



social development

Department:
Social Development
NORTHERN CAPE



Evaluation: Report



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Department of Social Development, Northern Cape

**IMPACT EVALUATION:
ACTIVE PARENTS OF TEENAGERS
PROGRAMME FOR
FOSTER PARENTS IN GALESHEWE,
KIMBERLEY**

2016/2017

1 Introduction

The White Paper on Families views the family as a key development imperative with the vision of well functioning families which are loving, peaceful, safe, stable and economically self-sustaining, that also provides care and physical, emotional, psychological, financial, spiritual and intellectual support for their members. Its mission includes the development of programmes (White Paper on Families in South Africa, June 2013: 9). The Active Parenting of Teenagers Programme was developed by the Department of Social Development in response to its mandate to promote and strengthen families (Active Parenting of Teenagers, Department of Social Development : 5).

2 Objectives of the Active Parenting of Teenagers Programme

The programme is designed to highlight the challenges facing parents of teenagers, to explore the stage of adolescence and its dynamics, to assist parents in understanding their teenagers, to enable parents to deal better with the challenges of raising a teenager(s) and to highlight the support system that can be accessed by parents (Active Parenting of Teenagers, Department of Social Development: 6).

3 Situational Analysis

Adolescence is a time of great change when physical changes are happening at an accelerated rate. Adolescence is not only marked by physical changes, but young people are also experiencing cognitive, social, emotional and interpersonal changes as well. As they grow and develop, they are influenced by outside factors such as their environment, culture, religion, school and the media (Active Parenting of Teenagers, Department of Social Development: 14).

Being a parent of a teenager is not easy : teens are finding their own way, testing the limits and discovering who they are. Sometimes parents may feel that their teens are moody, rebellious and do not appreciate them as parents (Active parenting of Teenagers, Department of Social Development: 16). Parents of teenagers should thus be assisted and enabled in understanding their teenagers.

In order to assist parents in their endeavour of raising their teenagers, Social Workers seek to empower parents, including foster parents, by means of parenting skills programmes, as outlined in the Active Parenting of Teenagers Programme.

4 Aim of Study

The aim of the study is to evaluate the impact of the Active Parenting of Teenagers Program to (10) foster parents of teenagers within the age group 12 to 16 years in Galeshewe Kimberley.

5 Objective of the study

The objective of the study is to do an impact evaluation on the Active Parenting of Teenagers Program to 10 foster parents of teenage foster children, within the age group 12 to 16 years in Galeshewe Kimberley.

6 Policy Mandates

- * Children's Act 38 of 2005
- * White Paper on Families in South Africa 2013

7 Demarcation of the study

7.1 Literature Study

The conceptual framework used for the purpose of the study is primarily guided by the Active Parenting of Teenagers Program (Department of Social Development 2011). As the research is based on the implementation and management of the Active Parenting of Teenagers Program, impact evaluation was identified as the basic method of research best suited for program evaluation, as outlined in De Vos, Strydom, Fouche and Delport (2007:367-391).

7.2 Empirical Investigation

The empirical study is based on the Active Parenting of Teenagers Program, which consists of seven Focus Areas and a session on parenting styles, thus in total eight sessions. The program forms as part of the basket of services aimed at strengthening and preserving families. For the purpose of this study, the focus will be on the implementation of the Active Parenting of Teenagers Program and the impact thereof.

With regards to the empirical investigation, the qualitative method of research was utilised, with structured qualitative questionnaires (Pre and Post Test Questionnaires) as a measurement tool. The questionnaires were based on the following namely: parenting styles, communication, decision making, responsibility and discipline, building self esteem, substance abuse, sexuality and violence, education and career and teens and technology. The questionnaires were based on specific topics to gather information, attitude, and opinions.

The pre and post questionnaires were compiled by the participants before and after each session, in order to gather information and opinions with regard to the different subject

matters. The recommendation is based on the findings, as obtained from the processed and analysed data.

Furthermore, natural observation of behaviour were done by the Social Workers, in the natural setting without manipulation or any form of interference. Thus, attitudes and changes in behaviour could be observed.

Attendance registers were completed with regards to each session, to determine the attendance of the participants and to monitor progress with regards intended and unintended change behaviour.

7.4 Confidentiality

Information from the participants were disclosed to the Social Workers as researchers in a relation of trust, with the expectation that it will not be revealed to others in ways that would violate the original consent of agreement unless permission is granted by the participants.

7.4 Impact evaluation

Rossi (as cited by De Vos 2007: 381) explains that impact assessment is designed to determine the effect that programs have on their intended outcome, and whether, perhaps, there are any important unintended effects. The effect or impact of a program refers to a change in the target group population, or social conditions that have been brought about by the program. In other words, this refers to a change that would not have been occurred, had the program been absent. For the purposes of this study, program evaluation can be described as the study of the impact of an intervention program (Active Parenting of Teenagers Program) in the community of Galeshewe, to determine whether the program is effective and adds value to the parenting skills of the Foster parents and how they relate to the foster children.

7.5 Implementation of Pilot Project (Research)

The Pilot Project is implemented as planned ,in accordance with the Action Plan. Social Workers were capacitated on the Active Parenting of Teenagers Program , program evaluation as well as the aim, administration and monitoring / evaluation of the Pilot Project. Five Social Workers identified 10 Foster Parents with foster children between the age group 12 – 16 years (10 children) from their case loads in Galeshewe. A meeting was held with the identified target group on 15 June 2016, during which the proposed Project was discussed with them. All ten Foster Parents agreed to participate in the Program and signed agreements in this regard.

The program commenced on 24 June 2016 and ended on 28 March 2017, nine sessions were conducted, as outlined in the Active Parenting of Teenagers Program. The Foster Children were engaged in group work sessions where similar topics were discussed with them. Follow up sessions (individual and group counselling) were done with families to strengthen the relationship holistically within the family settings. Monitoring and Evaluation took place on a continuous basis by means of regular supervision between the Social Workers and Social Work

Supervisors, to analyse and verify data. The Provincial Office provided a monitoring and supportive role.

Certificates of attendance were handed out to all participants during a special ceremony which took place on 24 June 2017

8 Impact of the Program

8.1 Foster Parents

Session 1 : Parenting Styles

Date : 24 June 2016

The session was attended by 7 participants and 7 Pre and Post Questionnaires were completed, with the following feedback :

Pre Test Questionnaire	Post Test Questionnaire
<p>What do you understand about parenting styles?</p> <p>To be a mother who are full of patience and love</p> <p>It is the ways we use in raising our children in our household</p> <p>How to communicate with your children and share ideas with them, we do things together as a family</p> <p>It is about how you raise a child</p> <p>The way in which you raise your children</p> <p>It is the way in which you raise your child</p> <p>It is my rules on how I discipline my children</p>	<p>What is your current understanding of parenting styles?</p> <p>I understand that I should also grant the child opportunity to say something</p> <p>That we must try to come to our children's level so that we can understand them better; we must learn to give the space so that they can learn from their mistakes</p> <p>To be patient with everything you do and to share ideas with the children and listen to their opinions and to be able to apologise if you say something wrong to them</p> <p>My understanding is that we have to be assertive and also be able to consult with children. I understand that I must be firm in parenting</p> <p>I like the way in which it was explained, and I am going to make sure that my children understand and agree with it</p> <p>You must not be angry- that is what I have</p>

	<p>learned</p> <p>To understand , listen and respect the opinion of the children, in order for them to respect my opinion</p>
<p>Do you think the parenting style you are currently using is working or not?</p> <p>Yes, it is working</p> <p>Sometimes it works, but not always</p> <p>Some are working and some are not working</p> <p>The parenting style that I use works for me</p> <p>It is working</p> <p>It is not working , but I am using it when I am angry</p> <p>It doesn't really work, because they are still naughty and do not listen</p>	<p>After receiving the above mentioned training on parenting styles, do you think you will still use the old method, or will you change it?</p> <p>I am going to combine the old method with the new method</p> <p>I am definitely going to change, because I have learned more today</p> <p>I will still use it and implement with the new ones and make them work together to see if it work</p> <p>Yes I will try my level best to apply the new methods I learnt about today, in cooperating it with the old methods I used</p> <p>I must change my parenting style to the one that is suitable for me and my children</p> <p>No, I would like to change my behaviour</p> <p>No I will try to be not so strict, and listen to the children more often</p>
<p>Does the children understand and agree on the parenting styles?</p> <p>Yes, it is working, because they understand</p> <p>They do understand but don't think they will agree because they don't want to be reprimanded at times and therefore they think that they are being loved less , hence I as a parent knows what is best or good for them and what is not</p>	<p>What change took place?</p> <p>I learned that it is good to talk, as it will assist you to feel better</p> <p>I Have learned a lot today and I have realised that I was judging my children and comparing them a lot , and I am going to change that; I have realised that being strict is fine but I must loosen up a bit. Thanx a lot to this project</p>

Yes they understand and agree because what ever I say ,” goes”	Am going to implement them and use them to see if it can work and to improve the styles and ways at home
The children understand and agree on the parenting style I currently use	I gained new knowledge regarding the way one should parent or how we should bring up a child
No, they don't	I learned that in life there is always an opportunity to learn
It is not really working, because the children only listen for a short while	I learned not to shout at the children but to be an example, and listen to the children.
Sometimes they understand, but they go back to their old behaviour	I will change my behaviour

7 Foster parents attended the session, and 7 Pre and Post test Questionnaires were completed.

Pre Test Questionnaires: 100 % of the participants have an idea that parenting is about raising your child. 43% indicated that their current parenting style is currently working for them, and 57% explained that the their current parenting style is not working due to reasons such as “ I am using it when I am angry , the children are still naughty and do not listen” This finding correlates with the children's understanding and agreement on the parents parenting style, as 43% of the parents indicated that their children do understand and agree on their parenting style

Post Test Questionnaires: It appears that insight was gained after the presentation on their current parenting style, as 100% gained more insight on their current parenting style , whilst 72% indicated that they will apply the acquired parenting style , whilst 28% indicated that they will combine the acquired parenting style with their current parenting style. All participants expressed that change took place, as a result of the session. Insight was gained in their own behaviour, relating to their parenting style e.g. has learned not to judge, shout but instead to listen , to be an example and to talk calmly to their children

Session 2 : Communication

Date : 21 July 2016

Pre Test Questions	Post Test Questions
<p>What are the different types of communication?</p> <p>We are able to sit down and I tell the child what I expect of them</p> <p>We sit and talk about things that are important to them (the children)</p> <p>I have a good communication with my own and foster children – we listen to one another</p> <p>To listen to the children when they talk</p> <p>To talk to the children</p> <p>The children have to listen to me and I also listen to them</p> <p>My children must be able to listen when I talk to them and they must abide by my rules</p>	<p>What are the barriers to communication?</p> <p>Shouting at children and swearing at them to bring your point across ;labelling children by calling them names</p> <p>Shouting at children and “putting wrong words in their mouths”</p> <p>Parents do not speak the “same language “ as their children, which lead to miscommunication , and that children do not understand their parents</p> <p>When you scream at the child instead of talking properly to them and when you call them names when you are angry, it also creates barriers</p> <p>When you always shout at the child and do not listen to the child</p> <p>I must not shout, but speak softly</p> <p>Name calling and labelling, when I teach the child something, and do the opposite</p>
<p>Why is communication important?</p> <p>It helps us get along well within the family</p> <p>So that we are able to understand one another</p> <p>Communication is important in a family, we should listen to one another , talk to one another and we should correct one another</p>	<p>How can communication patterns be improved?</p> <p>It is important not to oppress your child and want to talk alone, but listen to what they say and talk to them with respect(Irene)</p> <p>To have patience , kind and wise “so that the children can be free”</p>

<p>when one did something wrong</p> <p>It helps us to understand each other better</p> <p>The child needs to know what is right/wrong and it helps to understand each other</p> <p>I want to know where the children is going/their whereabouts</p> <p>It helps the children to understand what is expected of them, so that there can be peace</p>	<p>Parents and children should sit together and talk and ensure that they understand each other. Parents and children should respect one another , and should not be afraid of one another</p> <p>Talk ,and not shout to the child , and label the behaviour, not the child</p> <p>To talk and also listen and observe when the child is happy and concerned</p> <p>To establish a good relationship with my child and be transparent with my child</p> <p>To talk to the child and make time for the family to sit down and talk</p>
<p>What are the barriers to communication?</p> <p>When the child does not do what I expect her to do and does what I do not want them to do and it creates a fight between us</p> <p>When the children want to go where they want to go , without permission – then we do not talk with one another</p> <p>I am the parent and will always try, even though they only sometimes do not listen. I will not be silent, and will continue until the problem is addressed- as I am a caring mother</p> <p>When children do not listen to their parents, it creates barriers</p> <p>When the child refuse to listen and do their own thing, when you are talking to them</p> <p>When children promise to be on time, but comes late...when the child does not listen</p> <p>Children that do not listen, and are not honest</p>	<p>What communication style is used at home and how does it impact on the relationship?</p> <p>I used to give orders to the child which created more fights and made the child rude, but now we (will)speak and understand each other</p> <p>To sit with the child at home and to grant him the opportunity to view his mind, as it enables me to know what the child wants</p> <p>Our communication is very good, as we learn, listen and do things together. We talk about everything and do things together – cook together, do washing together. We are thankful towards God for His mercy and Grace.</p> <p>I will now allow the child to talk to me when she has problems, and I will also talk to them when I have problems, and this will improve our relationship</p> <p>We always talk to the children and they talk to us so that we can understand each other</p> <p>Communicating well , chatting and listening to</p>

	<p>one another</p> <p>I need to be an example for my child and teach her how to communicate better in future</p>
<p>What is the difference between verbal and non verbal communication?</p> <p>Verbal is when I talk and non verbal is when I act</p> <p>When I do not talk , the children will not understand what to do. It is better when I speak, to tell them what to do. I can see on their faces when they are unhappy, then I know there is something wrong.</p> <p>We are a family that talks a lot , and we listen to one another. However, sometimes all is not fine, when one or the other is not in a good mood. But ! This is just moods that will pass, where after we all laugh again</p> <p>When my child listen to me and I listen to hear and see what they do</p> <p>Verbal is when you talk/non verbal is when you do not talk</p> <p>I can observe when my children are not happy, and they will see when I am not happy- , then we discuss it .Verbal – when talks/non verbal – when do not talk</p>	

7 foster parents attended the session, and 7 Pre and Post Questionnaires were completed

Pre Test Questionnaires: 72% of the participants regards talk as well as talk and listen as the different types of communication. 14% indicated that, though they will sit down , the foster parent will tell the child what to do (one way communication) and another 14 % indicated that the children must listen and abide by the rules (one way communication). All participants have shown some insight on the importance of communication. The biggest barriers to communication indicated are children who do not listen (72%) followed by breaking of promise

(14%) and dishonesty(14%).Poor insight is shown in the difference between verbal and non-verbal communication (86%) with 13% observing the emotional being of her children, and responding to it and vice versa.

Post Test Questionnaires: There is a definite indication of insight gained in the barriers to communication, after the presentation. Shouting and labelling are identified as the main barriers to communication (72%), not listening to children (14%) and expectation of child to act in a certain way and foster parent acted in the opposite way (14%). All the participants (100%) suggested that communication patterns can be improved , by means of e.g. talking, be patient and kind, respect for one another, not shouting, listening , establish good relationship and to make time to talk. By reflecting on the current communication style , and the impact thereof on the relationship, 57% indicated that they will change their current communication style , whilst 43% described their current communication style as well to good.

Session 3 Decision Making

Date : 20 August 2016

Pre Test Questionnaire	Post Test Questionnaire
<p>What is decision making ?</p> <p>It is a choice that will lead you in something you want to do or to be done</p> <p>To make decisions, to correct wrong decisions before problems occur</p> <p>Is the process where information is gathered and you have to find solutions by choosing the right options , which all agree to</p> <p>Is when you see something wrong and you do something to change the situation</p>	<p>Do you have a better understanding of decision making?</p> <p>Yes., I do. Every decision that you make should be carefully considered</p> <p>Yes I do understand now better how to assist my children</p> <p>Yes, because I now understand more about the needs of adolescents , the way they think when they make decisions</p> <p>Yes, I now know that it is better to sit with the child as a family and hear their opinion</p>
<p>Who makes decisions at home?</p> <p>Most of the times it is the parents who makes the decisions, but sometimes it is the children</p> <p>The parents take the decisions to ensure that everything is fine at home</p> <p>All family members</p> <p>The older people as they have more experience to solve problems</p>	<p>How can you involve family members in decision making?</p> <p>By communicating with them , sitting down with them.</p> <p>To talk with the children , and to show them how to handle (other) children</p> <p>By allowing them to take part and raise their views regarding family matters</p> <p>By making sure that every family member is involved in the decisions they are involved in</p>
<p>What influence decisions at home?</p> <p>It depends on the decision to be made, and</p>	

the situation

When you realise that some things are wrong, then decisions should be taken.

The way we live, our lifestyle

When there is something wrong and it needs to be resolved, the older people sit and discuss it

The session was attended by 4 Foster parents, and 4 Pre and Post Questionnaires were completed

Pre Questionnaires: On the question of what decision making entails , 25% has an understanding what decision making is, and (75%) has some understanding on what decision making entails, and describes it in relation to actions that need be taken when something is wrong. 50% consider in most cases it is the parents who make the decisions (with the children sometimes), 25% said all family members and 25% indicating the older people in the family - as they have more experience to solve problems. 50% indicated that decisions are taken at home only when something is wrong. 25 % indicated that decisions are made based on the on the situation and 25% mentioned that their lifestyle, influence their decisions at home.

Post Questionnaires: All participants (100%) confirmed that they have a better understanding on decision making after the presentation, including remarks such as , the careful consideration of all decisions, a better understanding on the needs of the adolescents, how to respond to their , and to involve all family members in any decisions that involve their wellbeing.

Session 4 Responsibility and Discipline
Date : 16 November 2016

Pre Test Questionnaires	Post Test Questionnaires
<p>What is your understanding of values?</p> <p>The things that ground us/the laws that guide us</p> <p>It is the things that we believe in , that make us strong, e.g. the Christian religion to serve God , to love one another and to respect one another</p> <p>Values are important and the family is built on Christian values</p> <p>Things like always playing with the children, and teaching what is right and wrong</p> <p>To stick to the house rules so that each one can know and understand them</p>	<p>Why must discipline be applied at home?</p> <p>So that the children become responsible and respectful adults when they grow up</p> <p>To ensure that the child become responsible and make the right choices</p> <p>Discipline help to build them, to respect themselves and others</p> <p>So that the children can know what is acceptable/unacceptable behaviour (2)</p>
<p>What does responsibility means to you?</p> <p>It is the things that we do or take care of e.g. taking care of my siblings, seeing that things are well cared (looked after) and attend school</p> <p>To be an example for your children, to make right choices, so that your children can follow your example and know what is right</p> <p>Responsibility means a lot to me. I teach my children on how to be responsible at all times, and to behave responsible towards other people</p> <p>To make sure that the children eat, sleep on time, to do house chores, and to respect adults</p>	<p>What are the results of applying discipline?</p> <p>The children refrain from bad behaviour a little bit. It also teach the children to choose between the good and the bad (2)</p> <p>It ensures that the child understands and learn. It also ensures that children will not make mistakes</p> <p>It teaches, it builds and bring stability in the children's lives</p> <p>It helps you to become someone in life and behaving in an acceptable manner</p>

<p>To make sure that everyone knows what is expected of them</p>	
<p>What are rights?</p> <p>They are the laws that children are entitled to</p> <p>This is the law of your house. Children also have rights , and we should respect one another</p> <p>The Laws that the Government gave to the children</p> <p>Children needs to know what is wrong / right and learn to respect us</p> <p>To know who you are</p>	<p>How are the responsibility shared at home?</p> <p>By delegating chores and making routines in the household so that everyone can know when it is his/her turn to do a certain task</p> <p>We sit and discuss the rules of the home , in order that we agree on it</p> <p>They wash dishes, other sweep and clean the house others also do washing (2)</p> <p>Each one has something to do, and I make sure that everyone knows what is expected in the family</p>
<p>How do you apply discipline at home?</p> <p>By denying the children the things that they like most , when they have done something wrong e.g. not watching TV for 2 days, when they have done something wrong</p> <p>I sit with my children and we discuss problems taking into account the law of our house, as it should be respected. Therefore there should be discipline</p> <p>I speak to them, I pinch the children</p> <p>I teach them how to behave and become independent</p> <p>To make sure that when you ask something to be done, and it is not done, there are consequences</p>	

The session was attended by 5 Foster care parents, and 5 Pre and Post Questionnaires were completed

Pre Test Questionnaires: All participants revealed their own understanding on what values are, such as laws/rules that guide them, the things they believe in, Christian values such as love and also what is right and wrong. On the question what does responsibility means, all participants display sound knowledge on it, e.g. taking care of siblings(foster children) and ensure that they attend school, eat, sleep on time seeing that things are well cared for(40%), to be an example that can be followed(40%) and that everyone knows what is expected from them(20%).The participants' knowledge on rights can be regarded as poor with little insight in it. 20% explained rights as something that the children are entitled to, (20%) describe them as the laws that the Government give to children,(20%) to know who you are (20%) and (20%) explained it as the law of your house, including that children also have rights. Different opinions on what discipline are, revealed basic knowledge thereof. 40% link discipline with consequences (e.g. no TV watching for 2 days due misbehaving), 40 % sit and teach them how to behave with 20% that sit, talk and pinch the child, 20% teach how to behave and become independent.

Post Test Questionnaires: All participants display good insight in the reason why discipline should be applied at home (40% that children become responsible, 20% discipline built the child up, to respect himself and others and 40% that the child can distinguish between acceptable and unacceptable behaviour. Good insight is also shown in the results of applying discipline: 40% indicated that the children refrain from bad behaviour, 20% it ensures that the child understands and learn and do not make mistakes, 20% it teaches and bring stability in the child's lives and 20% it helps you to become someone in life and behave in an acceptable manner. Responsibilities are shared at home by means of delegating some chores (80%) e.g. wash dishes, washing and cleaning of the house with 20% who sit, discuss the rules and agree on it.

Session 5 : Conflict Resolution

Date : 22 November 2016

Pre Test Questionnaires	Post Test Questionnaires
<p>What do you understand by conflict?</p> <p>Conflict is caused by children who misbehave and do not want to listen , and then ends up with fights between foster parent and foster children</p> <p>Conflict is when you and your child do not understand each other , when you do not agree on things, especially money</p> <p>Conflict is when people do not understand one another and tend to argue</p> <p>It is a disagreement or slashing of communication between two people</p> <p>Disagreement , which occurs often; between children and parents – as children do not always accept that that they are wrong, and even parents sometimes become very angry</p> <p>I understand that disagreement can cause an argument</p> <p>When there are disagreements at home that cause tension</p> <p>When I tell the child not to come late, and she does, it causes us to fight</p>	<p>What is conflict?</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>Disagreement between the child and the parent</p> <p>When people cannot agree(about a certain thing)</p> <p>When people cannot agree (with words)</p> <p>Misunderstandings between us at home, when we cannot communicate with each other</p> <p>Unnecessary anger</p>
<p>How do you deal with conflict at home?</p> <p>I sit down and talk to them and try to get them to tell me what their problems are and also how we can solve them</p>	<p>How can you deal with conflict better?</p> <p>To be the least, to meet the child at his level</p> <p>To be sometimes the least, to leave the</p>

<p>By sitting down with the child , talk to one another and deal with it, share responsibilities</p> <p>To give the child a spanking , and afterwards explain the reason why the child got a spanking</p> <p>By compromising in order to reach an agreement, by communicating well and by meeting the child at his level – so that we can understand the child better</p> <p>By sitting aside, become calm, and meet with all. Then give everyone his/her turn to talk from his/her heart; correct one another – so that at the end everyone is happy</p> <p>I become quiet, sit aside and think/plan how to deal with the situation, with the intention to bring about peace</p> <p>Sit down and talk and try to resolve it.if unsuccessful, we involve someone else</p> <p>I take the things they love away from them, eg cell phone and I do not allow them to watch TV</p>	<p>situation, when it is too heavy</p> <p>To listen and talk to children, to allow them to raise their concerns, to talk to them in a respectful manner</p> <p>By approaching the situation in a calm manner</p> <p>When it is too much – stand up and leave the situation</p> <p>To listen first – before answer, so that there can be an understanding between one another</p> <p>To sit down as a family when there are disagreements and voice your concerns, and try to resolve them together</p> <p>Always listen to each other and speak as a family when you are unhappy</p>
<p>How does conflict affect your family relationship?</p> <p>Conflict can cause a lot of pain and complication in the family , so it is better to deal with it</p> <p>It brings division in the house and cause chaos , and cause a lot of pain in the process</p> <p>It affects the family negatively : there will be anger between the family which contributes to negative actions; as well as positively: in the hope that the child can learn from her mistakes</p>	

<p>It builds mistrust between families, it also build barriers that affect effective communication</p> <p>You know it affects (your family) , to the extent that you feel can yell- but , you need to calm yourself and work together to keep the peace</p> <p>It causes families to break up to live in disagreement</p> <p>It result that the children do not listen and we do not respect each other</p> <p>It just cause tension and anger</p>	
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This session was attended by 8 Foster parents, and 8 Pre and Post Test Questionnaires were completed.

Pre Test Questionnaires: All participants show insight on what conflict is, which is explained in terms of the cause (child who misbehave and do not listen 63%, disagreement between people 37%). Some participants revealed good insight in handling conflict at home, whilst other show poor insight. 50% said that they sit down with the child , talk to one another, and 13% indicating that she will involve someone else if needed. 13% said that she give the child a spanking, and will discuss the reason why afterwards; 13% said that by compromising in order to reach an agreement , including meeting the child on his level with the aim to promote better understanding; 13% become quiet , sit aside and plan how to deal with the situation whilst 13% explained that she will take away the things they love and do not allow them to watch TV .Good input was received on the impact of conflict on family relationships including causing a lot of pain and complication in the family (25%),it causes anger which result in negative actions – and positive , in the hope that the child might learn something,(13%) , builds mistrust and build barriers (13%), causes families to break up (13%), result that children do not listen and the family do not trust one another(13%), causes tension and anger (13%) and (13%) though you feel to explode, you need to calm yourself and work together to maintain the peace.

Post Test Questionnaires: 39% of the respondents did not answer the question on what conflict is, whilst 39% indicated that it is when people disagree , 13% regard it as a misunderstanding between people, and 13% regard it as unnecessary anger. There seems to be more insight gained , after the presentation on how to deal better with conflict, as indicated as follows : 13% said – to be the least, to meet the child at his level, 13% said to be sometimes the

least and to leave the situation when it is too heavy, 13% said to listen and talk to the children , to allow them to raise their concerns, 13% to approach the situation in a calm manner, 13% said to stand up and leave the situation, 13% said to listen first before answer, 13% said to sit down as a family when there are disagreements and voice your concerns and try to resolve it together and 13 % said always listen to one another and speak when someone is unhappy.

Session 6 : Self esteem

Date : 18 January 2017

Pre Test Questionnaires	Post Test Questionnaires
<p>What do you understand by self-esteem</p> <p>You are notable to stand for yourself</p> <p>I understand when you do not have confidence in yourself, when you cannot stand up for yourself</p> <p>It is your self-image, you are able to make decisions, have respect, have boundaries, value yourself and have self-worth</p> <p>I am confident that I understand who I am</p> <p>You can stand for yourself</p>	<p>What are the challenges experienced by teenagers with disabilities</p> <p>Name calling, laughed at , looked down at</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>No answer</p>
<p>How can you break your child's self esteem</p> <p>No answer</p> <p>When you do not encourage your child , tell him that he will have no future</p> <p>By anger speech, bad behaviour, name calling, laugh at the child</p> <p>When I talk to her in a manner which is not right, and I do not encourage her</p> <p>Anger speech</p>	<p>How can you built your child's self esteem</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>No answer</p> <p>To have patience and listen to the child</p>
<p>How do you deal with with children who are disabled</p> <p>To support, love the child and have patience</p> <p>To love your child, help him and have patience</p> <p>Love and support</p> <p>Need to understand my child problem, and try</p>	<p>In what way can you help a child with disabilities</p> <p>No answer</p> <p>No answer</p> <p>No answer</p>

to support them	No answer
Support , encouragement, love, talk to someone	Love the child, trust him, support, positive self talk,provision of stable care

6 Foster parents attended the session and 5 Questionnaires were completed

Pre Test Questionnaires: The participants showed some knowledge on what self image is. 40% indicated that you are able to stand for yourself, 20% that you are able to make decisions, have respect for yourself, have boundaries, value yourself and have self-worth, 20% that you are confident in who you are and 20%, that when you not have confidence in yourself, you cannot stand for yourself. On the question how to break your child's self esteem, 20% did not answer this question, following by the rest who showed insight in this matter, with the following response: 20% when you do not encourage your child, tell him that he has no future, 20% by anger speech, name calling, bad behaviour, laugh at the child, 20% not encouraging the child, and talk in a manner which is not right and 20% anger speech. All participants showed some understanding in how to deal with children who are disabled, focussing on the emotional needs. Love the child (80%) support (100%) patience (40%) need to understand the child (20%).

Post Test Questionnaires: Poor insight on the challenges faced by teenagers with disabilities, as no one answered this question. On the question how to built your child's self esteem, 80% did not answer the question, and 20% said to have patience and listen to the child. 80% did not answer question on in what way you can help a child with disabilities. 20% responded to built trust, support child, encourage child, encourage positive self talk , love the child.

Session 7 :Substance Abuse, Sexuality and Violence

Date: 10 March 2017

Pre Test Questionnaires	Post Test Questionnaires
<p>What do you understand by substance abuse?</p> <p>When someone drinks alcohol everyday</p> <p>Using drugs that can kill you (drinking too much)</p> <p>When someone drinks more alcohol than the body can handle, or make use of drugs</p> <p>When you drink alcohol/use drugs on a regular basis</p> <p>Drinking alcohol everyday, smoking dagga/using mandrax everyday</p> <p>When children under age drink alcohol or when adults drink alcohol and become addicted</p> <p>When people use alcohol/drugs to the extent that they cannot remember a lot of things</p>	<p>What are the signs of substance abuse in your family?</p> <p>Untidiness, always tired, withdrawn, behaviour and routine change, dishonestly</p> <p>When they start to come home late, when they change their friends</p> <p>When coming home, you can smell the drugs, suddenly come home late, stealing money /things at home, fighting</p> <p>Stealing/aggression</p> <p>Dishonesty/ aggressive behaviour</p> <p>Withdrawn, tiredness, unhygienic, aggressive</p> <p>Children start to lie, steal things at home, change friends, and have red eyes</p>
<p>Who talks to your teen about sexuality?</p> <p>Parents</p> <p>At school</p> <p>Me the parent</p> <p>I talk to my foster child , or sometimes my brother does that</p> <p>Sometimes the older people talk to my children</p> <p>My family : women to girls, and men to boys</p> <p>I talk to my teens and other teens in the</p>	<p>When is the right time to talk to your children about sex?</p> <p>As soon as they are able to understand their sexuality</p> <p>As soon as they start to know about sexuality</p> <p>When your children are in their teenage years and can understand what is sex</p> <p>When the child is old enough to understand</p> <p>When the child understands what life is</p> <p>When the child is ten years</p>

community	When the child is at least 13 years and start to date
Is there a history of violence in your family?	Where does violence to children mostly take place?
No history	
No	At school and at home
No	at home, streets, school, church
No	Any place
Yes, sometimes people fight at home	School/home
No	School/home
No	School, church, home
	Everywhere, but mostly at school and at home

The session was attended by 7 Foster Parents and 7 questionnaires were completed.

Pre Test Questionnaires: All participants seems to have a good understanding on what substance abuse are. 14 % relates it to the usage of alcohol every day, whilst 86 % relates it to the usage of alcohol and drugs , explaining that the person use more than the body can handle, they cannot remember a lot of things, become addicted, using it on a regular basis/everyday. On the question who talks to your teen about sexuality, only 52% said that they talk to their teens, whilst the rest of the response is as follows: at school(14%);older people (14%);their family – women to girls, and men to boys (14%). Only 14% indicated a history of violence in their family, with 87% said that there in no violence in their family.

Post Test Questionnaires: All respondents (100%) show good insight in the signs of substance abuse in the family , after the presentation on substance abuse , which can be seen as a confirmation on knowledge known to them on on their understanding of substance abuse. The signs were as followed outlined : untidiness, always tired, withdrawn behaviour, change in routine, dishonesty, start to come home late, change friends, aggressive behaviour, unhygienic, steal things at home. Good understanding is also displayed on the right time to talk to their children about sex. 68 % indicated the right time as when they are able to understand, whilst 32% allocated an age to the time, namely 10 years and 13 years. On the place where violence mostly take place, the answers should be viewed as alarming as 84% indicated that violence mostly take place at school and at home, whilst 14% said it takes place anywhere

Session 8 Education

Date : 28 March 2017

Pre Test Questionnaires	Post Test Questionnaires
<p>What is your understanding of Education</p> <p>Education is the centre of our universe today, because without education, you cannot reach your goals or develop fully as an individual. Life in this generation is very expensive and costly therefore you have to study so that you can lead a proper and healthy life</p> <p>Very important for everyone because it betters their lives, secure the future of our children . If the children are educated they will be able to read the accounts of their elders and pay the accounts</p> <p>Education brings a lot of understanding and a bright future</p> <p>When you are educated you can become successful in life</p>	<p>What are the benefits of career guidance</p> <p>I am more able to help my child to make the right career/career path. It helps me to understand how to communicate with my children about their education</p> <p>I will ask their aunt who has already finished school to guide them</p> <p>It helps you to choose the right career that goes with your interests</p>
<p>How can you support career choices</p> <p>By encourage him /her with their school work and always being open minded and not be judgemental and guide them</p> <p>Encourage the children to attend school and ask those in the family who are educated to guide the younger ones in career choices. I will support the child in any career choice, as long as it is good for his future</p> <p>By trying to find out what your child loves and finding out what careers and jobs are best</p>	<p>What is your parental role in assisting your child in career choices</p> <p>By being more supportive and encouraging</p> <p>I will sit and discuss his career choice with him and tell him about the options that I have learned here (at the session)</p> <p>By doing research on different careers in cooperation with your child</p>

<p>How do you help your child if they struggle with education</p> <p>By helping him with school work, or referring to people who understands better. By respecting his choice and always be there to guide him</p> <p>I try to find someone in the family who has finished school to help them with their school work</p> <p>I will ask their aunt to assist and older siblings who finished their schooling</p>	<p>What helping aids are available to assist your child in educational challenges</p> <p>Study guides acquired for subjects that are difficult</p> <p>No answer</p> <p>I will ask his aunt, who has already done with school to assist them when they have challenges</p>
	<p>What part are you going to play in helping your child to make the right career choices</p> <p>By taking him to open days at colleges/universities</p> <p>Doing research</p> <p>I will help him to identify his strengths and hobbies and then guide him to choose the career he loves.</p>

The session was attended by 4 Foster Parents, and 3 Questionnaires were completed

Pre Test Questionnaires: All participants (100%) showed good insight in their understanding of Education , explaining it as the centre of the universe as with education you can reach/develop your potential, it better their lives, bring a lot of understanding and a bright future and become successful. One respondent added to this that (when children are educated) they can assist their elders by reading their accounts and do the payments .Good understanding is also displayed on how to support career choices by all participants (100%) as indicated as follows: to encourage them with regards to their school work, be open minded and not judgemental, to involve family members to guide ; and to find out what the child loves and to find out what careers /jobs are best. All participants (100%) said that that they will ask assistance from the family to assist the children with their school work, whereas of those, only one indicated that

she will help her child.

Post Test Questionnaires: It seems that more insight is gained after the presentation during the session, as outlined in the different answers from all the respondents. On the question on career guidance, the response were as follows: I am (now) more able to help my child to make the right career/career path. It (the session) helped me to understand how to communicate with my children about their education; she will ask their aunt who has already finished school to guide them; It (the session) helped (to guide) to choose the right career that goes with your interests. All participants also indicated their parental role with regards to the child's career choices, by means of being more supportive and encouraging, to sit and discuss his career choice with him and tell him about the options that I have learned here (at the session), and by doing research on different careers in cooperation with my child. Two of the three participants answered the question on helping aids available to assist the child with educational challenges (namely study guide and assistance from a family members and one who refrained from answering. Participants . Explained their part in helping their children with the right career choices as follows: By taking him to open days at colleges/universities ,doing research , and to help him to identify his strengths and hobbies and then guide him to choose the career he loves.

Session 9 : Teens and Technology, Satanism, Religion and Culture

Date : 28 March 2017

Pre Test Questionnaires	Post Test Questionnaires
<p>What is the benefit of technology</p> <p>Easy to access information , and also when we want to reach the children, or when they want to reach us</p> <p>Useful , help to get information and to communicate</p> <p>The good thing is that your children can reach you in case of emergency, and they can do research (google)</p> <p>It allows you to know things that are important and to have access to things that are far</p>	<p>How can satanism affect the family</p> <p>It can cause conflict and separation in the family</p> <p>It causes disagreement and unpeaceful environment</p> <p>It separated the family and caused conflicts</p> <p>If they do not know their religious beliefs, it may affect them</p>
<p>What is your understanding of satanism ?</p> <p>It is an evil spirit that dwells in the children/people and forces them to perform evil things causing hurt to people</p> <p>About evil spirit</p> <p>Its somebody God does not like, people practising are evil</p> <p>Things that do not speak about God, but about wrong things</p>	<p>Do your family read the Bible together</p> <p>Yes, but not regularly</p> <p>Yes, but not always</p> <p>Yes we do</p> <p>Yes we do and also sing hymns together</p>
<p>Does your family get the chance to practice your culture?</p> <p>Yes</p> <p>Yes</p>	

Yes we attend church and perform rituals	
Yes, we do	
How often do you practice your culture?	
Once in a while, or when someone /relative passed on	
When it is required	
When necessary or needed	
We try to do things for the children every year	

The session was attended by 4 Foster parents and 4 Questionnaires were completed.

Pre Test Questionnaires: All participants (100%) showed good knowledge on the benefits of technology, explaining it as useful(25%); easy to access information, or when want to reach the children/vice versa (75%). Satanism is described as evil/evil spirit (75%) and not speaking about God, but wrong things (25%). All respondents (100%) confirmed that they get the chance to practice their culture, when it is required/needed .

Post Test Questionnaires: The respondents (100%) said that satanism can affect their family by means of conflict, disagreement, unpeacefull environment. 50% of the respondents indicated that they read their Bible, whilst 50% said they do, though not always/regularly.

10 Discussions

Based on the pre – and post test questionnaires, it is evident that the foster parents benefited from the program . More knowledge and skills were gained on the various topics that were presented , which empowered them in their role as parents.

With regards to the session on parenting styles, it appears that insight was gained after the presentation on their current parenting style, as 100% indicated that they have gained more insight in their current parenting style , whilst 72% indicated that they will apply the newly learned parenting style learned. 28% indicated that they will combine the newly learned parenting style with their current parenting style. All participants said that change took place , as a result of the session. Insight was gained in their own behaviour, relating to their parenting style e.g. has learned not to judge, shout but instead to listen, to be an example and to talk to their children.

There is a definite indication of insight gained in the barriers to communication, after the presentation. Shouting and labelling are identified as the main barriers to communication (72%) , with not listening to children (14%) and expectation of child to act in a certain way and foster parent acted in the opposite way (14%) . All the participants (100%) suggested that communication patterns can be improved , by means of e.g. talking, be patient and kind, respect for one another, not shouting, listening , establish good relationship and to make time to talk. By reflecting on the current communication style , and the impact thereof on the relationship, 57% indicated that they will change their current communication style , whilst 43% described their current communication style as well to good.

The session on decision making promoted insight on the value and importance of decision making . All participants (100%) confirmed that they have a better understanding of decision making after the presentation on decision making, including remarks such as , the careful consideration of all decisions,a better understanding on how to assist their children, better understanding in the needs of adolescents, and to sit together as a family and hear their opinions.

All participants display good insight in the reason why discipline should be applied at home- (40% said that children become responsible, 20% mentioned that discipline build the child up, to respect himself and others and 40% that the child can distinguish between acceptable and unacceptable behaviour. Good insight is also shown in the results of applying discipline : 40% indicated that the children refrain from bad behaviour, 20% it ensures that the child understands and learn and do not make mistakes, 20% it teaches and bring stability in the child's lives and 20% it helps you to become someone in life and behave in an acceptable manner. Responsibilities are shared at home by means of delegating some chores (80%) e.g. wash dishes, washing and cleaning of the house with 20% who sit , discuss the rules and agree on it.

There seems to be more insight gained , after the presentation on how to deal better with conflict, as indicated as follows : 13% said – to be the least, to meet the child at his level, 13% said to be sometimes the least and to leave the situation when it is too heavy, 13% said to listen and talk to the children , to allow them to raise their concerns, 13% to approach the situation in a calm manner, 13% said to stand up and leave the situation, 13% said to listen fist before answer, 13% said to sit down as a family when there are disagreements and voice your concerns and try to resolve it together and 13 % said always listen to one another and speak when some one is unhappy.

The participants showed some knowledge on what self image are. 40% indicated that you are able to stand for yourself, 20% that you are able to make decisions, have respect for yourself, have boundaries, value yourself and have self-worth, 20% that you are confident in who you are and 20%, that when you not have confidence in yourself, you cannot stand for yourself. On the question how to break your child's self esteem, 20% did not answer this question, following by

the rest who showed insight in this matter, with the following response : 20% when you do not encourage your child, tell him that he has no future, 20% by anger speech, name calling, bad behaviour, laugh at the child, 20% not encouraging the child, and talk in a manner which is not right and 20% anger speech. All participants showed some understanding in how to deal with children who are disabled, focussing on the emotional needs . Love the child (80%) support (100%) patience (40%) need to understand the child (20%).

Poor insight was expressed on the challenges faced by teenagers with disabilities, as no one answered this question. On the question how to built your child's self esteem, 80% did not answer the question, and 20% said to have patience and listen to the child. 80% did not answer question on in what way you can help a child with disabilities. 20% responded to built trust, support child, encourage child, encourage positive self talk , love the child.

All respondents (100%) show good insight in the signs of substance abuse in the family , after the presentation on substance abuse , which can be seen as a confirmation on knowledge known to them on their understanding of substance abuse. The signs were as followed outlined : untidiness, always tired, withdrawn behaviour, change in routine, dishonesty, start to come home late, change friends, aggressive behaviour, unhygienic, steal things at home. Good understanding is also displayed on the right time to talk to their children about sex. 68 % indicated the right time as when they are able to understand, whilst 32% allocated an age to the time, namely 10 years and 13 years. On the place where violence mostly take place, the answers should be viewed as alarming as 84% indicated that violence mostly take place at school and at home, whilst 14% said it takes place any where.

It seems that more insight is gained after the presentation on education, as outlined in the different answers from all the respondents. On the question on career guidance, the response were as follows: I am (now) more able to help my child to make the right career/career path. It (the session) helped me to understand how to communicate with my children about their education;I will ask their aunt who has already finished school to guide them ;It (the session) helped (to guide) to choose the right career that goes with your interests. All participants also indicated their parental role with regards to the child's career choices, by means of being more supportive and encouraging, to sit and discuss his career choice with him and tell him about the options that I have learned here (at the session), and by doing research on different careers in cooperation with my child. Two of the three participants answered the question on helping aids available to assist the child with educational challenges (namely study guide and assistance from a family members and one who refrained from answering. Participants . Explained their part in helping their children with the right career choices as follows: By taking him to open days at colleges/universities ,doing research , and to help him to identify his strengths and hobbies and then guide him to choose the career he loves.

All participants (100%) showed good knowledge on the benefits of technology, explaining it as useful(25%); easy to access information, or when you want to reach the children/vice versa

(75%). Satanism is described as evil/evil spirit (75%) and not speaking about God, but wrong things(25%). All respondents (100%) confirmed that they get the chance to practice their culture , when it is required/needed .

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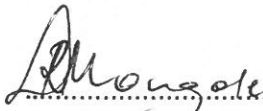
It is the opinion that the program is of value whilst the knowledge and skills possessed by the Social Workers, promoted growth and development in the foster parents. The information and skills gained, improved their self confidence, enhanced open communication and strengthened their relationships. As a result of this, matters for example the involvement of foster children in the budget, discussion of friends could take place. Furthermore, the foster parents became more interested and involved in their education of the foster children. Challenges identified were addressed , e.g. transport (transport provided to foster parents who stay far were fetched and returned), language barrier (all presentations were translated) .

11 Conclusion

It is concluded that the Active Parenting of Teenagers Program , as a prevention and early intervention program, is an effective program for Foster parents with teenagers between the age group 12 – 16 years. Not only is the content relevant, but it also brought about a positive change in the target group as proofed by the pre and post test questionnaires .


12 Recommendation

The role out of the Active Parenting of Teenagers Program to all foster parents, parents and guardians with teenagers , between the age group 12 – 16 years , in the Northern Cape Province.


.....
Social Work Manager : Ms L Mongale
Services to Families


23 October 2017

Date


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Senior Manager: Ms M Lotz
Children and Families

23/10/2017

Date


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Executive Manager: Ms M Kivedo
Social Welfare Services

2017.10.23

Date


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pp Head of Department: Ms H Samson
Department of Social Development

2017.10.23

Date

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Department:
Social Development
NORTHERN CAPE

Private Bag X 5042, KIMBERLEY, 8301. Latlhi Mabilo Complex, KIMBERLEY.
Tel (053) 874 9300, Fax (053) 874 9308

Enquiries :
Dipatlisiso : Me. M. Chakane
Navrae :
Imibuzo :

Date :
Letiha : 10/10/2017
Datum :
Umhla :

Reference :
Tshupelo : SP/50022946
Verwysings :
Isalathiso :

Me. Melanie Kivedo
Chief Director: Social Welfare Services
Department of Social Development
Latlhi Mabilo Complex
KIMBERLEY
8301

**DESIGNATION AS A RELIEF HEAD OF DEPARTMENT FROM 23 OCTOBER
TO 25 OCTOBER 2017**

Please be informed that you are hereby designated as the relief Head of Department/Accounting Officer for purposes of attending, responding, deciding, approving and signing urgent Departmental matters on my behalf during my absence from office on 23 - 25 October 2017.

Trusting you will find the above-mentioned in order.

Yours sincerely

Me. H. Samson

Head of Department

Department of Social Development

cc: MEC G. van Staden

Building a Caring Society Together

