.

Homework hour

Teachers indicated that the children of the Farm are slow in their development and the youth do not finish high school because it is difficult for them. If volunteers stay a bit longer at the Farm after their organized activity, some can help with homework.

Trips outside the Farm/ a camp once a year

Organizing trips or organizing a camp once a year for the children and youth of the Farm. They don't have the money to see a lot outside the Farm and because of that they have a limited worldview. Trips and camp are an opportunity to teach them life skills and enlarge their life vision. Trips can be the responsibility of the volunteers, a camp has to be the responsibility of one of the staff members.

Crèche

Children have a delay in their development if they start going to school when they are six years old. A crèche will be helpful to stimulate the children in their development, as they can learn counting, singing, obey, drawing, writing, comparing and so on. Crèche is something new for YfC Cape Town, so it has to be planned very well before they start a crèche. It will be a big step forward in improving the cognitive abilities of the children at the Farm.

Library

Children of the Farm are slow readers, because they don't have the chance to read books. When YfC can get the money for a small library, the children at the Farm can borrow books and practice reading through that. This will also enlarge their worldview.

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Sub question 1

Appendices:

- Observations
- Results interviews teachers
- Results interviews parents
- Results interviews children
- Results interviews staff of YfC
- Results interview Trudy, SBA
- Results interview Bonita, TLC

Sub question 2

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Appendices:

- Results interviews teachers
- Results interviews volunteers
- Results interview Trudy, SBA
- Results interview parents
- Results interview children

Sub question 3

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Appendices:

- Results interviews teachers
- Results interviews volunteers
- Results interview Trudy, SBA
- Results interviews parents
- Results interviews children

Sub question 4

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Appendices:

- Results interviews teachers
- Results interview Trudy, SBA
- Results interviews parents
- Results interviews children

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Sub question 6

Appendices:

- Results interviews volunteers

Sub question 7

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Appendices:

- Results interview Bonita, TLC
- Result interview Trudy, SBA

Sub question 8

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Titelpagina

1. Result of observation at the Farm

In the project design we described the different methods we wanted to use. One of these methods was the use of observation at the start of the research. Our goal was to use this observation as a starting point for the rest of the research, so we could ask targeted questions.

The main question for the observation was:
What are the living conditions at the Farm?

Subquestions:

- What facts were obvious as soon as we visited the Farm?
- What subjective observations did we make when we visited the Farm?
- What are the consequences of these observations for the research?

The facts

Culture and habits:

- The fathers play games when they get home from work.
- They cremate people instead of burying them.
- Mothers wash the clothes by hand.
- At the weekend and at parties a lot of the parents drink alcohol.
- There is a big field/grass area where the children play.

Daily employment/work of the parents:

- A lot of the parents work on the Farm 'Welbeloond'. They pick grapes.
- Most women work on the Farm or in their house.

Materials and financials:

- People live in brick houses and in hovels. The brick houses are built by the farmer.
- The following buildings are on the Farm: four stone buildings, in which are different homes, a few hovels and a little church.
- Some houses have televisions and stereos.
- Some houses have electricity, running water and showers, but some houses don't have any of these things.

Nutrition:

- The children eat a lot of grapes.
- The children often share their food.

Hygiene:

- Some children walk around the farm without shoes.
- The children relieve themselves in the grass.
- Some of the children are very dirty.
- The children don't use tissues or anything else to clean their noses.
- The houses show neglect.
- There is a big refuse dump behind the end hovel on the Farm.

Health:

- A lot of children have rotten teeth.
- Some children cough a lot.
- A lot of children have colds and running noses.
- Many people have large scars.
- Most adults look healthy.
- Some men or women have very thin faces.

Religion:

- There is a church building on the Farm. There are services by the New Apostolic Church twice a week.
- Before the service starts, every child is washed and dressed in clean clothes.

The children's relationship with each other:

- Children between the ages of 6 and 16 feed and take care of the younger children.
- Small children build houses together with bricks.

Parents in their relationship with their children:

- Parents correct their children using loud voices.
- Children look very disciplined.
- Mothers let the older children take care of the younger ones. They just take care of them the whole day until they are around one year old.
- Some girls who get pregnant when they are as young as 14 - 17 years old.

Subjective observations

Culture and habits:

- When the fathers come home from work, they play games together. Mothers sit together a lot of the time and the children play together. It looks like there is a big community atmosphere at the Farm.
- It is usual to drink a lot of alcohol. When we visited the farm we saw that some parents are drunk during the day at parties and in the weekends.

Daily employments/work of the parents:

- The job of the people at the Farm is to make wine, they live on a wine farm. That they drink a lot of wine or alcohol is probably a very logical result of this.
- We are not sure of the youngest age when people start working all day, but it is definitely 16 or younger.

Materials and financials:

- The clothes and houses of a few of the families seems much better than those of others.
- The people live in self-built hovels, even though it is the responsibility of the farmer to build enough houses for everyone. We are not sure about the influence of the farmer in this.

Nutrition:

- The children show a lack of resistance to infection, probably because they don't get enough healthy food.
- Some children look much younger than they are, maybe because they don't get enough food. Other children are really skinny.

Hygiene:

- The children play in a very dirty environment, so it is normal that they get dirty.
- It is not sure if the parents really feel a responsibility to take care of their children's hygiene all the time. It doesn't look like all the children know that it is dirty to walk around with running noses, or relieve themselves on the ground.

Health:

- Injuries heal slowly. It can be that the children don't get enough vitamins and minerals.

Religion:

- Church is very important for some parents.

- The pastor gets a lot respect from the people at the Farm.
- In church people are very hospitable.

People in relationship to each other:

- People take care of each other. In church they gave us everything we needed and outside they talked a lot together.
- When someone is too drunk to walk, other people carry him/her away. They laugh about it.
- It looks if fathers have close friendships. They talk together, laugh together, play together.
- Some mothers are always talking with each other, while other mothers are always on their own.

People in relationship to us:

- The children wanted hugs and attention from the volunteers. They probably don't get much attention at home.
- Most of the time parents are a little bit shy but always kind, except when they are drunk.

Children in relationship to each other:

- The children use a lot of violence against each other.
- Most of the boys play soccer and other wild games with each other.
- Older girls lead the groups of the small children.

Parents in their relationship with their children:

- We heard from the children that parents hit their children. We have seen that when the parents are drunk that they hit their children a lot.
- Some children are very proud of their parents and wanted to show their parents to the volunteers.
- Some parents seems to be very proud of their children.

Consequences of this observation for the research

There are plenty of different problems at the Farm. We noticed so many different things that we were overwhelmed by everything. This is probably what the volunteers feel too when they talk about the miserable circumstances of these people. We need a scheme for all the main problems. A lot of subjects of the observation need more research, for example relationships, nutrition, hygiene, health if possible, culture and habits. There are a lot of problems at the Farm and a lot of things we still need to find out by interviewing people who are in contact with the Farm.

2. Result of interviews with volunteers

We interviewed 11 volunteers of YfC, between the ages of 18 and 24, to get to know more about the Farm, its problems, the volunteers and the project. The numbers after the answers stand for the number of volunteers who gave the same answer.

The living conditions and problems at the Farm

1. What do you know about the living conditions of the people living at the Farm?

Describe the following subjects:

- Culture and habits:

- Adults drink a lot and smoke, especially at the weekend; and some become drunk. (3)
- The children are one big family. (2)
- Their culture is community based.
- We learnt more about the culture during a funeral, where a choir and the family stand beside the coffin and everyone (even the little children) walked among them.
- There are not a lot of activities around the Farm.
- Some of the children are drunk in the weekends.
- It is a coloured community: families work for farmers, 'normal people'.
- Some parents hit their children.
- Music is very important!
- They have a lot of dogs.
- There are a lot of children.
- Their English is poor.

- Daily employment/work of the parents:

- Parents (fathers and mums) work on the Farm, picking grapes. (10)
- Kids work on the Farm from the age of 16. (3)
- Mothers generally stay at home. (2)
- Some of the women work but I don't know who or where. (3)
- All children of primary school age go to school, unless they are needed for work on the Farm.

- Financial stuff:

- They get paid minimum wage. (6)
- They get a bonus in wine. (3)
- They get a bonus in alcohol-free wine.
- They have little or no money. (2)
- They get paid on Friday.
- They like to have certain luxury commodities, like TV's.
- The money that is earned by the fathers never reaches the family because the fathers spend it on alcohol or cigarettes.

- Hygiene:

- They throw their rubbish on the ground. (2)
- They don't have a good standard of hygiene-litter and human waste is evident all over the Farm.
- It's really bad. (3)
- They have the basics for adults.
- They don't always have clean clothes. (2)
- They smell.
- I saw children drinking water from a condom.
- They don't clean their noses (no money for tissues).
- It doesn't seem to be important to them.

- They don't wash their hands.
- The place is too crowded.
- There are no toilets/showers.
- There is not much knowledge of hygiene.
- Most of the kids don't get a bath if they are not going to school, even on a hot day.
- The brick houses have electricity, running water and toilets. Shacks (around six) don't have any of these facilities.
- The children only get a bath before church, other days they wash in the river.
- Their skin is very dry.
- They don't have the stuff they need for hygiene.
- There are dogs everywhere.

- Health

- Nothing too serious. (3)
- It seems to be bad.
- Many children have rotten teeth. (3)
- They cough a lot. (3)
- They are all ill in winter. (2)
- They don't have the money for medical help or a doctor. (4)
- Some of the parents really care about their children's health.
- They bath in the pond.
- In winter they all have coughs and colds.
- Some children have open wounds.
- Cuts take a long time to heal.
- All are mal-nourished.
- The children have a weak immune system.

- Religion

- They attend the 'New Apostolic Church' regularly, at least once a week. (4)
- I don't know how they practice Christianity. It seems a habit to go to church (2).
- Most of them are Christians and go to church. (4)
- The children do know some bible stories. (2)
- Children tell that they pray a lot.
- Some of the kids also attended a Christian Union, during my stay.
- They go to a new apostolic church and in Germany this used to be a sect, but at least they hear about God.

- Abuse/discipline

- Strong discipline in the form of physical abuse and violent is normal. (5)
- Children are scared at the weekend. (2)
- Children are scared. (2)
- There is a real possibility of verbal and even physical abuse. Hard to tell, because it's so crowded.
- Hitting might be just culture.
- Children discipline other children.
- I heard about a mother who hits her child.
- A lot of the children have scars, burns and bruises.
- There is a lot of abuse, especially when the parents are drunk.
- I think all of the girls have been sexually abused.
- Children hit each other and the dogs as well, because they see their parents doing it.
- All of the children are physically abused.

- Parents in their relationship with their children

- Some appear to be very close with their children. (4)
- Some seems to be very proud of their children. (2)

- Some seems to have little care for them. (2)
- I don't really know about their relationships, it is hard to tell. (2)
- Many children are from different parents, it's confusing.
- Most of them have tough relationships.
- Most of the parents get drunk and hit their kids.
- Some kids seem afraid of their parents.
- They all love the children and want the best for them, however I think they know that their children don't have a lot of possibilities for their future.
- The children respect their parents.
- It is a close community.
- Volunteers can not really figure it out, it is something really private.
- Some children have to work a lot for the parents and sometimes they can't go to school because they have to help.
- I think that the parents don't really see the children as children, but more as family members who can help working.

- Characteristic behavior of the children

- They are very active, full of life. (4)
- They enjoy dancing and singing. (4)
- They love to be picked up and cuddled and to hold our hands. (3)
- They don't seem to be able to approach confrontation without violence. (4)
- I think some kids just put on an act in showing happiness until we leave. (2)
- They tend to throw themselves into gymnastics, enjoy hanging upside down. (2)
- They are disciplined. (2)
- They are very creative.
- They love each other.
- They seem to pick up their parents habits of hitting each other.
- Sometimes they seem to pick up their parents habits in the way they interact with other children.
- Most of the boys are quite violence, but some of them are really lovely and helpful.
- Girls are friendly, some of them are quiet, loud, smart... everything!
- They lack hygiene, going to the toilet in the grass etc.
- They just want love and attention to make them feel important.
- They are rude.
- They are kind, they share food that they are given.
- They love pictures.
- They cannot concentrate for a long time.
- At school they are a bit like the outsiders.
- They need a lot of love; the younger ones cling to your arms, legs, and feet when you arrive at the Farm, the older kids also need love but they want to get it by impressing you.
- They don't know a lot about technical things.
- They are happy with the smallest things.

2. What are the biggest problems of the Farm?

- It's the hygiene. (3)
- It's the money. (5)
- Parents getting drunk in the weekend. (2)
- It's the lack of food. (3)
- It is the abuse. (2)
- It's the bad housing. (2)
- The living conditions; however they would say something else.
- They have no hope for a better life, a lack of dreams. (2)
- It's the lack of education.
- People never get to see the world outside the Farm. They tend to live or survive on a very small wage and sometimes get excited about being paid in alcohol

- instead of money.
- Children stop going to school in order to work at the Farm for a little money and so never finish school.
- They cannot escape from the life that they lead.
- Alcoholism and possibly drugs.
- Incest related problems will start appearing in children soon (next generation deformed).
- The people don't treat each other well and they treat their animals (a lot of dogs!) very badly.
- The children are often on their own because their parents are too busy.

3. What do you think the cause of all the problems is at the Farm?

- No education. (3)
- It's the minimum wage.
- It's the culture.
- It's the poverty. (2)
- It's the history.
- It's neglect, not just money.
- They cannot leave the Farm because although it is bad, life elsewhere would be worse. At least they get some money and have some food and the children get an education.
- They have no hope for a better future and so their children will get sucked in instead of being pushed out to do better.
- They are still outsiders.
- It is the different of races, white people don't really care about coloured people.
- Only the government can change this situation and they don't do anything.

You

4. What do you like most about the Farm and why?

- The children are so happy, even in a situation like that. (6)
- The love you get from the children. (4)
- The children don't expect things from us, they are just happy to see us. (3)
- Seeing them smile and teaching them basic skills because it makes them feel like they are loved and that someone cares for them.
- You see the reality of SA.
- Building relationships with the kids and the parents.
- The children behave themselves and listen to us.
- I have personally chosen not to go to the Farm.

5. What is the hardest thing for you on the Farm and why?

- To notice the state of their living conditions. (3)
- Seeing them live in such a dirty place and poor conditions, because it seems so basic and easy for us.
- To see the poverty. I know I couldn't live like that, it must be terrible.
- Not knowing what will become of the children (for example drugs, prostitution etc.).
- It's the abuse from the adults.
- To see parents drunk and while drunk discipline their children with violence.
- Knowing what their lives are like when we are there and knowing that I can't change that. (2)
- It is not hard for me to go there.
- After a while, the kids lack discipline and concentration, so that is something that should be improved. If you stay there too long, the kids become crazy. Don't stay longer than 2 hours.
- When they started being rude to each other and/or the animals. (2)

- Not everybody understands English, so that makes communication difficult.

6. If you could do anything you wanted, what would you change at the Farm?

- Provide more clothes and help clean it up.
- Find solutions for all their problems (money, work, medicine, clothes etc.)
- I would get the children school uniforms and clothes for the winter.
- I would buy better cooking stuff for the parents and teach them good hygiene and how to cook a healthy meal.
- Make education beyond 16 possible. Get them to universities to become someone they want to be.
- House them all properly.
- Raise loads of money and built homes. (2)
- Supply families with food and medicine.
- Add more structure to our time there.
- Add activities for the parents.
- I don't know where to begin.
- Teach the parents how to raise their kids.
- Give them jobs with sufficient payment.
- Get better conditions for the animals.
- Position a regular contact person at the Farm.
- Get to know everyone who is living at the Farm.

7. What qualities do think you/other volunteers need to have to work with the children?

- Just to love them, not to judge them because of how they appear, to inspire hope in some way. (5)
- They need a positive attitude. (3)
- Some have to speak Afrikaans and a place/room to do activities rather than play. (2)
- A big heart and love for the children, no matter how they look or what their background is.
- A full understanding of what the Farm society is like and how to be smart and safe while at the Farm.
- You need flexibility.
- Strength, to know how bad their lives are, but not show that.
- Wisdom to see what they need and to find a way to give it to them.
- Humility, to serve the children and their families.
- Respect for the parents when they seem to be hard on their children.
- Creativity for playing games.
- Basic counseling skills.
- They should not be afraid of getting dirty.
- They have to be patient but strict at the same time. (2)
- To speak in an easy way, because the children at the Farm are not on the same level as other children of their age.

The project

8. What kind of help has been given to the Farm children in the past?

- We gave clothes. (4)
- Teaching them life-skills (brushing teeth). (3)
- We gave them food. (2)
- Sometimes they are taken out to fun places, it gives them hope. (2)
- We gave money.
- We tried to make them happy.
- We gave toys.
- We gave them a bath sometimes.
- We spoke with them about the bible (but not enough).

- Beside of YFC I know that 'project outreach' spend some time with the kids. Apart from that I'm insure.
- Another organization called TLC works at the Farm too, but I don't know what they do.
- I just know they (the church) take the kids out at weekends sometimes to go and do something fun with them.

9. What are the good things at the Farm project so far?

- Building relationships with the children. (6)
- Building relationships with the parents. (3)
- The children and parents are cooperating with us, which is very helpful.
- Taking them to the beach.
- Types of values/bible stories to discuss.
- Relationships as they are now an open door for creative ideas.
- Children and parents want to accept help.
- We taught them some life skills.
- Elize Bayman is a mother who is very helpful.

10. How could the Farm project be better organized?

- A room (of the church) to run projects (2).
- The project needs specific goals. (2)
- There is a need to be constant and structured. (2)
- There must be someone with a bigger vision who can see the farm community transformed. (2)
- Teach them more hygiene stuff.
- More games for girls, boys, older/younger ones.
- Tell them bible stories.
- Specific time for a well structured program, so that we can still have time to just spend with the kids.
- Integrate more help for families as a whole.
- Children must be in better condition in order to study.
- Setting up a kids club will help a lot and bring structure to the project.
- It would be great if we could get the parents involved, by giving them training on raising kids, on how to handle money and hygiene.

11. Do you have good ideas for the project?

- Teaching just basic things like hygiene and cleanliness. (2)
- Teaching them bible stories. (2)
- Teaching them more songs about God.
- Organize more trips out.
- Visit more often and spent more time at the Farm.
- Bible studies with the parents, but safety is an issue.
- We can organize a nail painting day.
- Movie day inside the church with projector (for example Veggie Tales)
- We can organize face painting.
- A lot of fundraising and work.
- Kids club!
- I think it would be good especially for the school kids, to split them. (2)
- There must be someone who is leading the whole thing, if it's not possible to get a local person, take a volunteer who is there for quite a long time and who is accountable for the whole project.
- Work with the parents! How to handle their lives, their kids lives, how to take care of the family, finances.
- Teach the children by doing things, for example preparing a fruit salad together, or have them practice sketches and skits.
- Do a talent show, or a theatre play and then go and show it at school.

3. Result of interviews with teachers of Vissershok Primary School

We interviewed 3 teachers, 2 men and 1 woman, of Vissershok Primary School to get to know more about the development, behaviour and needs of the children of the Farm.

The children

1. How is the development of the children at the Farm different from that of the children who grow up in generally good circumstances?

- They have slow development.
- They have little knowledge of every day stuff happening around them.
- They have social problems: they lack confidence and are timid.
- The girls are self-conscious.
- The boys can be extremely aggressive and tend to fight easily.
- They grow up in an environment of alcohol/drugs abuse, rape, sexual abuse, house/domestic violence and malnutrition.

2. Can you tell something about the learning abilities in class of the children at the Farm?

- There is a big gap between learners from 'Welbeloond' and other farm children or the children of DuNoon, because of the lack of resources, radio and television and the fact that the parents work long hours. Children are most of the time on their own. They get very little attention from their parents.
- All the Farm children in my class experience learning problems. Difficulty in understanding instructions, have reading problems, show low interest in what they are being taught.
- They come to school regularly.

3. Can you tell something about the characteristic behavior of the children at the Farm?

- They are very aggressive, fighting, swearing, naughty and they normally don't listen in the classroom.
- They can be good and well mannered as well; but show lack of attention from their parents.
- Some are very creative; for example in their drawings and paintings.

The Farm

4. What do you know about the living conditions (like hygiene, health, financial stuff, culture and habits) of the children at the Farm?

- Hygienically: conditions are very unhygienic; at times their clothes are dirty.
- Health: people have ill health (also some of the parents). Some of the children have sores on their scalps, extremely dry skin, suffer from headaches, stomach upsets, mouth sores. There is malnutrition.
- Financially: they are very poor, low wages at the end of the week. They have to make use of the feeding scheme.
- Culture and habits: there is alcohol and drugs abuse (on Fridays and Saturdays), domestic and house violence, rape and sexual abuse. They normally go to church on Sundays, and fish in the dam.

5. In your opinion what are the most important needs of the children at the Farm?

- To have a good social life and something to keep them busy.
- Good soccer field and poles for kids to play.
- Park for little ones.
- Shop (kids have to walk far and get hurt).
- Health promotion.
- Hygiene promotion.

- How to keep busy after school and over weekends; uplifting activities.
- The girls need to develop confidence and self esteem.

The Project

6. What would you try to change first when you start a project at the Farm?

- Talk to the parents; emphasize their responsibilities as parents towards their children.
- Talk to children: try to convince them to change their circumstances, by doing better in school, by telling them that abusing alcohol and drugs is wrong. Make them aware of their rights as human beings.
- Any project must be sustainable. Health and hygiene are extremely important, looking after yourself.

7. If you would lead the kids club, what kind of things (life skills) would you teach them?

- Hygiene awareness: importance of being clean and well, to live a healthy life (nails, hair, teeth). Clothing clean.
- Make them aware of the importance of being friendly, responsible, caring and loving human beings.
- To be proud, to believe in yourself. To look at yourself in the mirror and feel good.
- Being clean, smelling good.
- The girls badly need coaching in looking after themselves.

4. Result of interview with TLC

We interviewed Bonita, who works for the organization TLC, which has a project at the Farm. We interviewed her, to get to know more about what kind of work TLC is doing at the Farm.

1. What was the reason for TLC to start a project at the Farm 10 years ago?

TLC started just as a street children project and through working with kids on the street we realised that many of them found themselves on the street due to their bad living conditions at home, so we started feeding in various settlements in and around Tableview to prevent children going to live on the streets. If they stay at home it's also a more controlled environment for us to work in making it easier to deal with issues, such as physical and sexual abuse. It also makes it easier and more effective to provide for these children from a base rather than trying to find them on the streets.

2. Do you have more farms where you do the same project?

We feed children in five other settlements in and around Tableview.

3. What are your activities on the Farm at the moment?

- We feed them on the Farm once a week.
- We provide food parcels for the parents.
- We ensure that the children get/stay in school where possible.
- We supply clothes, shoes, toiletries and cover any other needs that may arise where possible.
- We spread the gospel with them and do what we can to show them their worth and that they are precious despite their circumstances.

4. Have things changed at the Farm since you started 10 years ago?

- I have only been involved in the settlement for the past 2 years so I can only comment on what I have seen. The children and the parents trust us and we have a good relationship with them. I find that the kids and parents feel more comfortable sharing their problems with us, making it easier to help.
- Because TLC has also been consistently involved in 'Onder die Brug' for the past 10 years, we have up to date information, and know that no children have left home to live on the streets.

5. What kind of help/activities do you do at the Farm?

I do a bible quiz and games with the kids every Friday.

6. Which rules do you have for the kids at the Farm?

- They pray before we feed them.
- They are not to hit or be rude to each other.
- They are not to become unruly while we are doing activities with them.
- They are to treat us with respect.

7. Are you working together with other people or other organizations on the project at the Farm?

- We get food from 'Woolworths' on a weekly basis.
- 'Pick 'n Pay' also provides food, mostly when we have big events.
- 'SALT' provides food parcels and they also have a team that assists us when we have events.
- We have various churches and individuals that offer their time occasionally to help out when needed.
- We are also assisted by the Police.
- We are an NGO and a community based project so we try to get our community involved as much as possible. Many hands make light work.

8. We are thinking about teaching the kids life skills. What life skills do you think that are important to teach them?

- Hygiene
- The effects of alcohol abuse and drugs
- The importance of staying in school
- Speaking out about abuse
- Family values
- The importance of Christ in their lives

9. What kind of things are needed at the Farm?

- It would be nice if they could get a few big industrial bins so that they would have somewhere to throw their rubbish away and a service to collect and empty the bins.
- More food during the week
- School shoes
- Casual shoes
- Stationery
- Children's bibles in Afrikaans

5. Result of interview with Stichting vir der Bemachtiging Afrikaans

We interviewed Trudy, who works for the organization SBA (Stichting vir der Bemachtiging Afrikaans). She gives life skills lessons to farm workers in Cape Town. We interviewed her to get to know more about her work at the Farm.

1. Since when have you been working at the Farm?

I have been working at the Farm 'Welbeloond' for two years. In the winter season I give the farm workers life skill lessons for one hour a week. Besides that, I visit six other farms in this area. I work there every week from May till October.

2. What kind of life kills do you teach the parents?

We had themes about self-image, making choices, budget, alcohol/drug/sexual abuse, communication, handling conflicts and success. Success was really one of the best themes. We told them how important their work is, that selling wine is really important for the economic welfare of the country. Farm workers see themselves as losers; they think they can't achieve anything. We taught them that small successes are also very important.

3. How would you describe the behavior and motivation of the people during the course?

It's very difficult to get the trust of the men. They don't trust white people and they don't trust the abilities of women at all. A woman is no more then the property of a man in the coloured culture. A woman has to listen to her husband.

One time I asked how they correct their wives. The answer was: "If she doesn't listen or if she does something wrong I hit her and we have a fight." After my question how they fight, they said that they pick up a bottle, slam it on the ground so that it is sharp and then run after each other. One woman of the Farm who visits the course, always comes to the course with a black eye or bruises. On the Farm 'Welbeloond' only three women attend the course and 12-13 men. I think it's because of the women's position in their culture.

Aggression is a very big problem at the farms. But in a way I can understand that, when you don't see a future and possibilities. None of the parents at the Farm had a chance. They left school early and had to work at the Farm.

4. Do you think that the children have a chance for a better future?

Maybe, but the parents probably don't see it. It is in their culture to care just about today and not think about tomorrow. I asked them once in a lesson to put their hands together and tell me what was in them. They said: "nothing". I explained to them that this is how they see the future, their future is empty. They have given up and have no hope.

This is also why they don't see the problem of spending all their money drinking and smoking. Some of the men smoke 20-30 cigarettes a day and others buy wine at the weekend with all the money they have.

5. What can you tell about drug abuse?

They use tic. Tic is cheap and they can make it themselves. But I have no idea how many people use it at the Farm 'Welbeloond'. They smoke during the night so they don't get caught. This is a huge problem among the youth.

6. What do you know about the upbringing of the children?

The upbringing is poor, all children are neglected. Babies are seen as fun, they get good clothes and stuff, but later the fun is gone and children have to care for themselves. Children have their mother's name. Half of the mums are not married, and never will get married. All the women want to be married, but the guys don't. They don't want to make a commitment.

8. What do you know about the sexual upbringing of the children?

Do you know that all the houses have just two rooms? Then you understand that children see everything. They probably don't talk about it, but they definitely know what happens. And can you imagine what happens when the mum and dad are drunk? You would know a lot more than you want to know. Children don't get a good image about sexuality. I think there is also a lot of sexual abuse on farms. A lot of children are having sex on the age of 12. Many girls in South-Africa give birth to a child when they are about 12.

9. What do you know about aids at the Farm?

Nothing, I have no idea. I can only imagine that this will be influenced by the township DuNoon. Do you know that 24% of the South-African people have aids? But I don't know what the numbers are at the Farm. We offered to test them for free a few years ago; but just a few wanted to be tested and one of them, who is gay, was HIV-positive. However, he did not realize that he had the responsibility to use a condom for the rest of his life because he would infect other people by having sex.

10. Do you know if pregnant women change their habits during pregnancy?

No, they don't. They still drink and smoke. That is why a lot of children have FAS, Fetal Alcohol Syndrome. Children with FAS can't develop properly because they have brain damage. But I also think that one of the reasons for the poor development is incest. Unfortunately, a lot of people deny this matter, but I'm sure that it happens. As in all cultures people know that it is wrong, but it still goes on. People don't know what they do when they are drunk. And the whole family sleeps in the same bedroom, probably also in the same bed.

11. What do you know about the education of children and parents?

I don't know much about the children, but they will pass grade 9. They don't see school as important and they don't think much further than just today. I know that a lot of the parents can't read or write. A lot of them had to help their mothers or also had to work at the Farm. The sad cause of all these problems is not only the alcohol problem and the neglect, it is also the history of apartheid.

12. What do you think about the farmer of 'Welbeloond'?

He is a nice man and he will help me where he can. But he has slowly given up hope for the farm workers. When I started two years ago he said: "You can try, but don't expect too much."

Have you heard of the new road they will build along DuNoon? The farmer has given them permission, but asked for a big fence around his farm, so that it is clearer that there is a difference between the Farm and DuNoon. Because DuNoon is a very bad township, even the police don't want to go in there. DuNoon probably has a big influence on the Farm.

The farmer drives his farm workers to the shops on Fridays so that they don't buy just alcohol but also food for the rest of the week. But they then buy alcohol in the shop next to the grocer.

13. What do you think about our idea to start up a crèche at the farm?

It would be really great if you can organize that! Last October there was a conference of farm workers to talk about their needs. They asked for a crèche. We wanted to teach some of the mother's how to set up a crèche, but they didn't respond. We have already made the program, but it has never been used so far.

There are really a lot of problems at the Farm. But I always think: You cannot change the world, but you can change some lives.

6. Result of interview with Child Protection

We interviewed Margriet van Schalkwyk from Child Protection. We asked her to tell us more about her work and what the most common problems are which Child Protection has to deal with.

In South-Africa, Child Protection services are organised by the government, as well as private non-governmental welfare agencies. The latter are partly subsidised by the government, but rely mainly on the private sector, churches, businesses and private individuals, for funding. Social work in South-Africa is not a well paid profession and the workload is overwhelming. Therefore the majority of registered social workers (62%) are in private practice or are working overseas. The result is that there is a tremendous shortage of social workers and they are not able to deal with the huge caseloads. It is not unusual for a case worker to have 150 cases on his or her caseload. Therefore lots of cases are not investigated properly and a casework plan is not in place to protect the best interest of the children.

Social workers in private practice are not allowed by law to do statutory work, for example legal work in the Children's Court. Most of them do therapy, like play therapy, marriage counselling, trauma counselling. They are paid by the medical funds of the clients, by the clients themselves or by the private welfare organisations who asked for the therapy.

Cases of child neglect or abuse are reported to either the government or one of the private organizations and anybody can report a case. Cases are mostly reported by telephone call or in person at the office of the organizations. A report can be made anonymously. There is a Charter for Children Rights and a progressive Children's Act that protect the rights of children. Unfortunately, Child Protection does not have the manpower or the money to implement the Charter or the Children's Act for all children. The police can remove a child in a crisis situation to a state Place of Safety, but a social worker must take the case the next day. The police deals with crime against children, for example physical and sexual abuse.

The main social problems are child neglect, sexual abuse, poverty, family violence, alcohol abuse by parents, broken families, children who are left in the care of grandparents who are not able to look after them properly, street children (children without families or who have run away from abusive and/or neglectful families and live on the streets of the cities), teenage pregnancies, orphans whose parents died of AIDS and even children living with AIDS (infected at birth or from sexual abuse by infected adults). There is still a belief that having sex with a virgin will cure AIDS.

Education and schooling is still a problem. Children from poor families do not receive pre-school stimulation as there are no formal pre-school facilities to attend to their needs. Pre-schools are private and poor families cannot afford it. Children enter schools with developmental delays and therefore battle to make a success of their school career. There is still a very large dropout rate from school and only about 65% of final year student past the final exams.

The children in the townships face more problems with gang activities, violence and crime related traumas like burglaries at their homes, hi-jackings, armed robberies, rape and assault, than the children in the rural areas or on the farms.

The solutions are not easy. South-Africa is a traumatised society with a huge percentage of Reactive Attachment Disorder children. This, and poverty, is the reason for the high crime rate. There is a lost generation; children that had been raised by their grandparents, family members and other people while their parents were working in the cities or were fighting the struggle against Apartheid. Children with Attachment Disorder do not develop a conscience and end up with anti-social behaviour problems like drugs

and crime. They also make poor parents as they had never experienced good enough parenting themselves (a sad circle of neglectful parents and Attachment Disorder Children).

There are different programs in place to address all the problems and effort and money is being put into all of them, although not enough to erase the problem totally. Some of the programs are:

- Programs to help and educate parents to better care for their children, foster care programs, children homes, etc to care for children who cannot stay with their parents.
- Child care grants paid by the government to unemployed parents with children under 16.
- Granny grants for grandparents who care for grandchildren whose parents are not able to support the children.
- Abortion clinics for pregnant teenagers; a child of 12 years of age can get an abortion without the parents' consent.
- Sex education programs to prevent teenage pregnancies; at schools and through magazines and newspapers.
- Street children services; homes where they can find shelter and from where the social workers try to return them to their families or place them in foster care or children homes.
- Sex education and information on how to prevent AIDS.
- Help for AIDS orphans. Often the eldest child in the family will look after the younger children and there is financial help (a government childcare grant) and support from volunteer organisations to help these families headed by a teenager.

It is not possible to place all the children that need care in alternative care, like foster care or children homes, as there are not enough facilities or money to provide the services. There are thousands of children who fall through the cracks of the welfare system. Not enough programs for family building and prevention of child neglect and abuse are in place.

I really hope this is helpful. As I said before, I am in private practice after 15 years in the welfare system. I specialize now in bonding therapy for foster children and older children in adoption, trauma therapy for children, therapy for sexual abused children and parent-child relationship therapy.

7. Result of interviews with staff of YfC, Emelio Gassibe and André Harley

We interviewed Emelio Gassibe (director of YfC Cape Town) and Andre Harley (project manager of YfC Cape Town) about the coloured culture.

Name: Emelio Gassibe

1. Did you grow up in a coloured community?

Yes

2. How did the coloured community arise/start?

We had forced removals during Apartheid. Black, coloured and white people became separated. Since that time coloured people still live in specific areas, most around Cape Town. There are between 3 and 6 million colored South-African people. Almost all of them live in the Northern and Western Cape.

Farmers who lived in that area also took their workers out of these areas.

Is DuNoon also an coloured community?

No, DuNoon is black. But the coloured and black people accept each other. However, there is still some racial tension between them. Colored people sometimes had better chances during the Apartheid than the black people, that's why they didn't like each other.

3. What do think that the most important values are in the coloured community?

Family and church. The coloured people are very religious and community-based. They are also humorous.

4. What is important in their upbringing? (discipline, abuse, etc.)

Going to church, finishing school and respect for parents and the elderly. You don't speak against parents or the elderly. But these values are changing. The values are becoming less important with growing substance use and the problems that come with it.

5. What can you say about religion, are these people religious, what kind of religion do they have, how do they practice it?

Christianity mostly, but quite a few are Moslem.

There are a lot of old values and they are respected, even by the younger ones. But the younger people explore more of the world and get to know different values from other cultures, which they use when their parents don't see it.

6. What about relationships between man and wife, how do colored people think about that?

There are just a few divorces. When coloured people are married, they stay together for the rest of their lives.

However, that doesn't say that their marriages are good. There are a lot of hard marriages because of the poor conditions. Many people have to live in small houses and there is a lot of substance abuse, but they still stick around.

There are also a lot of younger single parents now because they have children before they are married.

7. What can you say about sexual relationships, how do most people see them in coloured communities?

It is the common value from the past that you are not allowed to have sex before you are married. But the same thing happens here as with other values-younger people see other values and follow them. That is why there are so many young pregnancies.

And there is also the problem of substance abuse that stimulates these people to be sexual active.

With the upbringing of the children, do they talk about sexuality?

It isn't a very open subject, but that is changing now. They need to speak about it, because there are a lot of dangerous facts around it now, such as aids. And since the value system is changing, children are very young when they start having sex.

8. What do you see as the most common problems of the coloured communities?

Substance abuse, unemployment and a lack of motivation. People just live. They don't think about planning their lives or getting jobs. The poorest people live in very crowded areas, sometimes with 15 people in one house. Everyone is hanging around and they are used to it, so why should they do anything else? It is not an excuse, but it is the way they think.

If they need money, they usually get it from crime and selling drugs. There are a lot of gangsters, people think that it is the only way to get ahead. People look up to you and are scared. Gangsters have the bigger houses, they have the money, they have power. It is well-organized crime in separated territories. When there is a fight between two territories people die or get in jail. These gangs are more often in coloured communities than in black communities.

Name: André Harley

1. Did you grow up in a coloured community?

Yes, I have been living in a coloured community all my life.

2. How did the coloured community arise/start?

I am not sure. Actually I never thought about it. But I guess it has something to do with slavery a few ages ago.

3. What do think that the most important values are in the coloured community?

I guess I could mention quite a few, but I think one important value is community. We value deeply what the community can do for us. This will be clearer for you when you have an understanding of what district six was all about. I think relationship is also a very important value. We thrive on relationships, and it's high on our priority list of things we need.

4. What is important in people's upbringing? (discipline, abuse, etc.)

That varies from household to household. Some people find wealth and providing material wealth as important. Others find raising their kids in a loving family that builds a base for a secure future is important. There is generally today more of an emphasis on gaining material wealth rather than instilling strong moral values in the child's upbringing. This is not a set pattern, but just some of my observations.

5. What can you say about religion, are these people religious, what kind of religion do they have, how do they practice it?

When you use the term religion, we have to understand the context in which it is being used. I'm going to use the term religion referring to any practice that is surrendered to a deity. Coloured people are extremely faithful to religion. When I think about it, it's true for even the Islam religion. People are very devoted to their religion. So my observation with the farm is that people find a great sense of security in religion, regardless of whether it is Christian or not. The religions that coloured people embrace are too many to mention for one e-mail.

6. What about relationships between man and wife, how do the coloured people think about that?

I think that relationships between man and wife have a lot to do with the background that they grow up in. People will usually model themselves on what they see. If the children grow up in a home where there is domestic violence, then they will continue with

that type of behavior. I know that this is a generalization, but that is how it tends to be. Relationships are also often strained because people have warped ideas of what the relationship is supposed to be about. It is usually dictated to them by the living conditions that they grow up in.

7. What can you say about sexual relationships, how do most people see them in coloured communities?

We are people who boast a very diverse culture. However, we also often times look at other cultures when we struggle to find identity in a particular area. For example, the sex issue. We many times define sex as we see it in the movies. We think of it as something amazing and that we should just be like animals. This is then done without thinking about the consequences of our actions. Many teenagers today engage in living for that one moment rather than having to indulge in a life of parenthood way before they are ready to do so. I have also seen coloured people who grow up many times viewing sex as something dirty. They have had bad experiences growing up and that causes them to think of sex as something gross.

8. What do you see as the most common problems of the coloured communities?

I will list some of them here: Drug abuse, alcohol abuse, broken or dysfunctional families, lack of role models, very low & sometimes no self esteem, no real influence to cause them to go 'against the tide', poverty which I think is linked to many of the things listed above, no real opportunities or help from Government.

8. Result of interviews with parents

We interviewed 10 parents of the Farm, 4 men (age 23, 40, 41, 50) and 6 women (age 28, 28, 31, 31, 34, 39), to get to know more about their lives at the Farm and their children. The numbers behind the answers stand for the numbers of parents who gave the answer.

The Farm

1. I live together with my...

- | | |
|---|-------------|
| <input type="checkbox"/> Husband/wife | (m:4) (w:5) |
| <input type="checkbox"/> Boy/girlfriend | (m:0) (w:1) |
| <input type="checkbox"/> Children | (m:4) (w:6) |
| <input type="checkbox"/> Parents | (m:0) (w:0) |
| <input type="checkbox"/> Other family | (m:1) (w:1) |
| <input type="checkbox"/> Family in law | (m:0) (w:1) |

2. How many years have been living on the Farm?

Men: 8, 15, 22, 50

Women: 7, 10, 13, 14, 19, 28

3. What do you like most about this community and your life here at the Farm?

Men:

- Living together
- Being there for one another

Women:

- Involvement with kids
- Togetherness
- Living together, standing together
- Helping those in need
- Church congregation
- Church closeness

4. If you could anything you want to, what would you change at the Farm?

Women:

- More communication between ladies
- Less arguing between women
- More education, special needs classes (English and maths for example)

Your children

5. I help my children with:

- | | |
|--|-------------|
| <input type="checkbox"/> Preparing food | (m:4) (w:5) |
| <input type="checkbox"/> Going to bed on time | (m:3) (w:5) |
| <input type="checkbox"/> Look after their clothes | (m:4) (w:5) |
| <input type="checkbox"/> Personal hygiene (brushing teeth/washing) | (m:3) (w:5) |
| <input type="checkbox"/> Homework | (m:3) (w:5) |
| <input type="checkbox"/> My children do everything themselves | (m:0) (w:0) |

6. My children help me with:

- | | |
|--|-------------|
| <input type="checkbox"/> Taking care of their siblings | (m:3) (w:4) |
| <input type="checkbox"/> Cleaning the house | (m:3) (w:5) |
| <input type="checkbox"/> Preparing food | (m:3) (w:4) |
| <input type="checkbox"/> Washing clothes | (m:3) (w:3) |
| <input type="checkbox"/> Buying groceries | (m:3) (w:4) |

- ☐ Working for money (m:2) (w:2)
- ☐ They don't want/have to help me (m:0) (w:1)

7. The things I do together with my children are:

- ☐ Playing games (m:4) (w:5)
- ☐ Singing/dancing (m:4) (w:5)
- ☐ Eating and drinking (m:4) (w:6)
- ☐ Watching tv (m:4) (w:5)
- ☐ Going to church (m:4) (w:6)
- ☐ Doing homework (m:3) (w:5)
- ☐ Other things like:
 - Going to the beach (m:1)
 - Walking together (w:2)

8. My children take a bath/wash themselves:

- ☐ Every day (m:2) (w:6)
- ☐ A couple of times a week (m:2) (w:0)
- ☐ Once a week (m:0) (w:0)

9. How important is education for your children in:

- Primary school:
- ☐ Not important (m:0) (w:0)
 - ☐ Important (m:1) (w:2)
 - ☐ Very important (m:3) (w:4)
- High school:
- ☐ Not important (m:3) (w:4)
 - ☐ Important (m:0) (w:0)
 - ☐ Very important (m:1) (w:2)
- College/study for a special job:
- ☐ Not important (m:4) (w:6)
 - ☐ Important (m:0) (w:0)
 - ☐ Very important (m:0) (w:0)

10. What are the good qualities you are teaching your children?

Men:

- Discipline
- Obedience
- Hygiene

Women:

- Respect
- Using gifts and abilities (kids good with their hands)
- Respecting grown ups
- Finishing school
- Obedience

11. What are the things you worry about when you look at your children?

Men:

- Not listening to us as parents
- Not going to school
- Getting involved with drugs

Women:

- Worried they get involved in stealing
- Getting involved with drugs
- Drug abuse

12. What do you like and what do you find hard about having children?

Men:

- Like: the fun, togetherness
- Hard: the children of other people

Women:

- Like: coming back for advice, nice to have a family
- Hard: Getting pregnant while young , disobedient, naughtiness, hard to raise

13. What would you like your children to learn at the kids club?

Men:

- Working with their hands
- Respect
- Doing what they are told to do

Women:

- Playing soccer properly
- Obedience
- Self confidence
- Supporting each other
- Respecting each other
- Bible reading

14. What is your biggest dream/wish for your children?

Men:

- To learn
- To become someone

Women:

- To finish school
- Study
- Getting a good job someday
- Work for their future

You

15, To which schools did you go to in the past?

- | | |
|--|-------------|
| <input type="checkbox"/> I didn't go to school | (m:0) (w:0) |
| <input type="checkbox"/> Primary school | (m:3) (w:6) |
| <input type="checkbox"/> Primary school, but not finished | (m:1) (w:0) |
| <input type="checkbox"/> High school | (m:2) (w:1) |
| <input type="checkbox"/> High school, but not finished | (m:0) (w:1) |
| <input type="checkbox"/> College/study for a special job | (m:0) (w:0) |
| <input type="checkbox"/> College/study for a special job, but not finished | (m:0) (w:0) |

16. Work

- | | |
|---|-----------------------|
| <input type="checkbox"/> I work at the Farm every day | (m:4) (w:0) |
| <input type="checkbox"/> I work a few days per week at the Farm | (m:0) (w:2) |
| <input type="checkbox"/> Sometimes I work at the Farm | (m:0) (w:4 June-Dec.) |
| <input type="checkbox"/> I work somewhere else | (m:0) (w:1 at school) |
| <input type="checkbox"/> I do the household | (m:0) (w:4) |
| <input type="checkbox"/> I take care of my children | (m:0) (w:4) |

17. Are you able to visit a doctor and getting medicines when you are ill?

- | | |
|---|-------------|
| <input type="checkbox"/> I can go to a hospital when I am ill | (m:4) (w:2) |
| <input type="checkbox"/> My children can go to a hospital when they are ill | (m:4) (w:2) |
| <input type="checkbox"/> I don't have enough money for a hospital | (m:0) (w:0) |
| <input type="checkbox"/> I can get medicines if I need it | (m:3) (w:2) |
| <input type="checkbox"/> I don't have enough money to buy medicines | (m:0) (w:2) |

18. We spend our money on:

- | | |
|--|-------------|
| <input type="checkbox"/> Food | (m:4) (w:6) |
| <input type="checkbox"/> Clothes | (m:4) (w:5) |
| <input type="checkbox"/> School fees | (m:3) (w:4) |
| <input type="checkbox"/> Transport | (m:4) (w:3) |
| <input type="checkbox"/> Baby food | (m:4) (w:2) |
| <input type="checkbox"/> Wine/beer | (m:4) (w:5) |
| <input type="checkbox"/> Lotto | (m:3) (w:0) |
| <input type="checkbox"/> Child maintenance | (m:2) (w:2) |

19. If you had more money, what would you buy?

Men:

- A further study for my children
- Bikes for my children
- Policies for my children
- More clothes and food

Women:

- House
- Half invest
- Buy what's needed
- Settle debt
- Spend it on my children
- Spend it on my children's needs

20. What hope do you have for your future?

Men:

- To have a vehicle
- To be able to take my family out

Women:

- To get married
- Get a good job
- Get off the farm
- To study further
- Make something of my life

9. Example of interview of child

interview kids

interview kids

interview kids

interview kids

10. Result of interviews with children at the Farm (7-10 years old)

We interviewed 10 children of the Farm in the age of 7 till 10 to get to know more about their lives, family, school, feelings etc. The numbers behind the answers stand for the numbers of parents who gave the answer.

1. What is your name?

Personal

2. How old are you?

7 years old	2
8 years old	1
9 years old	4
10 years old	3

3. Family

<input type="checkbox"/> I have a mother	10
<input type="checkbox"/> I have a father	9
<input type="checkbox"/> I have a stepmother	0
<input type="checkbox"/> I have a stepfather	1
<input type="checkbox"/> I have a grandmother	8
<input type="checkbox"/> I have a grandfather	7
<input type="checkbox"/> I have brothers/sisters	10
<input type="checkbox"/> I have half brothers/half sisters	3

4. Family

<input type="checkbox"/> I live with my mother	9
<input type="checkbox"/> I live with my father	5
<input type="checkbox"/> I live with my stepmother	0
<input type="checkbox"/> I live with my stepfather	0
<input type="checkbox"/> I live with my grandmother	2
<input type="checkbox"/> I live with my grandfather	1
<input type="checkbox"/> I live with my brothers/sisters	9
<input type="checkbox"/> I live with half brothers/half sisters	2
<input type="checkbox"/> Different: I live with my aunt	1

5. Family

<input type="checkbox"/> I love my mother	10
<input type="checkbox"/> I love my father	9
<input type="checkbox"/> I love my stepmother	1
<input type="checkbox"/> I love my stepfather	0
<input type="checkbox"/> I love my grandmother	5
<input type="checkbox"/> I love my grandfather	4
<input type="checkbox"/> I love my brothers/sisters	9
<input type="checkbox"/> I love my half brothers/half sisters	3

6. Family

<input type="checkbox"/> I don't love my mother	0
<input type="checkbox"/> I don't love my father	0
<input type="checkbox"/> I don't love my stepmother	0
<input type="checkbox"/> I don't love my stepfather	0
<input type="checkbox"/> I don't love my grandmother	0
<input type="checkbox"/> I don't love my grandfather	0
<input type="checkbox"/> I don't love my brothers/sisters	0
<input type="checkbox"/> I don't love my half brothers/half sisters	0
<input type="checkbox"/> I don't love him/her because:	0

7. Family

<input type="checkbox"/>	I feel loved at my family	10
<input type="checkbox"/>	I feel safe at my family	10
<input type="checkbox"/>	I feel protected by my family	9
<input type="checkbox"/>	Most of the time it's cosy at my house	10
<input type="checkbox"/>	There is a lot of anger in my house	2
<input type="checkbox"/>	My family drinks a lot of wine/beer	6
<input type="checkbox"/>	When I come from school, there is always someone in the house	9

8. Health

<input type="checkbox"/>	I'm almost never ill	5
<input type="checkbox"/>	Often in the winter I'm ill	2
<input type="checkbox"/>	Often I'm ill	3
<input type="checkbox"/>	I cough a lot	6
<input type="checkbox"/>	I don't eat enough	4
<input type="checkbox"/>	Often I feel tired	8
<input type="checkbox"/>	Often I've got a headache	3
<input type="checkbox"/>	Often I've got to throw up	4
<input type="checkbox"/>	Often I've got a pain in:	
	<i>Stomach</i>	1
	<i>Feet</i>	1
	<i>Side</i>	1

9. Mum and dad help me with:

<input type="checkbox"/>	Preparing food/drinks	8
<input type="checkbox"/>	Going to bed on time	10
<input type="checkbox"/>	Providing my clothes	8
<input type="checkbox"/>	Making sure that I'm clean	8
<input type="checkbox"/>	Homework	10
<input type="checkbox"/>	I do everything myself	0

10. In my house I help with:

<input type="checkbox"/>	I don't have to help in the house	0
<input type="checkbox"/>	Taking care of my siblings	9
<input type="checkbox"/>	Cleaning the house	9
<input type="checkbox"/>	Preparing food	3
<input type="checkbox"/>	Washing clothes	5
<input type="checkbox"/>	Buying groceries	8
<input type="checkbox"/>	Working/earning money by:	
	<i>packing stones</i>	1

11. What is your biggest dream or wish?

	<i>To be policeman/police woman</i>	2
	<i>To be a princess</i>	1
	<i>To be a charwoman</i>	1
	<i>A workman/builder</i>	1
	<i>Soccer/cricket professional</i>	1
	<i>Trader</i>	1
	<i>Working on the farm</i>	1

12. What are you proud of and what did you achieve?

	<i>My work/schoolwork</i>	3
	<i>Brushing teeth, washing, breakfast</i>	1
	<i>Soccer, rugby, cricket, netball</i>	1

13. Most of the time when I am home at the Farm...

<input type="checkbox"/>	I play alone	4
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<input type="checkbox"/>	I play with others	9
<input type="checkbox"/>	I have no time to play	1
<input type="checkbox"/>	I feel bored	7
<input type="checkbox"/>	I help in the household	10
<input type="checkbox"/>	I take care of the little children	7
<input type="checkbox"/>	I do my homework	9
<input type="checkbox"/>	I have no time to do my homework	1

14. Friends

<input type="checkbox"/>	I have friends at school	10
<input type="checkbox"/>	I have friends at the Farm	10
<input type="checkbox"/>	I have no friends	0
<input type="checkbox"/>	I don't want any friends	0

15. This is what I like to do:

<input type="checkbox"/>	going to school	10
<input type="checkbox"/>	going to church	10
<input type="checkbox"/>	reading books	10
<input type="checkbox"/>	reading my Bible	10
<input type="checkbox"/>	praying to God	10
<input type="checkbox"/>	being with people	10
<input type="checkbox"/>	talking to the volunteers	10
<input type="checkbox"/>	listening to stories	10
<input type="checkbox"/>	watching television	10
<input type="checkbox"/>	painting/drawing	10
<input type="checkbox"/>	singing	10
<input type="checkbox"/>	dancing	10
<input type="checkbox"/>	playing drama	8
<input type="checkbox"/>	playing soccer	8
<input type="checkbox"/>	playing games	10
<input type="checkbox"/>	taking care of little children	7
<input type="checkbox"/>	helping with cooking, washing, cleaning	10

16. School

<input type="checkbox"/>	I go to Vissershok school	11
<input type="checkbox"/>	I go to high school	0
<input type="checkbox"/>	Sometimes I go to school	8
<input type="checkbox"/>	When I have to work, I don't go to school	0
<input type="checkbox"/>	I don't go to school	0

17. School

<input type="checkbox"/>	I like going to school	10
<input type="checkbox"/>	I don't like going to school	0
<input type="checkbox"/>	I find school difficult	3
<input type="checkbox"/>	I find school easy	8
<input type="checkbox"/>	They bully me at school	5
<input type="checkbox"/>	They tease me at school	6
<input type="checkbox"/>	The teachers make me look stupid	6

18. Myself

<input type="checkbox"/>	I like myself	9
<input type="checkbox"/>	I don't like myself	1
<input type="checkbox"/>	I think I am funny	2
<input type="checkbox"/>	I think I am kind	7
<input type="checkbox"/>	I think I am pretty	6
<input type="checkbox"/>	I think I am smart	8
<input type="checkbox"/>	I think I am boring	10

<input type="checkbox"/>	I think I am bad	2
<u>19. Feelings</u>		
<input type="checkbox"/>	I feel often happy	10
<input type="checkbox"/>	I feel often sad	5
<input type="checkbox"/>	I feel often angry	6
<input type="checkbox"/>	I feel often scared	8
<input type="checkbox"/>	I feel often hungry	6
<input type="checkbox"/>	I feel often tired	8
<input type="checkbox"/>	I feel often unloved	9
<input type="checkbox"/>	I feel often stupid	4
<input type="checkbox"/>	I feel often misunderstood	7
<input type="checkbox"/>	I feel often unsafe	10
<input type="checkbox"/>	I feel often I am the black sheep	3
<u>20. When I feel sad or when I have problems...</u>		
<input type="checkbox"/>	I talk about it with God	7
<input type="checkbox"/>	I talk about it with my mother	8
<input type="checkbox"/>	I talk about it with my father	7
<input type="checkbox"/>	I talk about it with my siblings	8
<input type="checkbox"/>	I talk about it with friends	6
<input type="checkbox"/>	I talk about it with teachers	8
<input type="checkbox"/>	I talk about it with someone else	5
<input type="checkbox"/>	I don't talk about it	0
<input type="checkbox"/>	I don't talk about it, but I wish I had someone to talk with	0
<u>21. When I don't do what my parents tell me to do...</u>		
<input type="checkbox"/>	They hit me on my back	7
<input type="checkbox"/>	They hit me on my head	3
<input type="checkbox"/>	They hit me on another place	5
<input type="checkbox"/>	They pull my ears	7
<input type="checkbox"/>	They kick me	3
<input type="checkbox"/>	They send me to my room	8
<input type="checkbox"/>	They send me away from the house	3
<input type="checkbox"/>	They swear at me	5
<input type="checkbox"/>	They yell at me	8
<input type="checkbox"/>	They think I am bad	3
<input type="checkbox"/>	They do other things like:	
	<i>She talks to me</i>	1
	<i>Hitting over arms</i>	1
	<i>She bites me in the dark</i>	1
	<i>I don't get food</i>	1
	<i>I have to sleep outside</i>	1
	<i>She hit me with a belt</i>	1
<u>22. I get punished when I...</u>		
<input type="checkbox"/>	Don't do what they tell me to do	6
<input type="checkbox"/>	I am bad	7
<input type="checkbox"/>	When I steal something	10
<input type="checkbox"/>	When I am cheeky	3
<input type="checkbox"/>	When I don't respect them	9
<input type="checkbox"/>	Something else like:	
	<i>No reason</i>	1
<u>23. Do you feel safe and protected, especially with your private parts?</u>		
<input type="checkbox"/>	Yes	10

<input type="checkbox"/> No	0
<u>24. If you feel unsafe, what is it that makes you feel unsafe?</u>	
<i>When my mum or my brother hit me</i>	1
<i>When my mum shouts at me</i>	1
<u>25. If you feel unsafe, what would help you to feel safer?</u>	
<i>To be home</i>	1
<i>My mum</i>	1
<i>God</i>	1

11. Result of interview with children at the Farm (11-16 years old)

We interviewed 15 children of the Farm in the age of 11 till 16 to get to know more about their lives, family, school, feelings etc. The numbers behind the answers stand for the numbers of parents who gave the answer.

1. What is your name?

Personal information

2. How old are you?

11 years old	6
12 years old	5
13 years old	2
16 years old	1
17 years old	1

3. Family

<input type="checkbox"/> I have a mother	14
<input type="checkbox"/> I have a father	14
<input type="checkbox"/> I have a stepmother	4
<input type="checkbox"/> I have a stepfather	2
<input type="checkbox"/> I have a grandmother	10
<input type="checkbox"/> I have a grandfather	8
<input type="checkbox"/> I have brothers/sisters	15
<input type="checkbox"/> I have half brothers/half sisters	4

4. Family

<input type="checkbox"/> I live with my mother	12
<input type="checkbox"/> I live with my father	12
<input type="checkbox"/> I live with my stepmother	4
<input type="checkbox"/> I live with my stepfather	1
<input type="checkbox"/> I live with my grandmother	3
<input type="checkbox"/> I live with my grandfather	1
<input type="checkbox"/> I live with my brothers/sisters	12
<input type="checkbox"/> I live with half brothers/half sisters	2

5. Family

<input type="checkbox"/> I love my mother	14
<input type="checkbox"/> I love my father	14
<input type="checkbox"/> I love my stepmother	2
<input type="checkbox"/> I love my stepfather	1
<input type="checkbox"/> I love my grandmother	10
<input type="checkbox"/> I love my grandfather	9
<input type="checkbox"/> I love my brothers/sisters	9
<input type="checkbox"/> I love my half brothers/half sisters	2

6. Family

<input type="checkbox"/> I don't love my mother	1
<input type="checkbox"/> I don't love my father	1
<input type="checkbox"/> I don't love my stepmother	0
<input type="checkbox"/> I don't love my stepfather	1
<input type="checkbox"/> I don't love my grandmother	0
<input type="checkbox"/> I don't love my grandfather	0
<input type="checkbox"/> I don't love my brothers/sisters	5
<input type="checkbox"/> I don't love my half brothers/half sisters	1
<input type="checkbox"/> I don't love him/her because:	

<i>They are not my family</i>	1
<u>7. Family</u>	
<input type="checkbox"/> I feel loved at my family	14
<input type="checkbox"/> I feel safe with my Family	12
<input type="checkbox"/> I feel protected by my Family	12
<input type="checkbox"/> Most of the time it's cosy at my house	8
<input type="checkbox"/> There is al lot of anger in my house	7
<input type="checkbox"/> My family drinks a lot of wine/beer	9
<input type="checkbox"/> When I come from school, there is always someone in the house	10
<u>8. Health</u>	
<input type="checkbox"/> I'm almost never ill	10
<input type="checkbox"/> Often in the winter I'm ill	3
<input type="checkbox"/> Often I'm ill	1
<input type="checkbox"/> I cough a lot	2
<input type="checkbox"/> I don't eat enough	5
<input type="checkbox"/> Often I feel tired	7
<input type="checkbox"/> Often I've got a headache	8
<input type="checkbox"/> Often I've got to throw up	0
<input type="checkbox"/> Often I've got a pain in:	
<i>Back</i>	1
<i>Mouth</i>	1
<u>9. Mum and dad help me with:</u>	
<input type="checkbox"/> Preparing food/drinks	8
<input type="checkbox"/> Going to bed on time	11
<input type="checkbox"/> Providing my clothes	10
<input type="checkbox"/> Making sure I'm clean	10
<input type="checkbox"/> Homework	7
<input type="checkbox"/> I do everything myself	2
<u>10. In my house I help with:</u>	
<input type="checkbox"/> I don't have to help in the house	4
<input type="checkbox"/> Taking care of my siblings	9
<input type="checkbox"/> Cleaning the house	12
<input type="checkbox"/> Preparing food	6
<input type="checkbox"/> Washing clothes	9
<input type="checkbox"/> Buying groceries	3
<input type="checkbox"/> Working/earning money by:	
<i>Taking care of my brothers and sisters</i>	1
<i>Washing cars for teachers</i>	1
<u>11. What is your biggest dream or wish?</u>	
<i>I want a big house.</i>	3
<i>I want a big car.</i>	2
<i>I want to be a policeman.</i>	2
<i>I want to work with containers at sea</i>	1
<i>I dream of love in the evening</i>	1
<i>I want to work at the Farm</i>	1
<i>I dream that I'm a princess</i>	1
<i>I want to be a teacher</i>	1
<i>I want to be a doctor</i>	1
<i>I want to be a social worker</i>	1
<i>I want to give the best to my baby</i>	1
<u>12. What are you proud of and what did you achieve?</u>	
<i>I play soccer</i>	4

<i>I'm proud of my sport</i>	1
<i>I'm proud of my mum and dad and sisters</i>	1
<i>Food and drink and clothes and socks</i>	1
<i>I'm sure I am clean and prepare food</i>	1
<i>I have worked for food</i>	1
<i>Food and water</i>	1
<i>I am proud of myself</i>	1

13. Most of the time when I am home at the Farm...

<input type="checkbox"/> I play alone	6
<input type="checkbox"/> I play with others	13
<input type="checkbox"/> I have no time to play	5
<input type="checkbox"/> I feel bored	6
<input type="checkbox"/> I help in the household	12
<input type="checkbox"/> I take care of the little children	10
<input type="checkbox"/> I do my homework	10
<input type="checkbox"/> I have no time to do my homework	7

14. Friends

<input type="checkbox"/> I have friends at school	13
<input type="checkbox"/> I have friends at the Farm	12
<input type="checkbox"/> I have no friends	1
<input type="checkbox"/> I don't want any friends	2

15. This is what I like to do:

<input type="checkbox"/> going to school	13
<input type="checkbox"/> going to church	14
<input type="checkbox"/> reading books	13
<input type="checkbox"/> reading my Bible	13
<input type="checkbox"/> praying to God	9
<input type="checkbox"/> being with people	12
<input type="checkbox"/> talking to the volunteers	7
<input type="checkbox"/> listening to stories	13
<input type="checkbox"/> watching television	11
<input type="checkbox"/> painting/drawing	10
<input type="checkbox"/> singing	10
<input type="checkbox"/> dancing	8
<input type="checkbox"/> playing drama	4
<input type="checkbox"/> playing soccer	8
<input type="checkbox"/> playing games with others	9
<input type="checkbox"/> taking care of little children	10
<input type="checkbox"/> helping with cooking, washing, cleaning	11

16. School

<input type="checkbox"/> I go to Vissershok school	12
<input type="checkbox"/> I go to high school	2
<input type="checkbox"/> Sometimes I go to school	2
<input type="checkbox"/> When I have to work, I don't go to school	1
<input type="checkbox"/> I don't go to school	1

17. School

<input type="checkbox"/> I like going to school	12
<input type="checkbox"/> I don't like going to school	3
<input type="checkbox"/> I find school difficult	4
<input type="checkbox"/> I find school easy	7
<input type="checkbox"/> They bully me at school	4
<input type="checkbox"/> They bully me at school	4

- | | | |
|--------------------------|----------------------------------|----|
| <input type="checkbox"/> | They call me names at school | 10 |
| <input type="checkbox"/> | The teachers make me look stupid | 6 |

18. Myself

- | | | |
|--------------------------|-----------------------|----|
| <input type="checkbox"/> | I like myself | 15 |
| <input type="checkbox"/> | I don't like myself | 0 |
| <input type="checkbox"/> | I think I am funny | 4 |
| <input type="checkbox"/> | I think I am kind | 6 |
| <input type="checkbox"/> | I think I am pretty | 9 |
| <input type="checkbox"/> | I think I am smart | 9 |
| <input type="checkbox"/> | I think I am boring | 9 |
| <input type="checkbox"/> | I think I am bad | 2 |
| <input type="checkbox"/> | I think I am: | |
| | <i>Beautiful</i> | 2 |
| | <i>I don't listen</i> | 1 |

19. Feelings

- | | | |
|--------------------------|-------------------------------------|----|
| <input type="checkbox"/> | I often feel happy | 12 |
| <input type="checkbox"/> | I often feel sad | 7 |
| <input type="checkbox"/> | I often feel angry | 7 |
| <input type="checkbox"/> | I often feel scared | 8 |
| <input type="checkbox"/> | I often feel hungry | 6 |
| <input type="checkbox"/> | I often feel tired | 7 |
| <input type="checkbox"/> | I often feel unloved | 5 |
| <input type="checkbox"/> | I often feel dumb | 6 |
| <input type="checkbox"/> | I often feel misunderstood | 7 |
| <input type="checkbox"/> | I often feel unsafe | 11 |
| <input type="checkbox"/> | I often feel I am the 'black sheep' | 2 |

20. When I feel sad or when I have problems...

- | | | |
|--------------------------|---|----|
| <input type="checkbox"/> | I talk about it with God | 10 |
| <input type="checkbox"/> | I talk about it with my mother | 10 |
| <input type="checkbox"/> | I talk about it with my father | 9 |
| <input type="checkbox"/> | I talk about it with my siblings | 10 |
| <input type="checkbox"/> | I talk about it with friends | 10 |
| <input type="checkbox"/> | I talk about it with teachers | 7 |
| <input type="checkbox"/> | I talk about it with someone else | 4 |
| <input type="checkbox"/> | I don't talk about it | 2 |
| <input type="checkbox"/> | I don't talk about it, but I wish I had someone I could talk to | 6 |

21. When I don't do what my parents tell me to do...

- | | | |
|--------------------------|----------------------------------|----|
| <input type="checkbox"/> | They hit me on my back | 9 |
| <input type="checkbox"/> | They hit me on my head | 9 |
| <input type="checkbox"/> | They hit me on an other place | 10 |
| <input type="checkbox"/> | They pull my ears | 7 |
| <input type="checkbox"/> | They kick me | 10 |
| <input type="checkbox"/> | They send me to my room | 8 |
| <input type="checkbox"/> | They send me away from the house | 2 |
| <input type="checkbox"/> | They swear at me | 11 |
| <input type="checkbox"/> | They yell at me | 10 |
| <input type="checkbox"/> | They think I am bad | 7 |
| <input type="checkbox"/> | They do other things like: | |
| | <i>I don't get food</i> | 1 |

22. I get punished when I...

- | | | |
|--------------------------|----------------------------------|----|
| <input type="checkbox"/> | Don't do what they tell me to do | 7 |
| <input type="checkbox"/> | I am bad | 10 |

<input type="checkbox"/>	When I steal something	8
<input type="checkbox"/>	When I am cheeky	6
<input type="checkbox"/>	When I don't respect them	4
<input type="checkbox"/>	Something else like:	
	<i>When I'm rude</i>	1
	<i>When I don't do anything</i>	1

23. Sexuality (not all children answered this question)

<input type="checkbox"/>	Sex is something you should only do in marriage	2
<input type="checkbox"/>	Sex is something you should only do in a relationship	3
<input type="checkbox"/>	Sex is something you can do with family members	2
<input type="checkbox"/>	Sex is something you can do with anybody you want	3
<input type="checkbox"/>	Sex is something you can have from age:	
	12	2

24. Sexuality (not all children answered this question)

<input type="checkbox"/>	I've had sex with family members	3
<input type="checkbox"/>	I've had sex with my boy/girlfriend	3
<input type="checkbox"/>	I've had sex with other teenagers (than my boy/girlfriend)	2
<input type="checkbox"/>	I've had sex with others	1
<input type="checkbox"/>	I've never had sex	4

25. Sexuality (not all children answered this question)

<input type="checkbox"/>	Sexually I have been hurt	3
<input type="checkbox"/>	I don't feel sexually safe in my house	2
<input type="checkbox"/>	I don't feel sexually safe on the Farm	3
<input type="checkbox"/>	I don't feel sexually safe in my school	5
<input type="checkbox"/>	I know people who have been raped	5

26. If you feel unsafe, what is it that makes you feel unsafe?

	<i>When I'm alone</i>	3
	<i>When my parents have a fight</i>	1
	<i>When my mum hits me and my dad yells at me</i>	1

27. If you feel unsafe, what would help you to feel safer?

	<i>If there is someone to help me</i>	2
	<i>Friends at school</i>	1
	<i>My mum has to come and help</i>	1
	<i>If there is someone to play or talk with</i>	1
	<i>God will help me</i>	1
	<i>To be home</i>	1

28. Do you want to talk about stuff/problems with the volunteers?

<input type="checkbox"/>	Yes	6
<input type="checkbox"/>	No	3