



# ANNUAL REPORT 2018 - 2019



**LEFIKA LA PHODISO**

Community Art Counselling and Training Institute

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# LETTER FROM THE BOARD

## Chairperson's Letter

**Dear Lefika partners and stakeholders**

I write this annual report as the formal feedback to you as our valued partners to provide insights into the operations of Lefika for the past year. As an organisation that is wholly reliant on the benevolence and support of our donor community, our operations are not immune to the prevailing economic challenges affecting the country. Naturally, this requires us to continuously innovate and adapt through the challenges in order to keep our doors open. Over the past year, we have seen the acute impact of the financial challenges and their consequential impact on our ability to deliver on our mandate. Such uncertain times are likely to remain for as long as the NGO sector and the country at large deals with the effects of the economic headwinds.

That being said, we are heartened by the ongoing support shown by the dedicated internal and external stakeholders who go the extra mile to keep us going. Our leadership team – led by Phumzile Rakosa – has had to bear the brunt of the challenges and we are grateful to them for all the efforts they put in every day to live the Lefika mandate. Additionally, our various donors and stakeholders have been instrumental in keeping us going by keeping the avenues of collaboration open at all times. Given the critical nature of the work we do we all need to keep pushing in spite of the odds. The country's scourge of femicide and gender-based violence – manifesting in many forms over the past year – once again highlighted the need to provide healing and support to communities afflicted and affected by violence in its many forms.

Over the past year, there has been a growing acknowledgment across various social and political structures of the value of Lefika's work. In particular, the National Dialogues initiated by the National Department of Women in 2017 provided an exhibit of this acknowledgment. The prevailing challenge, however, is to ensure continuity of such programmes and extending the reach to many more communities. Building a more empathetic nation is a key need for the country at large. Lefika's longstanding commitment to that philosophy is now more important than ever before. The spate of attacks witnessed over the past year once again indicated that the scourge of violence and the need to heal transcends family walls and affects communities at large. It is our hope that Lefika's vision of being a place of safety, healing and a centre of training for our dedicated students will gain more traction over the next year in order to assist the nation to deal what is fast emerging as South African society's greatest dilemma – our collective inability to care for each other as human beings.

On behalf of the Lefika Board, I thank you for your continued support.

Khaya S Sithole

# RESEARCH, MONITORING & EVALUATION

Lefika's vision is:

***To build national capacity for empathy.***

Working collaboratively with communities, the overarching mission of Lefika is to reach as many people as possible. Lefika's Community Art Counselling programme provides symbolic extended family structures that can unlock strength and resilience, thereby reducing violence and trauma; creating stronger societal connections and ultimately a safer society. The Open & Safe Spaces programmes is one means through which Lefika achieves this.

## Open & Safe Spaces

The space is 'open' in the sense that children come on their own volition. The programme provides a safe space to extend learning, play and creativity in a collaborative supportive environment using art-based methods. This promotes empathic engagement between adults, children and adolescents.

The desired outcomes are to improve: essential life skills and build positive relationships with adult role models, which is achieved through two programmes:

1. Open Studio, and
2. Drama Club.

As well as benefitting the children, both programmes also provide a valuable on-site learning opportunity for Lefika's trainees.

This report provides a summary analysis of the results achieved through the Open & Safe Spaces programmes.

## Methodology

### Aim

To provide a quantitative and qualitative review of the Open & Safe Spaces programme for the period: 1 January 2018 to 31 December 2018.

### Data collection & Analysis

Mixed methods approach using data sources and methods that are both quantitative and qualitative in nature. Basic frequency analyses have been used to provide descriptive statistics for the quantitative data included in this report, and thematic analysis has been used to draw themes from the qualitative data.

### Results-Based Management

Results-based Analysis (RBA) provides a simple framework for presenting evaluation findings, which is done in relation to 3 key questions

1. <b>How much did we do?</b>	→	Reach & outputs
2. <b>How well did we do it?</b>	→	Short-term impact
3. <b>Is anyone better off?</b>	→	Med to long-term impact

The results are thus presented in relation to these three questions in the following section.

## Results

How much did we do?

Lefika conducted Open & Safe Spaces programmes weekly throughout the course of the year:

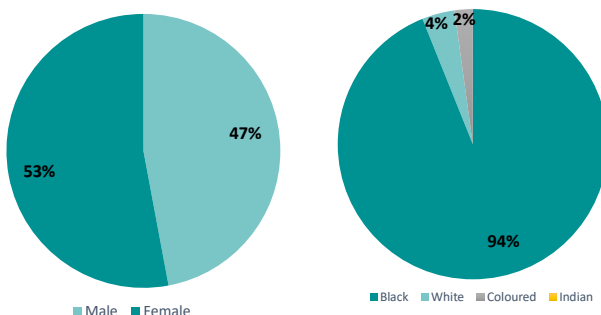
### Open Studio:

- 2** Weekly sessions
- 2** No. of groups (6-9, 8-11 yrs)
- 11** No. of facilitators
- 132** Total sessions 2018

### Drama Club:

- 1** Weekly sessions
- 1** No. of groups (teens)
- 4** No. of facilitators
- 35** Total sessions 2018

A total of **175** children and youth from the inner city participated in these programmes.



All of these children received a nutrient-rich meal at each session.

How well did we do it?

In 2018, the Open & Safe Spaces programme ensured that 175 children and youth from the inner city had access to a safe space with caring adults for approximately 250 hours – approx. 14% of their time between school and home.

**“It makes me feel safe and comfortable. Because I have teachers, friends. I love teachers because they teach me how to draw and write.”**

– Open Studio Participant

Based on the analysis of the process notes, the Open Studio and Drama Club Programmes, appeared to impact positively on 3 areas of psycho-social development:

1. Children learned skills that helped them to express themselves better
2. They developed an increased capacity for empathy
3. They showed a greater amount of inner resilience

Two of the above themes are highlighted in the following extract from the Open Studio Process notes:

**“The group members on my table were able to express themselves. J\* turned his story from a tragic one to one in which there was some sort of a positive ending. It showed compassion for the bully who not only did not die, but found his dad in hospital...”**

– Community Art Counsellor

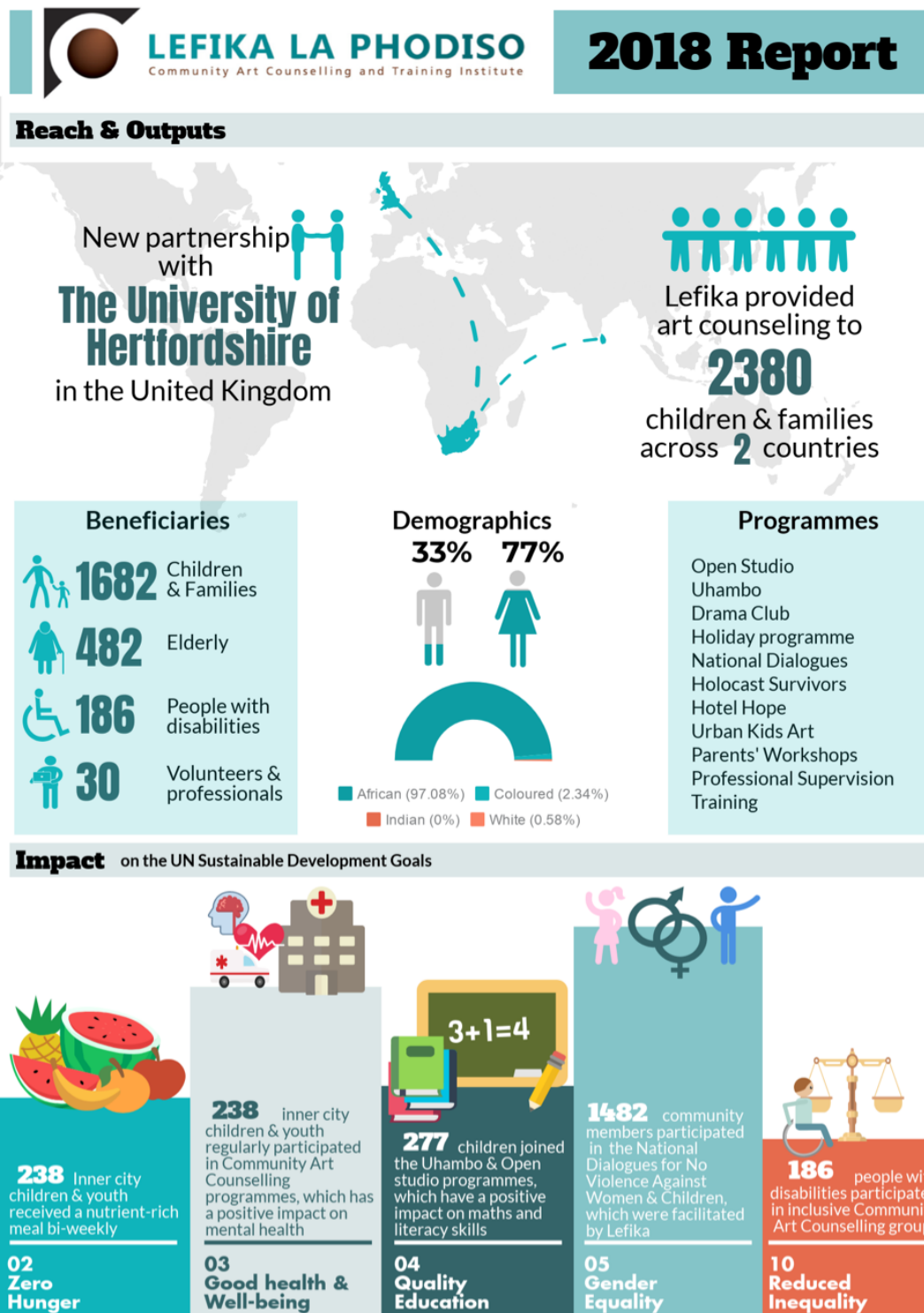
The Open & Safe spaces programme achieved its intended aims.

Is anyone better off?

There is currently no data that can be used as evidence of the longer-term impact of the programme. However, research<sup>1</sup> demonstrates that children who have access to safe spaces, with consistent and caring adults, show reduced levels of

violence and symptoms of trauma, which in turn increases their capacity for empathy, and their chance of reaching their full potential.

<sup>1</sup> Ward, C.L.; van der Merwe, A. and Dawes, A. (2014). Youth Violence: Sources and Solutions in South Africa. Claremont: UCT Press.



# ACCREDITATION

After a lot of hard work and many years of persistence, Lefika's Community Art Counselling training accreditation has finally been approved by the HWSETA (Health and Welfare SETA).

# TRAINING

## Community Art Counselling (CAC)

In 2017, Lefika registered 19 Community Art Counsellors. The training programme took place over eight intensive blocks that ran over eight months. Phumzile Rakosa (Executive Director) and Rozanne Myburgh (Drama Therapist) were the lead facilitators with support from subject matter specialists and Lefika's Train the Trainers.

In 2018, these trained Community Art Counsellors started the practical aspect of the training. Over the year CAC's have been placed in the after-school programmes at Lefika, which include Open Studio, Drama Club and Uhambo creative literacy programme, the Holocaust Centre in Parktown, R.P Maphanzela Primary School in Thokoza, an ECD center in Midrand and Thulasizwe Special School in Orlando West, Soweto where they are being mentored by senior CACs. The role of the mentor is to model containing behaviour with the aim

that the trainee will absorb from the experience and apply it in their own work.

The process of assessing the module submissions is taking much longer than anticipated. It was decided that no CAC training will take place in 2018 and instead the focusing will be on ensuring all outstanding assignments are assessed and moderated and our CACs receive their formal qualifications. At the time of preparation of this report, five of the eight modules have been assessed.

## Train the Trainers

Lefika identified a sustainability gap and in 2015 it was decided to increase the number of people who could training Community Art Counsellors from two (Luke Lamprecht and Hayley Berman) to many more. It was hoped that by introducing the 'train the trainer' programme the knowledge would not end with Luke and Hayley and that training would extend our reach both nationally internationally. There are currently 14 Community Art Counsellors undertook the 'train the trainers' course. Before starting the art-based modules, the trainees had to complete a SETA unit standard 'Facilitate learning using a variety of given methodologies. The three-year course started in 2015 and the newly-qualified will hopefully start rolling-out training soon after Lefika receives the SETA accreditation.

# PROJECTS

## Mary Oppenheimer & Daughters Foundation Open Studio

The Mary Oppenheimer & Daughters Foundation grant supports three weekly Community Art Counselling Open Studio groups. These groups took place after school on a Monday, Wednesday and Friday in 2018 and Monday, Tuesday and Wednesday in 2019. Each group accommodate 15 participants aged between 6 and 17 years old. The Open Studio programme seeks to introduce the group members to different art skills and themes that are based in a therapeutic setting as well as a Drama Club to accommodate the teenagers. The Mary Oppenheimer & Daughters Foundation continue to support Lefika's Open Studio programme.



we can use them to express ourselves. These included scratch art as a way of exploring how things may look the same on the surface, but can reveal beautiful, hidden aspects below the surface. Another activity was to paint to music while using different objects as paint brushes. This encouraged creativity and listening skills as the children had to change brush instruments when the music change. Other activities included creating mandala's, bubble blowing painting and paper-plate animals.

Recycling was the focus for activities for the Friday group and the highlight was the creation of a volcano, which changed the studio's atmosphere

when it erupted - the excitement was real for both the children and the facilitators. The other activities included creating a doll which would be a representation of themselves and creating a caterpillar in one session and butterflies in another to explore transformation and growth.

## Foundation Group

**Term 2 (2018)** - Monday's group were taken on a journey starting with teaching the children "the language of art". The group was taken through different art making activities to emphasize different types of art and how

**Term 3 (2018)** - The theme of 'Sharing is caring' was explored during the Monday group. The central activity that revolve around the theme was for the children to 'make pretend food' to share at a picnic. The



group members recreated 'food' through art making, using colour paper and other art materials to achieve creating the food. Along with this, the group worked together in order to make their own picnic basket. During the session in which the group had the picnic a volunteer could not attend. One of the children suggested to the facilitator that they should keep some 'food' aside for her. This was a beautiful example of how the theme reflected and emerged in the space with the group. The sharing concept was clearly demonstrated during this interaction.

The theme for the Friday group was around team work, sharing and imparting skills. To explore this, the group started the term by creating a mini garden. Through this type of activity, the group start to learn more about the importance of nurturing and looking after something if you want it to

"When the block of flats was done, the group named it 'Love, life, hope, friendship'. They communicated that it was built based on the environment at Lefika"

grow and flourish. As a group activity, the children created a block of flats which allowed the group to explore community, home and safe spaces.

**Term 4 (2018)** - The theme for the Monday group was free expression. The activities helped to create a safe space for the children which encouraged them to open up and share with the group

as well as emphasized verbal expression, constructive play and co-operation among the group members. Some group members shared "touching" stories with the group and feelings of sympathy and empathy were evoked from the group. Some of the stories the children shared with the group highlighted serious issues regarding the safety of children or the lack thereof. The children used play to express what was happening in their environment. The concept of emotional rest was introduced to the children and they created a safe place for themselves to rest. Self-regulation and the awareness of others and their needs was observed.

The Friday group explored gender roles using a free association methodology. Once again, through play the children were able to express themselves freely and used their imaginations. The lack of safety seems to be a recurring issue, several children mentioned that they feel that Lefika is a safe place for them and their parents also feel the same way hence they allow them to come. The children were also able to tell stories through their paintings and the facilitators felt some level of reassurance as the children's communication with each other, as well as with the facilitators, improved rapidly. Feelings of sadness, disappointment, anger, loss and powerlessness were expressed by the children with regards to the end of the term.

**Term 1 (2019)** - The theme chosen to be explored for term 1 was 'Myself'. The purpose of choosing this theme was to enhance the group's emotional well-being. The theme was aimed at

providing the individual's a space to dig deep and express themselves and explore their identity and how they perceive themselves through the art making process. The children were asked to create art works about things that they like, such as their favourite colour, meals, domestic animals, friends and cartoons. As the sessions progressed the group was introduced to more deeper themes/activities where they were asked to express their inner self. This allowed the facilitator to start introducing concepts such as self-identity and self-transformation to the group. This theme gave the group the opportunity to start thinking about who they are and what type of person they may want to be. It also allowed them to see how they view themselves and how others view who they are.



kanga as well as the culture from Lesotho by creating Sotho dolls dressed in a traditional Sotho blanket and hat.

Friday's group created celebratory cards to encourage the children to think of others and inspire empathy. Further, the idea of creating cards that one would give to another person was aimed at exploring selflessness and consideration for others. Some of the cards that were created include a Cherry Blossom card which was connected to celebrating life and being

present. The facilitator noted "The children all found ways of creating the tree trunk and branches with toothpicks but then also used tissue paper to create various effects. I was surprised at the level of concentration exhibited by the children". This speaks to the importance that art making has on children's ability to think laterally and find

creative solutions. It also highlights their creativity and adaptiveness.

## Junior Group

**Term 2 (2018)** - The junior group on a Monday spent the term interpreting the "Rainbow Nation" and different cultures. In the wider context, the activities allowed for conversations about appreciating other cultures and the hardship of Xenophobia. The art activities included creating Chinese dragons in line with the Chinese New Year, the Swazi culture by making drawings inspired by the

**Term 3 (2018)** - Monday Junior Group explored group and individual identity. The theme was chosen as a way of allowing the group to explore their identity and self-image as they are at the age where they are beginning to become aware of who they are as individuals. The activities that explored identity include one in which the group members were

paired up and had to draw a portrait for their team member. The main focus of this activity was to look at building relationships and respect for others. They were further tasked with thinking about qualities they admire about their team member and include those as the background in their portraits.

The Friday Junior Art Group continued with the celebration of all cultures in South Africa which included the cultures of IsiXhosa, IsiZulu, XiVenda, Khoi San and Setswana. The overall theme of these sessions was to foster a sense of empathy and understanding for all cultures in our country. The way in which the group explored the Zulu culture was by creating a traditional beaded 'love letter' which involves using certain colour beads to express certain feelings. The facilitator noted "there were some children who were able to link the activity with their own emotions and managed to use the 'love letter' to express how they were feeling about certain people in their lives". The importance of art as a communication method was present and intentional during this session.

"growth is evident in the children every week and they are able to understand their own autonomy and personal growth"

**Term 4 (2018)** – The theme of the importance of wildlife was explored in the Monday sessions. The group created a three-dimensional habitat. Creating this habitat generated feelings of fear, loneliness, vulnerability, a greater sense of belonging as well as a sense of containment. Group belonging and age difference seemed to be a challenge for the children. However, this did not hinder the children's focus as they were able to immerse themselves in the creation of wildlife as they were very expressive in their creations.

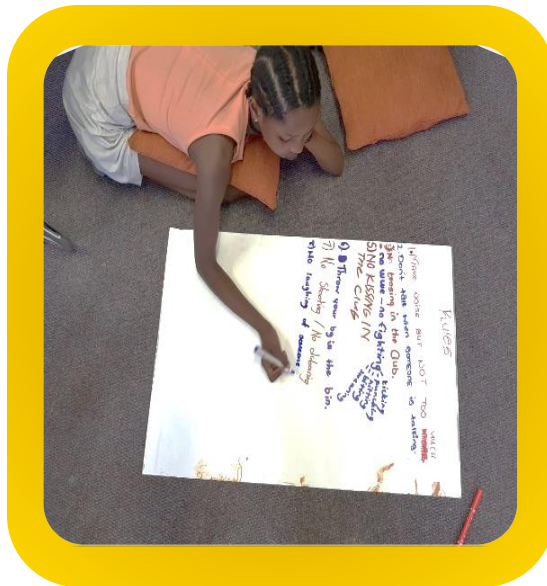
The Friday group was introduced to the concept of "protest-art" as a theme for the term. Bullying seemed to be a recurring issue which results in a lot of repressed emotions for younger children, hence the session aimed to create a safe space for them to express these feelings. The group reflected very well on what bullying meant for them through the creation of t-shirts that had drawings and messages about bullying. The children struggled to grasp the concept of activism however one of the facilitators asked them what they were passionate about and helped them relate this to protest art.

**Term 1 (2019)** – The theme that was covered by the Junior group was 'Art as well-being'. The ideas for the art projects that the facilitator drew inspiration from were taken from cultures across the globe exploring their ways of enhancing and promoting well-being. Throughout the term the group created Tibetan flags with positive messages that the wind took out into the world, mandalas that unfolded from a centre of

stillness and love, kintsugi paper art to show that we are proud of the difficult times we have been through, Mexican skull art to honour our deceased loved ones and dream catchers to give us pleasant dreams at night.

## Drama Club

**Term 2 (2018)** – Drama Club’s focus for the term was bullying and much was achieved in building self-confidence and resilience amongst the teenagers. The group was introduced to different types of drama techniques such as image forum theatre, a form of theatre that urges audience participation which is employed when a certain group of people face a particular problem, and image theatre, performance technique in which one person, acting as a sculptor, moulds one or more people acting as statues, using only touch and resisting the use of words or mirror-image modelling. The group members were given prompts which include thinking of a problem and possible solution to portray in a short 3 - 6minute production. Through these types of activities and arts expression, the group members become aware that they carry the ability to speak out and resolve issues that may surround them.



**Term 3 (2018)** – The term’s theme has been identity - what we understand it to be and the individuals who form and frame our personal identity. This term saw an international volunteer, an Art Therapy student from the University of Hertfordshire, join the Drama Club as a volunteer facilitator. She was able to lead a session which asked of the group members to explore the topic of how they perceive themselves, as an introduction to exploring their identity. Upon reflection, the facilitator noted “the Drama Club participants have shown great development and strength within the group. They have displayed trust in the space and that has resulted in them growing emotionally and personally”

**Term 4 (2018)** – The Wednesday Drama club chose the theme of “my truth”. The main facilitator explored the idea of knowing what your own truth is. She stated that “the aim of this theme was for the group to hopefully discover that no matter what happens around you, what people say, how things happen around you, that you know your own personal truth. It further aims to teach the children to stand by their truth and what you believe to be true about yourself is the most important thing”. Through the creation of mini plays and dramatic scenes,

the group members looked at what they believe their individual truth is, how does it compare with others and seeing how aspects of our truths overlap with others. In their plays, they were asked to act out scenario's in which their truths were questioned as a way of playing out how they would be able to address these types of situations in real life.

**T**erm 1 (2019) – “Good enough” beginnings and endings are an important part of the psychological container employed at Lefika La Phodiso. This ensures internal and external safety for the participants of the groups. It was important to discuss these changes with the group. From our work with inner-city children, we know how sudden changes can affect them individually, but also as a group and within the group process. When these changes were debriefed, we started establishing ground rules that were created by the group members and

that also serves as a container and keeping the space safe Mindfulness techniques such as breathing exercises and guided visualisation, were also employed to assist learners to have tools to calm themselves down. From the ACE (Adverse Childhood Experiences) study it is known that children from difficult backgrounds find it hard to self-regulate. It is also known that

mindfulness is one way to improve self-regulation. The learners are very creative and playful. Themes from their stories included bullying, murder, abuse, rape, kidnapping and corporal punishment. These stories or mini-plays reflect their lived experiences, but also the dire systemic challenges that we face in our work.

## Parent's Day

Lefika believes in the importance of engaging with the parents/guardian of the children that attend Lefika programmes. Lefika held two Parent Day workshops over the reporting period. The first took place on Saturday, 7 April 2018, where a workshop was held. The workshop, facilitated by Humbu Nsenga and Gugu Manana, focused on fostering a sense of connection between parent/guardian and child by allowing parents/guardian to create art with their children.



The second workshop took place on 29 September 2018 and was facilitated by Bridgette Mlilo and Humbu Nsenga, with a guest facilitator, Liesl Orr, from Hand in Hand Parenting. The workshop provided a space of support and day-to-day parenting tools held in a safe and creative space.

## School Holiday Programme

### DHL Creative Care Programme

**Term 1 (2018)** – The first School Holiday Programme saw the groups exploring the theme ‘my feelings’. It took place from 03 April - 06 April. The Foundation group engaged with the topic of feelings with a variety of art activities. The art making became the way to introduce and explore ‘what we feel’. The activities that the Community Art Counsellors chose were based on evoking different feeling from the group. This becomes a non-threatening way to engage children to open up the conversation around feelings. activities included mask making, where the children explored what feelings we show to people and what we keep in

ourselves, Decorating eggs in our personal safe space, where the children discussed the importance of having a safe space that is their

own, and a colouring in activity where all the children coloured in the same picture as a way of exploring individual identity and discussing how we are all unique even when we are the same.

The junior group chose to explore feelings through linking them at the seasons,

summer, spring, autumn and winter. Each session focused on a specific season which culminated in each group member sewing together a ‘blanket’ which was comprised of four sections. In each session, the group members each chose a piece of material that they would create on. Starting with Summer, the facilitator linked this season to happiness, cheerfulness, joy and love. Autumn was linked to age, rebirth, change and death. Winter was linked to sadness and self-care and Spring was linked to growth, renewal and new beginnings.

During term 1 the teen group took part in the Teen\_Connect Programme held at the Wits Art Museum (WAM).

**Term 2 (2018)** – The second terms Holiday Programme took place from the 02<sup>nd</sup> July to the 06<sup>th</sup> of July 2018. The overall theme that was addressed this term was ‘Acceptance and Respect’.

The Foundation group created artworks during the week that would culminate into a ‘Tree of Respect and Acceptance’.



Using story telling (through a book about bullying) as an introduction to the concept of respect and acceptance, the group was better able to grasp on to the idea and move it from an abstract concept into relatable words and images. This not only allowed them to relate to the concept

through being able to speak about their experiences of feeling respected and feeling rejected, it also gave them a chance to learn new words to be able to associate with the concept of respect and acceptance.

The Community Art Counsellors and volunteers created activities that would directly engage the Junior group in thinking about respect and acceptance, what it means to them and how it can be shown and received. This was framed around similarities and differences with an emphasis on positive aspects of self. The artworks culminated in the group creating a mobile that captured their thought and feelings about the theme. The mobile was representative of the group as a whole. It was a visual reminder of how all similarities and differences can co-exist, can be respected and accepted by all. Further to this, it was a reminder of how, even though we are all unique, we all belong.

The teenagers combined drama and art to explore the theme as a Drama Therapist co-facilitated with a Community Art Counsellor. This group created artworks about what respect means for them, as well as played out scenes of respect and disrespect to engage them in positive



problem-solving skills. Some of the art activities included creating artworks that represented the meaning of respect as well as Community Mapping which required the group members to explore different areas of respect and acceptance related to social institutions and collectively creating their idea of a safe park that represented one community.

*“It is always amazing and intriguing to see how the mood changes when the kids respond to making art. Such calmness, engagement and enjoyment, they are creative beyond thinking. It is amazingly beautiful to witness”*

The drama element was incorporated by asking the group to engage in creative movement to externalise their views about respect as well as role-playing to aid thinking about empathy through exploring family conflict amongst family members.

**T**erm 3 (2018) – Term 3 was Lefika La Phodiso’s last School Holiday Programme for the year. The theme that was explored was ‘Art as advocacy’ with a focus on what is happening in schools. The Foundation group facilitators took the theme head on and started the week by making the space feel safe enough for the group members to share their stories and experiences which they referred to as ‘my voice, my story’. The

group was able to link their stories to emotions by drawing emoji faces. This was a way for the facilitators to help the children identify feelings and emotions. The facilitators took this a step further and created an activity where they explore with the children how they can use art making to express difficult feelings. Building on this, other activities included using the idea of an imaginary friend to express safety and trust and ending the week with an 'Our safe haven' project where the children were able to create their idea of what a safe school would be like by using play dough.

The junior group explored this terms theme by looking at peace and respect as sub-themes. The week started off with the group engaging with and differentiating between when they feel peace and when not, specifically looking at their experience in school. This allowed the group to be able to identify experiences that they valued and those that they would rather not harbour. The facilitators were able to introduce the topics by using story books which included titles such as 'What does peace feel like' and 'I need to talk about



disrespect'. For the rest of the week the group was tasked with creating a basket in which they would like to keep their peaceful memories and creating a bin in which they would put their non-peaceful experiences.

The teen group once again combined community art counselling and drama therapy to

engage with the theme. They started the week by creating emotional boards which depicted what they felt when they were not listened to. Other activities for the week included creating collages in which they would use embodiment exercises as a way of reflecting their visual art works and enactment through their body to show their feelings. The teen group focused a lot on self-awareness, self-care, building self-esteem and coping mechanisms. The facilitators wanted the group to be able to access internal resources. Activities such as mask making as a way to explore how they feel about themselves was used to achieve this. The teen group ended their week by creating an advocacy flag. Their flag would be their 'voice of advocacy' against violence and abuse of children.



## Wits Art Museum (WAM) Teen\_Connect Programme

Lefika collaborated with WAM (Wits Art Museum) on their Teen\_Connect Holiday Programme for the teen group which took place in the museum. The week was based on the exhibition that was on display at the time, a solo exhibition by South African artist Alfred Thoba. The programme was able to combine the practicality of creating an artwork as well as the themes that arise from art making and the importance that art making can have in society.

On the first day of the programme it was important for the group to explore and connect with the art exhibition. The group was taken on a tour of the exhibition

in order to get a sense of who the artist is and what his artworks deal with. Further to this the group was asked to choose an artwork that they were drawn to and have a conversation with the artwork through sketching. By doing this, the group would be able to pick up on the visual aspects and specific style of painting of this artist. In this way the group would be exploring the

museum and the artworks and connecting with them both cognitively and visually.

The second day was more art skill focused as the group members were introduced to the importance of layering and building a composition when creating an artwork. The activity for the day further built on this discussion. The group would once again explore the artworks and look for one that

has layers in it and through collage, they would build the artwork. By doing this the group developed their observation skills and start to understand depth and perspective.

Day three saw the shift from technique and technicality to the important role that art plays in society and, specifically because of

Alfred Thoba, the importance of using art to bring awareness to societal problems and issues. The facilitator specifically focused on two paintings in the exhibition that the artist created to capture an important event and turning point in South Africa's history. These paintings captured a well-known image of a dying Hector Peterson. The discussion that the



facilitators had with the group revolved around the importance that art can play as a social activist tool and as social commentary. Furthermore the group spoke about how art can become a tool to hold important moments from the past and serve as a reminder for the future generations about what was important historical events in the past as a painting (and artworks) are able to capture a moment and make a statement about that moment.

The theme for the final day built on the previous day and focuses on using art as societal commentary and activism. To link this theme with the exhibiting artist, the group would create artworks using newspapers as a central component of their artwork. This was a way of paying homage to the artist as part of his art making process involved reading the newspaper and creating an artwork from the stories in the newspapers. The activity that the facilitator developed asked for the group to read through the Children's Rights as it is stated in the South African Constitutions Bill of Rights, and to choose a right that they would like to bring awareness to. The most common Rights that emerged from the group was their right to a family, a home, food and health care and a right to a name and nationality.

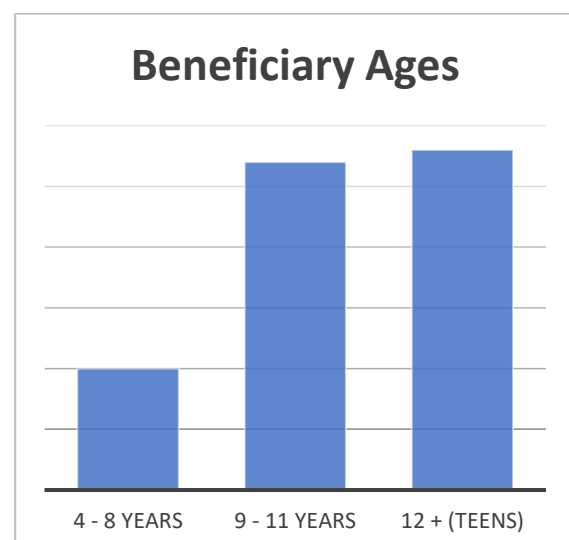
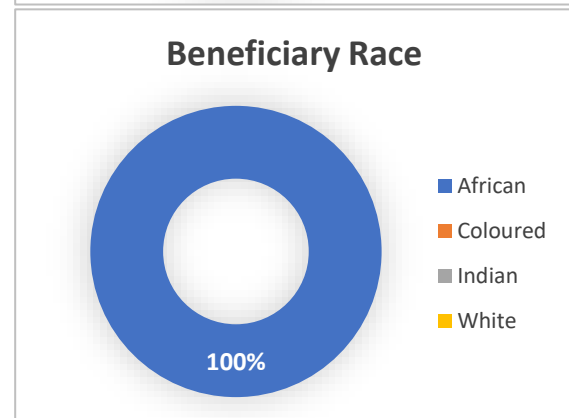
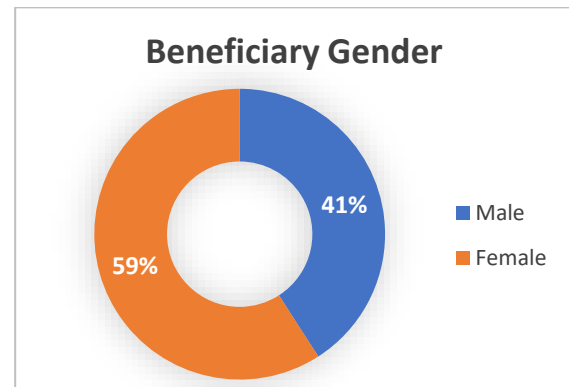
### School Holiday Programme Input

The themes that were covered this year:

- My feelings
- Acceptance and respect
- Art as advocacy (focusing on schools)

Lefika provided a safe space and 2 meals per day for every child during the programme. We had 19 caring adults (Community Art Counsellors & Volunteers) over the course of the three programmes.

### Beneficiary Reach:



## Impact

Inner city children from difficult environments have a safe place to be during the holidays. This includes:

- Access to a safe environment
- Access to caring adults
- Receive breakfast and lunch
- Facilitators observed that the children do not like endings – they would prefer the programme to continue.

Children feel safe to share difficult experiences

- Facilitator observation: *"...A sense of numbness about what they witness on a daily basis. Disclosure of parental violence/domestic violence (in conversation during community mapping..."*

Children learned to express themselves more through the art-based activities:

- Facilitator observation: *"They really expressed themselves, when we were put to check the trees, we saw*

*this one tree with thorns, which they all agreed...it had to protect itself and we reflected back as to how do they protect themselves."*

Children's care and respect for each other improved over the course of the holiday programme:

- Facilitator observation: *"Sharing, caring, respect, asking and acceptance came out so much in kids conversations...this other girl said to her: 'you must ask permission from me to paint on my space, that shows respect...they are implementing what they learned without any facilitator intervention."*
- Facilitator Observation: *"One of the participants drew a picture of her and her family. She said she loves her family and respects them and this week she learned how to share love with everyone and she is taking that with her to also share love, even to her community."*



## Uhambo - The Journey: Creative Literacy Programme

In 2017 Lefika asked community art counsellor and author, Kate Shand, to develop an approach to literacy for the children who were identified as most in need of literacy support. Kate Shand wanted an approach that was as far removed from a mainstream approach to education as possible. An environment where the children were active participants in their own meaning-making and not passive recipients of instruction. Thus Uhambo – The journey, was born and continues to be a staple programme at Lefika.

**Term 2 (2018)** – The theme for this term’s Uhambo was autobiography. The children started by creating timelines of their lives from birth to their current ages. From there they painted self-portraits by looking at themselves in the mirror and painting onto canvasses. A highlight of the term was working with clay and the children created representations of themselves, decorated their sculptures with under-glazes and we fired their sculptures. They were intrigued with the finished products and couldn’t quite believe the transformation from soft clay

“We got to know the children in a deeper way this term and they showed great courage sharing their lives with us”

to hard and resilient ceramic – “like glass” one child said. They created their families in a box and finally wrote their autobiographical stories.

**Term 3 (2018)** – In term 3 the theme that was explored was folktales. The group members were asked to imagine their story with characters that were not human. They came up with the most imaginative characters for their folktales and the art studio came alive with mermaids, kings, birds, dinosaurs, we even had the sun and a TV set. The evolution of their stories saw their creativity and imagination blossom. The children started by drawing their characters, then making a painting. They further used recycled materials to create the three-dimensional version of their characters before being tasked to write their stories. The children’s stories were compiled into a book entitled ‘Uhambo – folktales’ and was added to the library at Lefika.

**Term 4 (2018)** – In term 4 the concept that we are taking them on a journey with the theme of ‘My street’. This theme was introduced as a way of letting the children tell their stories about their daily lives in their neighbourhoods and gave further insight in the children’s lives. It allowed them to explore their surroundings through a story and for some, to imagine what their fantasy street would be like. The children really showed initiative when they arrived to one of the sessions with large boxes

which they used to create homes and buildings that would line their street.

**Term 1 (2019)** – This term we explored the theme of ‘when things change’ This theme sort to address how change affects us and stemmed from the many changes that occurred at Lefika at the beginning of the year as the structure of the groups and the facilitators had changed. Each session started with the group members reading a story related to the theme, this provided an opportunity for the group to explore their feelings of

how they think about and handle change. The reactions were mixed, ranging from feeling sad and unsure to happy as change can mean a new start. The creativity and use of imagination with which the group members approached writing their own stories about change was exceptional. The stories included friends that changed into werewolves, butterflies that lived in the ocean and a rabbit whose colour changed according to his feelings. The group members took great pride in creating their story books and writing their stories, making sure to include illustrations.



## EVENTS AND COLLABORATIONS

### Human Rights Day - Constitution Hill Human Rights Festival

Lefika participated in Constitution Hill's Human Rights Festival on the 23 - 25 March 2018. We were one of many organisations that participated. We invited children (and adults) to respond to a prompt 'what would you want to shout about concerning human rights?' by writing on a canvas we provided. Messages included 'we all need love', 'heal me to heal the world', 'we all have right of freedom', 'fight for your rights' and 'unite as one'. On the final day of the festival there was a 'Walk for Human Rights' event. The canvas was handed to the children who participated in the walk and held up high the flag that raised their visual voices around Constitution Hill.



Remembrance Day event. Under the banner of #BabiesMatter, the different organisations got together to create a living memorial as a way of remembering children that are no longer with us. As one of the many organisations working with children in the CMI Building, Lefika was more than honoured to be a part of this event. As part of our contribution to the living memorial, the children from Lefika were invited to create hand-print flowers on board canvas for children that had passed on. These artworks were then mounted on the wall of the living garden space. The concept revolved around ideas of growth, possibility, unity and being witnessed. It also touched on leaving our mark behind and represented reaching out and acknowledging those children that are no longer alive because

they were not protected.

### Child Protection Week - Children's Memorial Institute's Remembrance Day Launch

For the launch of Child Protection Week, Lefika, along with various other organisations, partook in the CMI Buildings

### Nedbank Wellness Workshop

Nedbank hosted a week for wellness education, highlighting physical health, community and social wellness, financial health and mental wellness. Lefika La Phodiso was invited to take up a stall to talk about mental health awareness and

expose the corporate community to art counselling. The event was hosted at the Newtown Junction. Lefika La Phodiso facilitated an introductory squiggle game workshop. It was received as a fun, non-threatening way for colleagues to engage and take an artwork home.

## Standard Bank Executive Committee Art Making Workshop

Lefika La Phodiso staff were invited by Dee Blackie, founder of Courage Child Protection Organisation, to support a creative surprise for her husband's Standard Bank Investment Banking Executive Committee thank you dinner. When the guests arrived, they were rather taken aback to discover easels and paints set out in the garden and when they were invited to paint something/anything on the themes of 'creativity and courage' – they became even more anxious. But Lefika La Phodiso staff were there to encourage and help the novice painters to get going. Soon all the

guests – even the most hesitant – were painting with delight and enthusiasm.

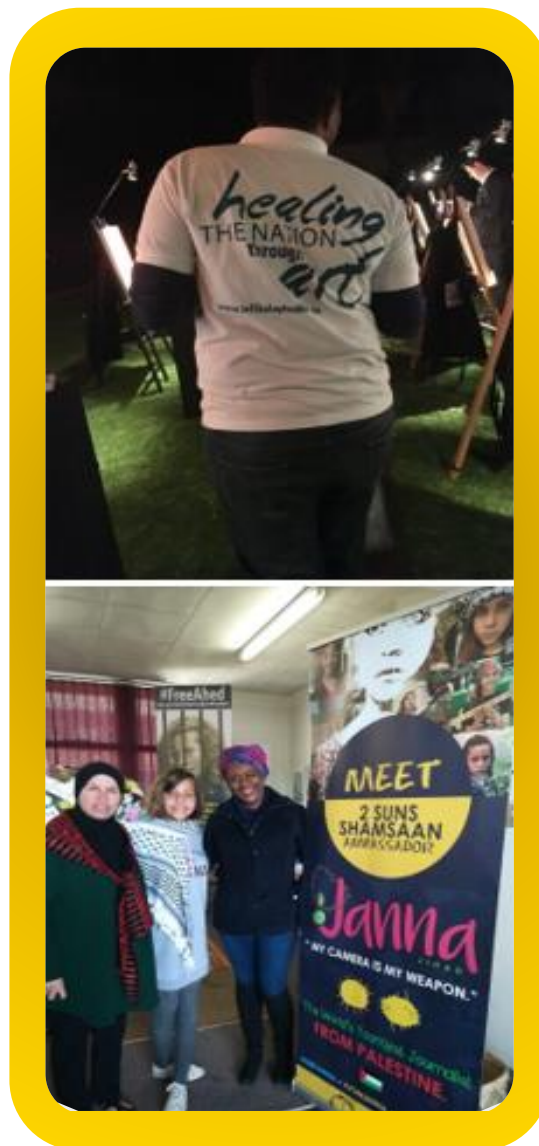
## Lefika La Phodiso and 2 Suns Shamsaan Collaboration

Shamsaan, meaning 2 suns in Arabic, is a South African initiative that supports the establishment of youth platforms for dialogue, promotes social activism through

the creative arts and campaigns for a world where human rights are enjoyed by all. The organisations

ambassador is Palestinian youth activist and amateur journalist, Janna Jihad. On her trip to South Africa, she and Shamsaan stopped by at Lefika. During this time, she spoke to the children that attend Lefika programmes about her role as an activist and journalist in Palestine as well as the importance of sharing stories. This was followed by an art making session in which the children created artworks relating to their environments and

stories, giving them the opportunity to relate with one another.



## Lefika La Phodiso and ADAPT Collaboration

**“We found that many participants took real pleasure in their creativity. Creativity is a key indicator of resilience”**

Community Art Counsellor, Thabo Rakereng, and drama therapy intern, Vasintha Pather, spent five days in Alexandra at ADAPT (Agisanang Domestic Abuse Prevention and Training, a section 21 Non-profit Organisation which was founded in 1994). They created a programme for adolescents to help them deal with their life challenges, and to empower young people to recognise and combat gender-based violence. The programme combined art, drama, storytelling, music and movement. The primary aim of the intervention was to build internal resources in participants, given the challenging social and familial contexts that they were likely living in. Sessions were designed to facilitate acknowledging personal strengths and developing the capacity to identify and express their emotions, which was informed by their developmental stage,

the socio-environmental context they were from, and the initial assessments conducted. Assessments were conducted daily at the start and end of each session, and participants were invited to colour in an image in the shape of a person in order to express their feelings.

## Lefika La Phodiso and Re-Imagine Collaboration

Four of our Community Art Counsellors spent two afternoons at the Alhambra Theatre in Doornfontein with the pilot groups of Re-Imagine. Using the Courage Child Protection Programme as methodology, the children identified a list of places and experiences as “safe” and “unsafe”. Community Art Counsellors reflected that what stood out for them during the session was that the learners can’t speak to their parents or teachers about anything but they really want to. A counsellor said “I wish I could meet the children’s parents and share with them what their children are experiencing outside (and in) their homes. Hopefully we can change how they treat their children.” The need for safe spaces for children to express themselves and open up about their experiences also came up as a big theme during these sessions.

## Lefika La Phodiso Team Building

Through funding by RMB (First Rand Foundation Trust), the Lefika team was able to go on a team building weekend to Sunwa River Lodge where we participated in a number of team building exercises. Over the two days, the team members got a chance to engage in constructive debate, learn more about each other as well as how to be more effective as a team.



# WORKSHOPS, INTERVENTIONS & CONFERENCES

## Once-off Workshops

### Courage Child Protection Workshop

- The 'Courage Child Protection Programme' training took place on 25 May with Dee Blackie as facilitator. This training was aimed at anyone working in communities,

mental health services and specifically Community Art Counsellors

who want to add tools and skills to empower and move

communities to action. We have been using the Courage community

mapping methodology in our Open Studio and our research project with the

Department of Women's National Dialogues. Participants learnt about how to use the community map process, as well as how to move a community to action through empowerment strategies. Courage is a powerful child protection toolkit that can work inside any child protection organisation, community,

family or individual to help enhance the work that you do. 20 Courage Child Protection kits were donated to Lefika enabling us to continue the work.

### Making Art Cards Workshop -

The 'Making Art Cards' workshop took place on 10

June and

participants

created four images each

representing

different

emotions – and

at the end each

participant had a pack of 44 art cards.

These cards can be

used as a tool to expand and

explore

emotions when

working with

groups. The

proceeds of the

workshop went

towards

sending two

Community Art Counsellors to the north of

Jaffna in Sri Lanka to facilitate art

counselling processes. This area has been

devastated by a 26-year civil war that

ended in 2009 and saw much destruction

in the 2004 Tsunami, taking stock of what

is available and what is lacking in terms of



supporting the physical, mental and emotional needs of the community.

**M**aking Marks: Working with Clay - This 'Making Marks' one-day workshop took place on 3 June and was facilitated by well-known ceramicist Ashleigh Christellis and Kate Shand, a community art counsellor with years of experience working in clay. Upon reflecting on their experience, the facilitators recounted "We spent a sunny warm Saturday in what was once Lefika's ceramic studio moulded clay plates and decorated them. We pressed lace, we scratched and sgraffitoed, we traced, we painted, we wiped away, we wrote, we created clay reliefs, we carved. The kiln worked after many years of sitting dormant and what a relief when the plates came out perfectly fired and very beautiful".

**E**xploring Art Materials Workshop – This workshop, facilitated by Art Counsellor Kamal Naran and Drama Therapist Rozanne Myburgh took place on the 5<sup>th</sup> August and sort to explore how we relate to art materials (pencil, charcoal, paint, pastels, clay, etc), their potential and

why it is important in the process of art making. The participants were taken through a process in which they were asked to choose art material(s) that they connect with to create an artwork. They further explored how the choice of art material contributes to what the artwork is communicating through a reflecting session which followed the art making. The participants enjoyed the process of working with the various art materials and found the workshop to be quite thought provoking.

**V**isual Thinking and Communicating Workshop – This workshop, by Vasintha Pather, took place on the 8<sup>th</sup> September and looked at visual language as a method to better communicate your ideas. The visualisation of ideas and concepts plays an important role in how we make meaning of and retain information, how we construct and communicate information, and in how we innovate. Cognitive science shows us that one of the ways the brain creates meaning is through building mental models out of the information we see. Using imagery as well as words to construct information



and to communicate activates different parts of the brain in processing information – stimulating whole-person engagement and strengthened cognition. It encourages participation, shared visioning and shared understanding, and is therefore an important leadership tool. The participants in this workshop learned how to include imagery into their communication through the use of fun, simple images, metaphors and visual templates.

**T**ransitioning between the 'I' and the 'Us' Workshop – Lefika founder and Art Therapist Dr Hayley Berman, held this workshop on the 2<sup>nd</sup> September. In this workshop the participants explored the 'thing called self', in relation to one another. Through the use of dreams, the group, objects and art materials they had conversations between their internal worlds, their individual unconscious and conscious processes and the social unconscious of the group.

**D**ocumenting through Photography Workshop - In this workshop on 27<sup>th</sup> October, professional photographer, ER Lombard, took the participants through an experiential workshop focusing on how best to show your work to the world. Some of the aspects that they focused on during this workshop was Choosing what to focus on included ethical concerns when working with vulnerable populations, consent and model release forms, how to caption your photos for optimal impact and how to take the best possible photos with limited tools.

**E**motional Development Workshop – Occupational Therapist and Community Art Counsellor, Sarah Allen, facilitated this workshop on the 10<sup>th</sup> November. This workshop was inspired by the book and card set that Sarah created called 'Sometimes I feel...'. In this very practical, creative workshop, the participants got to explore different types of feelings, how to express both positive and negative emotions, creating a safe space for you and your children to express difficult feelings and ways of dealing with difficult emotions.

## Interventions

### Sri Lanka - A Lefika La Phodiso, ArtAction & University of Hertfordshire Art Therapy Students Collaboration

In an attempt to broaden the influence of Lefika La Phodiso, the organisation sent two of its local Community Art Counsellors, Humbu Nsenga and Alisa Ray, to Sri Lanka, a country devastated by a 26-year civil war that ended in 2009. Sri Lanka also experienced major destruction in the 2004 Tsunami.

At Ilavali St Henrician school for boys, a Catholic church headed by father Godfrey Omi, Lefika La Phodiso staff proudly hosted a two-week monitoring and evaluation practical and needs assessment of physical, mental and emotional concerns of children. We were also involved in hosting a children's arts programmes and an exhibition, as well as provided facilitation and assistance in the creation of a school

mural and daily art activities. These activities involved an after school recycle club group (using everyday items that could be considered 'trash' and incorporating them into art projects) with over 250 children aged between 7 -12 years old.

It was a collaborative effort between ArtAction (a New York based art education summer camp) who have previously worked in Sri Lanka, art therapy students from the University of Hertfordshire in the United Kingdom and Lefika La Phodiso.

With Father Godfrey at the helm, this collaborative outreach programme aimed at assisting the community of Jaffna, as well as providing all involved parties with valuable networking, cross continental ideas and experience sharing opportunities. Lefika is expanding its international presence in the art therapy and counselling arena and this was a start of many future collaborative projects that aim to support the well-being of children worldwide in the interests of the growth of our global community.

Both Alisa and Humbu gained a lot from the experience. For Alisa "It was a wonderful dream, a celebration of art



making by interested, passionate children and facilitators from 4 continents". And for Humbu "This experience reaffirmed my personal appreciation of the art making processes transcending borders. Witnessing the human experience in a creative manner despite circumstances has been an honour, as well as a humbling opportunity".

## RP Maphanzela Primary School Crisis Intervention

In 2018, RP Maphanzela Primary School experienced two tragedies. A Grade 2 learner, together with a friend from neighbouring school, Ntokozo Primary School, went missing and their bodies were found in an open field, allegedly murdered. At the same time a Grade 1 educator, Ms Ndumi (aged 28), died from an illness. The neighbourhood also has many other factors impacting daily lived experiences, including service delivery protests, xenophobic attacks, violence and a history of uprisings. All of these issues greatly impact the lives of the learners.

Lefika La Phodiso has a long-term relationship with the school and when we heard about the tragedies, Lefika decided to get involved with the aim of providing a

safe space for them to express their feelings. Lefika La Phodiso's relationship with RP Maphanzela Primary School started in 2004 with the initiation of an educator support group involving teachers from five primary schools in Thokoza. We were re-introduced to the school and principal through one of our trained Community Art Counsellors, who was working on other projects with the school.

Our intervention was run by a team of 15 Community Art Counsellors pro bono as there was no funding available. Lefika decided, along with the principal, Mr Arthur Mashele, to focus on the 28 learners in Grade 2 who were classmates of the deceased child. We also offered a support group for the colleagues and friends of the educator who passed away. Our team was joined by a drama therapy intern from Drama For Life at Wits University, who assisted with individual trauma counselling.

## Conferences

### SAPC Couch to Country Conference

The South African Psychoanalytic Confederation (SAPC) held its conference, entitled Couch to Country, was held on the 5<sup>th</sup> and 6<sup>th</sup> October 2018 in Johannesburg. The conference showcased the innovative, interdisciplinary approaches that are being used to promote psycho-social health in our country. Lefika presented two papers during this conference. The first paper,

entitled 'Uhambo – Creativity and Literacy' was written by Community Art Counsellor's Kate Shand and Kamal Naran, was presented at the conference under the theme 'Other ways'. The paper focused on Lefika la Phodiso's Uhambo literacy programme, in particular the application of a multimodal approach to literacy within a psychoanalytic frame. as well as provides qualitative evidence that indicates the strength of the pedagogic and psychoanalytic process in unlocking the creativity and the associated literacy.

The second paper, entitled "Witnessing the unheard: Reflections on combining art counselling and visual research methods into an integrated approach to capturing stories and experiences of gender-based violence in South African communities" was presented by Lefika's Executive Director Phumzile Rakosa and Drama Therapist Rozanne Myburgh. The paper focused on Lefika's community art counselling intervention that integrated therapeutic practice and visual research methods. It was designed for The Department of Women National Dialogues for No Violence Against Women & Children, which Lefika ran in four provinces. The paper highlighted Lefika's visual research model as an alternative approach to research. It encourages us to engage as social activists and at the same time gather evidence of the efficacy of this work. At the heart of this model are they principles and concepts of psychoanalytic thought. Both presentations were well received by the audience at this conference.

# LEFIKA LA PHODISO'S SUPPORT NETWORK

## VOLUNTEERS AND INTERNS

Lefika has a number of volunteers that assist throughout the year in all areas of the work we do. We have been blessed to have volunteers that have really engaged with Lefika and believe in the services we provide to the community. We are grateful to have volunteers that range in age and background and that bring their own strengths to our organisation. From general volunteers who want to give back to volunteers who connect with Lefika through collaborations with organisation such as Community Hours SA, we are always grateful to have volunteers assist at Lefika. After attending our volunteer training, many volunteers assist in our after-school art counselling programmes. Lefika continuously has student interns who are studying psychology, social sciences and the arts, amongst others, from various institutes such as SACAP (South African College of Applied Psychology), Drama For Life, UNISA and WITS. Lefika also hosts international students, most of who are studying Art Therapy.

"I find this place quite unique in its nature, Johannesburg is a big city with extremely high crime rates. Yet you are doing remarkable work with the children. This form of community intervention isn't something that you can learn from a book. It will stay with me forever." - Hanna Leipold, Art Therapy Master's student from the University of Hertforshire

## INSTITUTE OF PSYCHODYNAMIC CHILD PSYCHOTHERAPY (IPCP)

The IPCP was formed to address the need for training programmes for South African clinicians in the field of child and adolescent psychotherapy. They also provided input to child-care workers giving them the valuable information and supervision they needed to deal with difficulties in the process of child development. The IPCP works closely with the Tavistock Clinic in London. Tutors also visit their projects and groups annually to ensure the IPCP's work remains relevant in the field of child and adolescent psychotherapy. Lefika La Phodiso receives great support from the IPCP and regularly features in their online newsletter, "The Read Thread".

## SOUTH AFRICAN PSYCHOANALYTIC CONFEDERATION (SAPC)

Formed in 2009, the South African Psychoanalytic Confederation (SAPC) showcases and develops the relevance and diversity of the theory and application of the Psychoanalytic paradigm. The SAPC offers groups and individuals the opportunity to network, share resources, cross-refer, co-operate and support each other. Collectively and individually, SAPC groups, members and their affiliates are involved in an impressive range of activities including training, support, research and interventions with individuals, couples, groups, communities and corporates. Through its diversity and numbers, the confederation is able to make a difference structurally, socially and professionally and the confederation has

been actively involved in advocacy and lobbying initiatives with Government and Industry to enhance public access to Psychosocial support. The SAPC is committed to diversity and dialogue across paradigms, professions and society in contributing to the sustained and systemic well-being of all people living in South Africa in accordance with the constitution and the bill of rights.

### **J**OHANNESBURG PARENT AND CHILD COUNSELLING CENTRE (JPCCC)

Lefika has a long-standing relationship with JPCCC. Their focus is on assisting families with children who present learning and/or emotional problems. Among the services offered are assessments and therapy for children and parents as well as long- and short-term therapies, group-work, family work, community development work, training, counselling

and play therapy. As neighbours we share a lot of resources with JPCCC. Lefika often refers children for individual therapy and assessments to JPCCC and JPCCC will often engage the community art counsellors when running groups at the centre and through their school counselling programme.

### **F**IGHT WITH INSIGHT

Fight with Insight was established in the city with the vision of creating a safe place for the children of Johannesburg, using boxing to teach them life skills that assist them in taking responsibility for claiming their rights. Fight With Insight has been involved in many of the Lefika programmes, specifically the School Holiday Programmes. Many of the children who are involved with the boxing programme are also involved with the Lefika programmes.

# THE LEFIKA LA PHODISO TEAM



**Phumzile Rakosa**  
Executive Director  
Community Art Counsellor & Trainer



**Happy Bapela**  
Office Administrator



**Sinazo Khonza**  
Financial Administrator  
Commenced July 2018



**Kamal Naran**  
Social Media & Volunteer Manager  
Community Art Counsellor & Trainer



**Elouise Barnard**  
Financial Administrator  
Resigned June 2018



**Rozanne Myburgh**  
Training Co-ordinator  
Resigned January 2019



**Humbu Mampiswana Nsenga**  
Safe Spaces Programmes Co-ordinator  
Resigned January 2019



**Gladys Mutshutshudzi Ramudzuli**  
Domestic Cleaner & Caretaker  
Resigned January 2019



# THANK YOU

Lefika would like to thank each and every funder, partner organisation and individuals that has supported us. We are grateful.

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AND ARTS  
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FOUNDATION



**SANATO**

South African Network for Arts Therapies Organisation

**WM**  
**WitsArtMuseum**



South African *Psychoanalytic Confederation*