

Celebrating



NACCW

40 years

Child & Youth
Care Work

Advocacy

Development

Professionalism

20th Biennial
Conference

Cape Town . 30 June - 02 July 2015



NACCW
NATIONAL ASSOCIATION OF CHILD CARE WORKERS

Program

Program Overview

Cape Town . 30 June - 02 July 2015

Day 1: Tuesday 30 June

09:00 - 11:00 Opening Ceremony
 Keynote Address: Professor Jim Anglin PhD

11:00 - 11:30 Tea Break

11:30 - 13h00 NDS
 UNHCR
 UNICEF

13:00 - 14:00 Lunch

14:00 - 15:00 Breakaway 1

1.1 An Overview of the Provincial Youth Development Strategy
David Abrahams, Head of Ministry, Department of Social Development, Western Cape, South Africa Room No. 1.41 – 1.42

1.2 Empowering and Motivating the Youth: Our Next Generation of Active Citizens
Amanda Blankfield-Koseff, Maggie Kock & Pam Hendricks, South Africa Room No. 1.41 – 1.42

2.1 The Fluidity of Institutional Roles and Positions within CYCCs in the Western Cape
Heidi Sauls, Ph.D. Social Researcher, Department of Social Development, Western Cape, South Africa Room No. 1.43 – 1.44

2.2 An International Youth Work Trainers Network
Jennifer Brooker, RMIT University, Melbourne Victoria, Australia Room No. 1.43 – 1.44

3.1 Court Proceedings and the Use of Intermediary Services in the Court
Thembisile Msibi, Court Intermediary, KZN, South Africa Room No. 1.61 – 1.62

3.2 Cash for Care? Researching the Links between Social Protection and Children's Care in South Africa
Suzanne Clulow, CINDI: Children in Distress Network, South Africa Room No. 1.61 – 1.62

4.1 Foster Care Services: A Whirlpool or a Butterfly?
Prof. Desirée de Kock, University of South Africa, Department of Social Work, South Africa Room No. 1.63 – 1.64

4.2 Tracking the Roll-Out of Isibindi: a Formative Evaluation
JD Kvalsvig and M Taylor, Child Development Research Unit, South Africa Room No. 1.63 – 1.64

5.1 Addressing the Needs of Orphans and Vulnerable Children using a School Based Intervention Model
Esther Mungai, CINDI: Children in Distress Network, South Africa Room No. 2.41 – 2.43

5.2 Life Skills Education Program
Alnadrin Hofsta, Child and Youth Care Worker, Founder: Teenagers Against Sexual and Social Abuse (TASSA), South Africa Room No. 2.41 – 2.43

6.1 Sustainability in the NGO Sector: The Community Chest Perspective
Lorenzo Davids, CEO, Community Chest, Cape Town South Africa Room No. 2.44 – 2.46

6.2 A Child-Friendly City: A Summary of a Study Conducted with Learners
Irene Dugmore & Zane Mchunu, South Africa Room No. 2.44 – 2.46

7. Adapt the Living Space to the Child's Needs
Rolf Widmer, Swiss Foundation of the International Social Service, Switzerland Room No. 2.61 – 2.63

8. Resilience, Reparation and Restitution: The Mental Health Process of Child and Youth Care Workers in the Isibindi Program
Linzi Fredman, Clinical Psychologist, South Africa Room No. 2.64 – 2.66

9. Ikwezi: The Isibindi Integrated ECD Program
Hloniphile Dlamini & Pheliwe Dunge, NACCW Room No. Roof Terrace

10. Lifebook for Youth work! No Photographs, no Stories, no Memories...
Alma Bezemer, Martine Tobé & Martina Poldervaart- Pavić Kinder Perspectief, Netherlands Room No. Auditorium

15:00 - 15:30 Tea

15:30 - 17:30 Breakaway 2

1.1 Progressive and Innovative Work within Residential Child Care
Robbie Henderson, Kibble Education and Care Centre, Scotland Room No. 1.41 – 1.42

1.2 Doing with People as a Powerful Tool of the Profession: Introduction to the Social Pedagogical Common Third as an Essential Component of Professionalism
Mette Christiansen, Students and Human Services Practitioners Director of the Concentration in Human Services Department of Sociology, State University of New York, USA Room No. 1.41 – 1.42

2. Personal Doll Stories
Carol Smith, Director, Persona Doll Training, South Africa Room No. 1.43 – 1.44

3. Making Moments Meaningful: Using Daily Life Events to Nurture Developmental Outcomes that Matter with Children, Youths and Families
Thom Garfat (Canada), Leon Fulcher (New Zealand) & James Freeman (USA) Room No. 1.61 – 1.62

4. Five Perspectives on Child and Youth Care Professionalization in Canada and the United States
Wolfgang Vachon, James Freeman, Heather Modlin, Kelly Shaw & Melissa Teles Room No. Auditorium

5. "What Should I do when...?": Behavioral Support and Empowerment
Nicholas P. Smiar, Professor Emeritus, University of Wisconsin-Eau Claire, USA
Cindee Bruyns, NACCW **Room No. 1.63 – 1.64**

6. Knowing the Value of our Head, Heart and Hands: Taking Time to Reflect, Realize and Renew the Value of the 3 H's
Prof Bernadette Moodley, Humber College & Co-Founder of BeautifulMindsignite, Canada **Room No. 2.41 – 2.43**

7. Family & Systemic Constellations as a Caring Model: Exploring Links with Child & Youth Care Practice & the Circle of Courage
Ruth Bruintjies, Child and youth care workers, South Africa
Romola Thumbadoo, Ontario, Canada
Room No. Roof Terrace

8. Proud2b ME® Family Transformation Triangle Programme: Building Caregivers and Communities for Sustainable Transformation
Adèle MomNdela Grosse, South Africa
Room No. 2.44 – 2.46

9. Resiliencies Disguised As Problems, Finding Value in Difficult Situations
Jack Phelan & Andy Leggett, Canada
Room No. 2.61 – 2.63

10. Steps to Effective Advocacy for Children and Youth
James Anglin (Professor) and Angela Scott (MA Student)
School of Child and Youth Care, University of Victoria, BC, Canada
Room No. 2.64 – 2.66

18:00 Depart to Waterfront

Day 2: Wednesday 1 July

08:30 - 10:30 Plenary session
Guest of Honor:
Honorable Minister Bathabile Dlamini
10:30 - 11:00 Tea Break

11:00 - 13:00 Breakaway 3

1. CYC Advocacy Project – Interactive Exploration: How can we be advocates in our Own Spaces?
Aurora De Monte & Wolfgang Vachon, Fleming College, Canada
Room No. 1.61 – 1.62

2.1 Professional Challenges Experienced by Child and Youth Care Workers in South Africa
Lesiba Molepo, University of South Africa
Room No. 2.41 – 2.43

2.2 Group Presentation: Third Year Students' Experience of Child and Youth Care in Practice
DUT Students **Room No. 2.41 – 2.43**

3.1 Isibindi : A Parenting Program
Sbo Mzulwini & Zodidi Gwabeni, NACCW
Room No. 2.44 – 2.46

3.2 Providing Safe Places for Children to Play: Isibindi Safe Parks
Lulamile Yedwa & Sweetness Gxotha, NACCW
Room No. 2.44 – 2.46

4.1 Child and Youth Care Work in Kenya
Simon Peter Otieno, Maximilian Mario Ullrich
Make Me Smile Kenya, Fice Kenya **Room No. 2.61 – 2.63**

4.2 Supporting Communities to Accompany their Children
Dr. Djibril Fall, Director of International Social Service West Africa
Room No. 2.61 – 2.63

5. Design-Redesign and Catwalk as a Pedagogical Tool.
Linda Rubin: Lecturer and Master in design at TEKO DESIGN AND BUSINESS - VIA University College, Denmark
Klaus Rubin: Lecturer in drama and theatre. Peter Sabroe Seminariet, VIA University College Aarhus, Denmark
Tina Krøyer, VIA Universtiy College, Denmark
Room No. Roof Terrace

6. Practical Methods for Creating Useful CYC Strategies
Jack Phelan, Canada **Room No. Auditorium**

7. Safety and Dignity through Problem Solving: An Overview of PART
Nicholas P. Smiar, PhD, ACSW, Professor Emeritus, University of Wisconsin-Eau Claire, USA
Eddie Thesen, MCFS, NACCW **Room No. 2.64 – 2.66**

8. Out of Focus! Connecting Youths with Family Stories through Smartphone Technology
Leon Fulcher (New Zealand), James Freeman (USA) & Thom Garfat (Canada)
Room No. 1.63 - 1.64

13:00 - 14:00 Lunch

14:00 - 14:45 Breakaway 4

1. Advocating for Transformation in a 'Labour Rights' Environment
Fiona Balgobind, South Africa **Room No. 1.61 – 1.62**

2. School Family Partnerships: Empowering at-risk Jewish and Arab Children in a Multicultural City in Israel
Dr. Bruria Schaedel, Senior Lecturer, Department of Education, Western Galilee College, Israel **Room No. 1.63 – 1.64**

3. 'Succeeding' or Despair? The Journey out of Care
Peter Marx, Girls and Boys Town, South Africa
Room No. 2.41 – 2.43

4. Child Protection and the Reporting of Abuse is our Professional Responsibility
Cindee Bruyns, NACCW **Room No. Roof Terrace**

5. Parent or Caregiver Knowledge and Skills to Ensure Higher Cognitive Development Trajectory for ALL Children
Edward Phillips and Grace Mwase, Johannesburg, South Africa
Room No. 2.44 – 2.46

6. Adapting Adolescent Development Programmes to get the Best Programs for Young People in our Care
Allen Grant, Nicky Vigeland, Charmaine Stephens
Leliebloem House, South Africa **Room No. Auditorium**

7. Pathways to NPO Good Governance
Elwin Gallant, Social Worker, Department of Social Development, Nelson Mandela Metropole, South Africa
Room No. 2.64 – 2.66

8. What Helps? Reflections on the Mystery of Healing
Lesley Clark, Counseling Psychologist, South Africa
Room No. 2.61 – 2.63

14:45 - 15:15 Tea Break
15:30 - 17:00 NACCW Biennial General Meeting
19:00 - 23:00 Social Event at Good Hope Centre

Day 3: Thursdays 2 July

08:30 - 10:15 Plenary Session
Youth Conference Presentation
10:15 - 10:45 Tea Break

10:45 - 11:45 Breakaway 5

1.1 Appropriate Wheelchair Provision in Rural Areas: A Partnership between Isibindi and Shonaquip
Megan Giljam, Shonaquip, Cape Town
Room No. 1.43 – 1.44

1.2 ISIBINDI Disability Program
Nolitha Vena and Nomvuyo Mteto, NACCW
Room No. 1.43 – 1.44

2.1 Educo Africa – A Youth Development Organisation
Lali Mili & Niki Alexander, Educo Africa, Cape Town, South Africa
Room No. 1.61 – 1.62

2.2 Community-based Multi-systemic Safety-nets for Disenfranchised Children
Edwin Corbett, Fabio Charles, Lynette Louw, James House, Hout Bay, South Africa
Room No. 1.61 – 1.62

3. FORTY PLUS!
Jacqui Michael, South Africa
Room No. 1.63 – 1.64

4. InnerMagic : The Children's Self esteem Game - an Innovative Tool for Care and Intervention in Child and Youth Care Practice
Carol Surya, counseling psychologist, South Africa
Room No. 2.41 – 2.43

5. The International Child & Youth Care Network
Thom Garfat, Canada
Room No. 2.44 – 2.46

6. Mapping youth work practices in Australia, Canada, New Zealand, the UK and USA: The Similarities and Differences around the World
Jennifer Brooker, RMIT University, Melbourne Victoria, Australia
Room No. 2.61 – 2.63

7. Student Panel: The Future of CYC Practice in Canada and Beyond
Joanne Fraser, Karen Naismith, Will Tanner
Room No. Auditorium

8. Creating Meaningful Social Connectedness and Building Resilience for Child and Youth Care Workers, for Children
Marlene Ogawa & Renald Morris, Synergos, South Africa
Room No. 2.64 – 2.66

9. 'Experts in the everyday': Developing a Concept of Upbringing for Child and Youth Care
Dr Mark Smith: Head of Social Work, University of Edinburgh, School of Social and Political Science, Scotland
Room No. Roof Terrace

12:00 - 13:00 Breakaway 6

1.1 The Challenges Faced by Child and Youth Care Workers with regard to the Discipline of Children with Challenging Behavior in Residential Child and Youth Care Centres
Eddie Thesen, MCFS, NACCW
Room No. Roof Terrace

1.2 Responses to Young Peoples' Violent Behaviour in South African Residential Child and Youth Care Settings: Voices of Practitioners and Young People in KZN
Miriam Siluma, Durban University of Technology, South Africa
Room No. Roof Terrace

2.1 Reflecting on a Child and Youth Care Degree Programme for the Purpose of the Professional Registration of Graduates
Dr. Rika Swanzen, Child and Youth Development, School of Social Science, Monash University, South Africa
Room No. 1.43 – 1.44

2.2 My Journey as a Child and Youth Care Worker
Alfred Harris, Childcare and Protection, Provincial Office of Social Development, Western Cape, South Africa
Room No. 1.43 – 1.44

3. MIDI Safe Passages Project – Based on the Principles of Child Participation
Irene Dugmore & Zane Mchunu, Pietermaritzburg, South Africa
Room No. 1.61 – 1.62

4. Dance with Your Soul: A Creative Recreation Programme for Children and Youth in a CYCC
Frikkie van Dyk & Elisa Tau, NGO: Our Child and Youth Care Centre, Bloemfontein, South Africa
Room No. 1.63 – 1.64

5. Understanding Child Sex Offenders: Implications for the Protection of Children
Dr Linda Naidoo, Child Protection Advisor – GCBS, South Africa
Room No. 2.41 – 2.43

6. Vicarious Trauma/Compassion Fatigue
Beatriz Vides, Training Coordinator, Astor Services for Children & Families Faculty/Consultant, Sanctuary Institute, New York
Room No. 2.44 – 2.46

7. Young People Moving out and Moving on: What it takes to Support Young People leaving Care?
Gerald Jacobs, Mamelani Projects, South Africa
Room No. 2.61 – 2.63

8. "Who cares for me?" Exploring the UN Guidelines for Alternative Care of Children's 'Suitability' and 'Necessity' Principles to CYC around the World
Jennifer Davidson, Director, Centre for Excellence for Looked After Children (CELCIS), University of Strathclyde, Scotland
Room No. Auditorium

9. Animation of Circle of All Nations "Medicine Wheel" approaches in Children and Youth Work Practice
Romola V. Thumbadoo, Ontario, Canada
Room No. 2.64 – 2.66

13:00 - 14:00 Lunch
14:00 - 15:30 Plenary
15:30 - 16:30 Closing Ceremony
16:30 - 17:00 Farewell Tea

Presentation Abstracts

14:00 - 15:00

Breakaway 1

1.1 An Overview of the Provincial Youth Development Strategy

David Abrahams, Head of Ministry, Department of Social Development, Western Cape, South Africa

Room No. 1.41 – 1.42

Chairperson: Melissa Amroodt

The Provincial Youth Development Strategy aims to provide a platform and tool for developing policies and programmes for all the young people of the Western Cape. It identifies a series of priority areas for action that need to involve all sectors of society – critically, young people themselves. While the Western Cape Government will coordinate the implementation of the YDS, it is not the only organisation responsible for the YDS. Effective implementation of the strategy must involve all of society strategy and the active involvement and commitment of all stakeholders and all spheres of government. The presentation focusses on the core elements of the YDS and will pose critical questions as to how to effect a truly transversal and multi-stakeholder approach to the implementation of the strategy.

1.2 Empowering and Motivating the Youth: Our Next Generation of Active Citizens

Amanda Blankfield-Koseff, Maggie Kock, Pam Hendriks, South Africa

Room No. 1.41 – 1.42

Chairperson: Melissa Amroodt

The Youth Citizens Action Programme (YCAP) is a youth development programme that has been running in schools nationally since 2010. It is a programme that is part of the values and civic engagement pillars within the Department of Basic Education at a national and provincial level. The sponsors are Deutsche Bank South Africa Foundation and UTi Mounties, and the impact, monitoring and evaluation are done by UNISA's Communication Department pro bono.

In the past six years, this programme has grown from being implemented in 40 schools to 356 schools in 2014 with representation in 64 districts and all nine provinces. This presentation will outline the YCAP and provide information on the evaluation of the programme.

2.1 The Fluidity of Institutional Roles and Positions within CYCCs in the Western Cape

Heidi Sauls, Ph.D., Social Researcher, Department of Social Development, Western Cape, South Africa

Room No. 1.43 – 1.44

Chairperson: Graeme Cairns

Goffman's Asylums (1961) identifies a basic split between a large managed group comprised of conveniently-named inmates and a small supervisory staff in his concept of 'total institution'. Based on Goffman's understanding of this distinction between the supervisory staff and inmates of an institution, a similar assumption was employed initially in an ethnographic study within a Child and Youth Care Centre (CYCC). Staff members are mainly understood and expected to possess and undertake perceived official, powerful positions in the facility and the boys are seen to be restricted and less powerful. However, institutional identities are far from fixed and unchangeable. This paper will highlight how these boundaries are blurred, and will show how the social dispositions, roles and positions of these groups are interdependent, interconnected and contextually dependent. The result is that they are ever-changing. In theory staff members are understood to be in the position of power and higher in the scale of hierarchy; whereas the inmates are perceived to be the individuals that need care. However, with the use of different case studies, we will see how factors such as cultural backgrounds, gender and age influence the manner in which the boys and staff interact and relate with each other. This presentation suggests that the daily interactions between boys and staff members can be altered through the changing of different types of interactions.

2.2 An International Youth Work Trainers Network

Jennifer Brooker, RMIT University, Melbourne Victoria, Australia

Room No. 1.43 – 1.44

Chairperson: Graeme Cairns

The purpose of this workshop is to gather together all youth work trainers and educationalists who would be interested in investigating the possibility of creating an International Youth Work Education Network. Arising from my own PhD studies, focused on creating a new youth work training model for Australia, it became apparent as I compared current and historic courses in Australia, Canada, New Zealand, the UK and the USA, that although youth workers are known by different titles (youth workers, social pedagogues, child and youth care workers, social workers, etc.) the job roles/descriptions/tasks are fairly consistent. However, if a graduate wishes to travel around the world and continue their career at the level they are qualified this may not be possible because: few people understand the training requirements they have met in their home country; and there is no international body they can approach to have their qualifications mapped against the local requirements. The positives of such a network would be a global professionalization of the training which is conducted for youth workers and invaluable support for those who are responsible for training our current and future workers. If you think this sounds like a great idea or are curious as to what it might support you then this workshop is for you.

3.1 Court Proceedings and the Use of Intermediary Services in the Court

Thembisile Msibi, Court Intermediary, KZN, South Africa

Room No. 1.61 – 1.62

Chairperson: Ashika Pramlall

The purpose of this presentation is to provide insight on the use of an intermediary in court. This will include information on:

- The role of the intermediary when requested to present and support the child witness, in relation to the victim and the accused;
- Factors that make a social worker's report useful and child centered to assist a child in relation with Section 170 a of Criminal Procedure Act;
- The role of an intermediary advocacy in policy development and effective service provision;
- The role of a child and youth care worker in the court
- Child and youth care workers participating as adhoc intermediaries in the court
- The role of child and youth care workers as first complainant representing a child minor or a person with disabilities.

3.2 Cash for Care? Researching the Links between Social Protection and Children's Care in South Africa

Suzanne Clulow, CINDI: Children in Distress Network, South Africa

Room No. 1.61 – 1.62

Chairperson: Ashika Pramlall

Social protection can play a key role in reducing damaging effects of HIV on children and household. When children are properly loved and cared for by relatives, kinship care can offer children a more positive environment in comparison to non-family based care but it is not without its challenges. The SA Government extended the Foster Child Grant to kinship carers in 2003, resulting in social work system has becoming overstretched, and undermining its impact on vulnerable children. This research focuses on addressing this challenge, including through examination of potential adaptations to the Foster Child Grant and the Child Support Grant.

The research was qualitative and participatory, using group discussions and individual interviews. Initial analysis presents mixed findings on the potential of social protection schemes to prevent a loss of family care and support family reunification. In order to achieve such potential positive impacts, social protection schemes need to be closely aligned with child protection services. While these systems are aligned in South Africa, the administration of social protection schemes by social workers severely limits their capacity to provide the additional support children and families need to address family separation and inadequate care. If social protection schemes are to achieve their potential positive impact on children's care they need stronger but appropriate linkages with child protection services and adequate resourcing.

4.1 Foster Care Services: A Whirlpool or a Butterfly?

Prof. Desirée de Kock, University of South Africa, Department of Social Work

Room No. 1.63 – 1.64

Chairperson: Marumo Mphosi

Social workers in South Africa are challenged with the large number of caseloads, varying from 100 to 300 per social worker. The majority of these cases are foster care placements. During the last 15 years the delivery of foster care services underwent dramatic changes in South Africa. Due to the large number of children involved, social service delivery to non-kinship foster care placements is a challenge and legal aspects complicate kinship foster care placements. Currently social workers are responsible for the legal placement of children as well as the rendering of foster care services. However, as in many other parts of the world, social service practitioners in South Africa are not limited to social workers only. This paper focus on the status quo of foster care services in South Africa and how this whirlpool, with the involvement of child and youth care workers can be transformed into a butterfly.

4.2 Tracking the Roll-Out of Isibindi: A Formative Evaluation

JD Kvalsvig and M Taylor, Child Development Research Unit, South Africa

Room No. 1.63 – 1.64

Chairperson: Marumo Mphosi

The Isibindi model of service delivery and building community capacity to meet the needs of orphans and vulnerable children (OVC), pioneered by NACCW, is currently being scaled up countrywide in South Africa. The Child Development Research Unit has been tasked with evaluating this dynamic process, with a focus on the role that training and mentorship play in the development of an effective program workforce including many newly selected child and youth care workers. Using both qualitative and quantitative methods, we reviewed relevant program documentation and scientific literature; interviewed trainers, mentors and care workers at all levels; filmed training sessions and asked the trainers to participate in semi-structured discussions about their work designed to identify issues central to adherence to quality standards; and analysed historical data collected by the program from beneficiary and service delivery registries. Combining information gleaned from these sources we built a descriptive picture of the intertwined training and mentoring programmes and their contributions to reaching children living in difficult circumstances with needed services. Key issues raised by the Isibindi evaluation include addressing resource variability in an expanding program context and how learning and mentorship can be structured to support capacity building from the ground up. We also highlight identified successes such as the rapid growth of the program's beneficiary base and concurrent increases in services provided, plus the ongoing implementation of special programming tailored to meet communities' identified needs. These and other lessons learned hold continued relevance for Isibindi's workforce and other program stakeholders, as well as for anyone working in OVC program development and planning.

5.1 Addressing the Needs of Orphans and Vulnerable Children using a School Based Intervention Model

Mungai Esther, CINDI: Children in Distress Network, South Africa

Room No. 2.41 – 2.43

Chairperson: Obed Nale

Children In Distress Network (CINDI) is a network of over 250 organisations in KwaZulu-Natal who work for the interests of children orphaned or made more vulnerable (OVC) by HIV and AIDS. CINDI's May'khethele OVC programme was initiated in 2007 to respond to the various needs of OVC in schools and home settings. This school based intervention programme was implemented in 56 schools by four CINDI NGO members. The goal of the programme was to improve the health and psycho-social wellbeing, access to education and economic status of OVC. The programme provided a range of services that included household economic strengthening and a comprehensive package of HIV prevention education. The programme was externally evaluated and it was found that it has significantly improved the wellbeing of the OVC enrolled in the programme. A mixed method evaluation design was applied. Qualitative results were analysed against evaluation questions using the PEPFAR programme areas as thematic framework while quantitative data was analysed using Chi-square and Fishers Test. Findings showed that May'khethele Programme is effectively designed to produce holistic education, care and support at school, home and community levels. The program's use of a combination of youth friendly HIV prevention and Sexual Reproductive Health (SRH) education delivery approaches was also regarded as a model of good practice.

5.2 Life Skills Education Program

Alnadrian Hofsta, Child and Youth Care Worker, Founder: Teenagers Against Sexual and Social Abuse (TASSA), South Africa

Room No. 2.41 – 2.43

Chairperson: Obed Nale

This presentation will outline the TASSA program which is based on the rationale that education is most effective when young people and children have the opportunity to develop and practice skills that support their choices. It enables young people and children to like and respect themselves, to enhance their self-esteem and self-awareness. The program teaches the skills to enable individuals to make informed and responsible decisions. It helps young people to act in accordance with the values of their society, and teaches understanding, tolerance and respect. It teaches young people and children the core components of all good relationships, namely caring; respect and responsibility.

6.1 Sustainability in the NGO Sector: The Community Chest Perspective

Lorenzo Davids, CEO, Community Chest, Cape Town, South Africa

Room No. 2.44 – 2.46

Chairperson: Des Ernten

Financial sustainability is not the only prerequisite for organizational resilience. Sound governance, management capability and leadership ability are also required to run an efficient organization. This presentation will focus on sustainability of organisations, and cover four areas to be considered in this regard, namely financial, service delivery, organizational and social sustainability. In our experience as trainers and facilitators in capacity building, these are the key issues that lead to NGOs being found non-compliant and unable to access funding which further impacts sustainability.

6.2 A Child-Friendly City: A Summary of a Study Conducted with Learners

Irene Dugmore & Zane Mchunu, South Africa

Room No. 2.44 – 2.46

Chairperson: Des Ernten

The main objective of the research was to assess the current views of children of a Child Friendly City. The study was conducted in over ninety Primary, High and Special Needs schools, in 24 out of the 37 wards within the Msunduzi Municipality. Two different structured surveys, adapted from the UNICEF website, were used – the Child Friendly Community Assessment Tool for Children (8 – 12 years) and the Child Friendly Community Assessment Tool for Adolescents (13 – 18 years). The assessment tools cover key aspects such as play and leisure, participation and citizenship, safety and protection, health and education. This presentation will provide a summary of the study.

7. Adapt the Living Space to the Child's Needs

Rolf Widmer, Swiss Foundation of the International Social Service, Switzerland

Room No. 2.61 – 2.63

Chairperson: Lucky Jacobs

A child with a difficult psychosocial past needs a foster family that is supported competently and networked with an organization that can offer exchange and professional support. Support oriented toward child in a foster family is essential to the education and to a qualified care of a child placed. The educational mission of foster parents is demanding. A careful selection and meticulous preparation of persons wishing to become foster parents are essential. All foster parents must have access to training to always acquire more skills through a personal and deep confrontation with their mission.

This session will explore how to help a child with a difficult past to create an environment that allows him to use opportunities by developing an adapted environment to children's individual needs and:

- Show the importance of good host family selection and preparation
- Define the needs and resources of children
- Discuss host families and complementary alternative institutions for children
- Explore the role of the foster family and its attitude towards the child
- Discuss the role of support for host families and children

The following work methods will be explored:

- Work with the child's biography
- Education without violence
- Education based on the child's resources
- Q4C and foster care
- Reintegration in its original environment

8. Resilience, Reparation and Restitution: The Mental Health Process of Child and Youth Care Workers in the Isibindi Program

Linzi Fredman, Clinical Psychologist, South Africa

Room No. 2.64 – 2.66

Chairperson: Sindisiwe Madakane

This paper reviews the literature of mental health needs of child and youth care workers from a global perspective. Drawing on experiences in the program the paper interrogates the differences and similarities of the Isibindi Child and Youth care workers in a community setting from the literature. Recommendations for further research are proposed.

9. Ikwezi: The Isibindi Integrated ECD Program

Hloni Dlamini & Pheliwe Dunga, NACCW

Room No. Roof Terrace

Chairperson: Rosina Kanawanga

The need for a replicable ECD program at Isibindi Safe Parks was identified by NACCW in early 2009 and saw the piloting of an ECD response in three Isibindi sites in the Eastern Cape. The implementation of the pilot project was documented by an external researcher. The evaluation process resulted in a substantial redesign of the pilot program and has resulted in the refinement of the Ikwezi (Little Stars) program. The program provides intentional stimulation in the lifespace of children by child and youth care workers in the context of home visits. Further elements are the provision of play groups and structured ECD activities in Safe Parks, as well as caregiver groups where, in the context of social connectedness, caregivers are provided with skills to stimulate the wholistic development of children of ECD age. This presentation will provide a thorough introduction to the Ikwezi program.

10. Lifebook for Youth work! No Photographs, no Stories, no Memories...

Alma Bezemer, Martine Tobé & Martina Poldervaart- Pavić, Kinder Perspectief, Netherlands

Room No. Auditorium

Chairperson: Jabulile Mazibuko

Children and young people with painful and difficult pasts are often ashamed for their history and their family of origin. The deep-seated pain and shame affects their self-esteem and make it additionally harder for them to develop into healthy, strong and self-determined personalities. Our main concern with the Lifebook is to make these children aware of all their positive aspects and characteristics, nice events and good encounters with people in their lives, and to let them feel their own forces and resources. It should give them a new and expanded view of their history, from which they can draw strength and confidence for their future path.

The process and the outcome of the first projects with children have been overwhelming. The children were enthusiastic and seriously involved, so that not even a swimming trip to the sea, could lure them away from their Lifebook. The children expressed enormous gratitude for the opportunity to talk about their lives in a protected environment. Although the Lifebook has an exclusive focus on positive aspects many painful memories were also expressed. The experience that one doesn't have to deal alone with oppressive elements of one's past, being able to express them and the feeling of being supported gave the children an inner strength. We could actually see how they gained rapidly in size and carried their Lifebook around with pride and radiation at the end of our work. That's why we think our Lifebook is worth sharing!

15:30 - 17:30

Breakaway 2

1.1 Progressive and Innovative Work within Residential Child Care

Robbie Henderson, Kibble Education and Care Centre, Scotland

Room No. 1.41 – 1.42

Chairperson: Vincent Hlabangana

The workshop will focus on how Kibble has evolved and developed as an organization. This will cover the many high quality services Kibble provides, including; Residential Care, a Safe Centre, Intensive Fostering Services/Adult Placement Services, Day Services, a Community House, as well as the other community based services. I will discuss how these link and work together along with our education department and Specialist Intervention Services (Programme workers, Forensic Psychologists). I will also include the services provided for our young people in terms of Kibbleworks (mechanics etc), Project Oskar and the Experience (Go-karting, conference centre and five star restaurant). I will also discuss new laws in Scotland which give looked after children the opportunity to stay in care longer. These are then linked to Kibble using a pedagogical approach. I will discuss how Pedagogy has been available for every staff member in all services and how staff members have embraced this. An example of a pedagogy theory being used to link services would be Senninger's Learning Zone model. Our young people are being given opportunities to learn new skills and be part of new services (i.e. The Experience and Kibble works).

1.2 Doing with People as a Powerful Tool of the Profession: Introduction to the Social Pedagogical Common Third as an Essential Component of Professionalism.

Mette Christiansen, Students and Human Services Practitioners, Director of the Concentration in Human Services, Department of Sociology, State University of New York, USA

Room No. 1.41 – 1.42

Chairperson: Vincent Hlabangana

Child and youth care workers, human services workers, and social pedagogues have many tools in their professional toolbox as they build relationships and support the people they work with. A significant tool is the Common Third. The term Common Third originates in social pedagogical practice and is the deliberately planned activity that is implemented to build relationships and competence that can create successes from which growth and change can occur. The concept of the Common Third comes from the Danish social pedagogical practice and has been adopted by the Concentration in Human Services at the State University of New York at New Paltz. Human services practitioners, students, and their educator will present on social pedagogy, human services practice, and the use of the Common Third in the United States and Denmark while they engage workshop participants in Common Third activities. Workshop participants and presenters will share their experiences using activities to fulfill their mandate of providing services to a variety of populations. The goal of this workshop is to demonstrate that doing with people in their life space and community is a powerful tool of the professional trade that must be highlighted as we promote education and professionalization of the human services workforce. The format will be interactive and everyone is expected to contribute as well as leave inspired to utilize Common Thirds in their work.

2. Personal Doll Stories

Carol Smith, Director, Persona Doll Training, South Africa

Room No. 1.43 – 1.44

Chairperson: Zodidi Gwabeni

The Persona Dolls are a practical and focused tool which can be integrated into the day to day work of various ECD practitioners, child and youth care workers, family facilitators, community workers, health workers etc. The Persona Doll approach is being used to foster holistic child development. It can be used to address issues such as HIV and AIDS stigma, gender stereotyping, homophobia, cultural and language prejudice, disability stigma, faith and class discrimination and xenophobia. This paper draws on our shared experiences and learning of how the Persona Doll Approach works in integrated ECD contexts. It will focus on addressing abuse and bereavement. Participants will gain an understanding of the PDA and how they raise issues, develop empathy, provide care and support, heighten diversity awareness and empower children. They will learn how the approach works in the Isibindi programme.

3. Making Moments Meaningful: Using Daily Life Events to Nurture Developmental Outcomes that Matter with Children, Youths and Families

Thom Garfat (Canada), Leon Fulcher (New Zealand) & James Freeman (USA)

Room No. 1.61 – 1.62

Chairperson: Fiona Balgobind

Making moments meaningful in child and youth care work involves remaining ever mindful to connect everyday interventions with children, youths and families with professional goals for our involvement and developmental outcomes that matter for both service consumers and providers. In this workshop Thom, Leon & James will explore how child and youth care workers make moments meaningful with children, young people and families – in all cultures – making relational connections through working in the moment. Child and youth care workers use daily life events with purpose, pro-actively nurturing developmental achievements and outcomes that matter to those with whom they work. Youth and family participation in decision-making assists everyone to remain focused around themes of (a) Personal Belonging, (b) Life Skills Mastery, (c) Independence Pathways, and (d) Generosity of Spirit – enabling child and youth care workers to think more pro-actively about their work and to engage with greater purpose. This workshop may be of particular interest to supervisors and managers who are interested in or tasked with monitoring and supervising the quality of care services provided for children, young people and families.

4. Five Perspectives on Child and Youth Care Professionalization in Canada and the United States

Wolfgang Vachon, James Freeman, Heather Modlin, Kelly Shaw & Melissa Teles

Room No. Auditorium

Chairperson: Zeni Thumbadoo

Five Child and Youth Care (CYC) practitioners from North America will discuss the current state of professionalization in Canada. The panel will consist of CYCs who are members of the Child and Youth Care Certification Board (CYCCB), the Child and Youth Educational Accreditation Board of Canada (CYEABC), educators working in post-secondary institutions, members of provincial CYC associations, and the director of education of a large children's mental health organization. Differing perspectives regarding professionalization will be addressed and the value for children, youth and their families explored from a variety of standpoints. Each member will speak for approximately 10 minutes, this will be followed by an open conversation between panel members for 20 minutes, the final 20 minutes will be an opportunity for the audience to bring questions forward and to discuss what is happening in their own locations.

5. “What Should I do when...?”: Behavioral Support and Empowerment

Nicholas P. Smiar, Professor Emeritus, University of Wisconsin-Eau Claire, USA & Cindee Bruyns, NACCW

Room No. 1.63 – 1.64

Chairperson: Harold Slabbert

This workshop turns on its head the usual way of intervening in behavior by using best practices in interventions, which begins with the CCW’s knowledge of self, professionalism expressed through self-control, knowledge of the goals of the intervention, and empowering interactions with the youth presenting challenging behavior. This is a pro-active approach to intervention with the goal of empowerment of the youth rather than a “toolbox approach” which relies on teaching interventions without paying attention to the intervener or to the youth but only to the tool/intervention. The goal of behavioral support is empowerment, teaching good decision making as part of managing one’s life in a pro-active way. Behavioral management is imposing one’s will on another with the goal of controlling the other; there is no teaching or modeling involved. Behavioral support employs assertive communication to increase the possibility of decision making which supports positive development. Through small group exercises participants will engage in development of a self-control plan, practice assertive communication in the face of aggressive or passive communication, and selection of interventions based on the context in which the behavior occurs. The self-control plan enables critical thinking; the critical thinking enables assertive communication; and the assertive communication opens the door to good decision making. The ultimate goal is a professional approach to interventions.

6. Knowing the Value of our Head, Heart and Hands: Taking Time to Reflect, Realize and Renew the Value of the 3 H’s

Prof Bernadette Moodley, Humber College & Co-Founder of BeautifulMindsignite, Canada

Room No. 2.41 – 2.43

Chairperson: Makhosi Ndlovu

Central to our practice is the ability to connect, understand and reach out to the children, youth and families that we work with. What happens when we stop initiating Compassion-in-Action? The importance of renewing these three components is to inspire and empower us to expand and further develop the skills we need to engage the children, youth and families in our practice. By engaging our whole self, reflecting on the value of our Head, Heart and Hands, we will become more enthusiastic and fulfilled within our practice as Child and Youth Workers. In knowing the value of the Head, Heart and Hands, we will have a sense of well-being, gratitude and harmony, which will awaken new beginnings in ourselves and the children, youth and families we engage. This interactive workshop will revive our concept of balance, deepen our awareness, and encourage us to spend time nurturing our Head, Heart and Hands. It will be valuable to both experienced practitioners and those new to the practice of child and youth work.

7. Family & Systemic Constellations as a Caring Model: Exploring Links with Child & Youth Care Practice & the Circle of Courage

Ruth Bruintjies, Child and youth care workers, South Africa and Ramola Thumbadoo, Ontario, Canada

Room No. Roof Terrace

Chairperson: Sabitha Samjee

Family & Systems Constellations (FC) is an embodied experiential process which enables family, personal or organisational dynamics, entanglements & patterns in systems to be made clearer in order to take the next steps in one’s developmental journey. This is a dynamic, developmental model of working respectfully with families, organisations and individuals. Founded by Bert Hellinger, FC has its background in family systems theory, phenomenology, and traditional African reverence for ancestors and rituals. Access to, and integration of experiential and healing tools is core to building courage and serving diverse needs of children and youth, families, communities and organisations.

8. Proud2b ME® Family Transformation Triangle Programme: Building Caregivers and Communities for Sustainable Transformation

Adèle MomNdela Grosse, Proud2b ME, South Africa

Room No. 2.44 – 2.46

Chairperson: Ruth Bantam

The Proud2bME® Transformation Programme is a unique model developed in South Africa addressing fundamental and universal experiences by caregivers across the world. It’s been distributed and implemented in South Africa, Kenya, Tanzania, Cambodia and the Netherlands. It focuses on creating sustainable agents of change within a community to drive an agenda once the active intervention period is over. It is set to create a foundation to build on and addresses four key pillars of support that form the foundation for responsible caregiving and active citizenship:

- 1) Understanding your roles & responsibility as a proud and positive caregiver
- 2) Self-esteem and affirmation
- 3) Effective communication
- 4) Values and discipline.

It exposes an individual to knowledge, skills and practical exercises to use in their own personal development and building parental and caregiving capacity. Proud2bME® acknowledges social and economic burdens felt by different communities and advocates for self-empowerment by sharing knowledge, creating agents of change and communities of practice that support and elevate the level of positive parental and caregiving interaction in the home and community.

Our intended outcome is to reach as many possible families and communities globally with our sustainable and people driven transformation initiative by distributing our training and support thereof.

9. Resiliencies Disguised As Problems, Finding Value in Difficult Situations

Jack Phelan and Andy Leggett, Canada

Room No. 2.61 – 2.63

Chairperson: Francisco Cornelius

Many youth and families seem to be so saturated with problems that we get overwhelmed with what is going wrong. Listening for the valuable skills hidden by people in distress is a learned skill. This workshop will help you to go beyond the roadblocks and see strengths hidden inside people who have survived despite enormous odds.

10. Steps to Effective Advocacy for Children and Youth

James Anglin (Professor) and Angela Scott (MA Student)

School of Child and Youth Care, University of Victoria, BC, Canada

Room No. 2.64 – 2.66

Chairperson: Elwin Gallant

Advocacy with and on behalf of vulnerable and at risk young people is a core element of effective child and youth care practice. To advocate effectively takes clarity of mind, confidence and a well-planned strategy based on the best interests of the child. The four key components of a practice framework for advocacy include: rights, information, voice and inclusion. A step-by-step advocacy process developed by the Representative for Children and Youth in BC, Canada will be introduced along with an opportunity to discuss and role play aspects experienced as most challenging by workshop participants. The goal of this session is for participants to leave with a workable and effective advocacy model that will reinforce the strengths they already have, and add some components and skills that may complement these strengths.

11:00 - 13:00

Breakaway 3

1. CYC Advocacy Project – Interactive Exploration: How can we be advocates in our own spaces?

Aurora De Monte & Wolfgang Vachon, Fleming College, Canada

Room No. 1.61 – 1.62

Chairperson: Joana Mahlangu

Through the use of experiences gathered anonymously beforehand (and shared during this workshop), we will explore this question through the use of Forum Theatre.

Created by Augusto Boal in the 1970s, this form of theatre engages audience members 'to practice change and reflect collectively on suggestions'. Through this process audience members may become empowered to generate social action and activism. The focus of this workshop will be on exploring ways to engage in advocacy, supporting and encouraging practitioners to continue to do so in our everyday practice. No acting experience is required and time will be spent creating safe space and addressing feelings of vulnerability that may arise in participating in such a workshop.

2.1 Professional Challenges Experienced by Child and Youth Care Workers in South Africa

Lesiba Molepo, University of South Africa

Room No. 2.41 – 2.43

Chairperson: Queen Khumalo

This presentation will focus on the above study where the goal of the study was to explore professional challenges of child and youth care workers (CYCWs) in the South African context. The study was carried out within a qualitative approach which incorporated a collective case study design. Purposive sampling was used to include a sample of 93 participants representing child and youth care workers from government and non-government organisations based in rural, semi-urban and urban areas across six provinces of South Africa. An interview schedule was designed by the researchers to collect qualitative data from 11 focus group interviews. The most prominent challenges that the participants have cited are: dealing with client behaviours, personal risk, lack of tangible and immediate results, poor stakeholder relations, lack of clarity on the role and title of the CYCW, inconsistent job requirements, lack of recognition, lack of training and promotion opportunities and inadequate working conditions. The conclusion of this study was that child and youth care workers in South Africa experience a range of professional challenges. The researcher's overall impression was that the majority of challenges raised emanated from the child and youth care field not yet being fully recognised as a profession at the time the study was conducted. The necessary recommendations to address these professional challenges were made.

2.2 Group Presentation: Third Year Students' Experience of Child and Youth Care in Practice

DUT Students

Room No. 2.41 – 2.43

Chairperson: Queen Khumalo

Students from the Child and Youth Care Programme at Durban University of Technology are actively involved in initiatives to better the lives of the young person, family and the community at large. The presentation will comprise of:

1. Community Development slideshow presentations: showcasing students' projects in communities.
2. Bring back our girls presentation: on the initiative to bring about awareness on campus about the kidnapping of school girls.
3. Sharing experiences at various child and youth care settings for work integrated learning.
4. Feedback from organizations and supervisors.
5. Sharing experiences as child and youth care students on the skills learned in the programme.
6. A focus on group supervision and leadership where senior students explain their influence on leading upcoming students by debriefing them and providing support on personal and professional issues.

3.1 Isibindi : A Parenting Program

Sbo Mzulwini & Zodidi Gwabeni, NACCW

Room No. 2.44 – 2.46

Chairperson: Himla Makhan

The NACCW has developed the Isibindi Model as a care response to the needs of vulnerable families, promoting family preservation. Run in a five-way partnership with communities, provincial departments of social development, donor bodies, implementing organizations and the NACCW, the Isibindi Model has been successfully replicated in 320 sites in all provinces of South Africa, serving over 190 000 children. The model is a cost-effective template for providing social services to children in the context of lifespace work with families through the efficient deployment of community-based child and youth care workers. The Minister of Social Development has adopted the Isibindi Model as a flagship program of the National Department of Social Development and the roll out is in its third year. The roll out is providing training for more than 5 000 child and youth care workers.

3.2 Providing Safe Places for Children to Play: Isibindi Safe Parks

Lulamile Yedwa & Sweetness Gxotha, NACCW

Room No. 2.44 – 2.46

Chairperson: Himla Makhan

Safe Parks were introduced as a component of the Isibindi model, with the aim of providing safe, supervised places for orphaned and vulnerable children to play and access psycho-social support services. Safe Parks are designated places in communities where play equipment and meeting places are built, where trained child and youth care workers provide services that meet many of the internationally established criteria for successful “play services”. Safe Parks provide an alternative play service model through integrating developmental and therapeutic objectives. In areas where bespoke land is not available, or where funding for the installation of formal Safe Parks has not been obtained, informal safe parks have been introduced. Informal Safe Parks seek to provide safe, supervised developmental play areas in temporary locations through the definition of a safe space using emergency tape, and the use of a portable bag of toys – and the invaluable presence of trained child and youth care workers. Currently 98 formal Safe Parks and 326 informal Safe Parks are operational across the country. This presentation will explain the model and describe the impact of the Safe Park services.

4.1 Child and Youth Care Work in Kenya

Simon Peter Otieno & Maximilian Mario Ullrich, Make Me Smile Kenya, Fice Kenya

Room No. 2.61 – 2.63

Chairperson: Pat Maqina

The NGO Make Me Smile Kenya is implementing an OVC program that targets 3200 OVC (Orphans and Vulnerable Children) in Kenya, Kisumu County. The OVC intervention is conducted in line with the Government of Kenya (GOK) guidelines. A working structure was developed to provide guidance to project staff both at the office level and at the implementing levels in the life space of the children. Community Home Visitors, referred to as CHV, each have 50 OVC under their care and report to their Lead CHV, who in turn report to the Program Liaison.

In order to ensure the neediest OVC are attended, the CHV conduct routine quality checks at the household level and review the findings during the monthly meetings with the Lead CHV and Liaison. Our program ensures the following;

- Interventions are designed to focus on the best interest of the child;
- Activities and interventions are child focused and age appropriate;
- A family centered approach is employed, which seeks opportunities to serve all the family members who are in need;
- The house hold is the primary point of entry and service provision;
- Active participation of community members;
- Active participation of children and adolescents.

4.2 Supporting Communities to Accompany their Children

Dr. Djibril Fall, Director of International Social Service – West Africa

Room No. 2.61 – 2.63

Chairperson: Pat Maqina

In the West African context, the dangerous migration of children between countries or from poor rural areas to cities is often due to the issue of poverty, idleness of teenagers and new challenges faced by accompanying families and the concerned communities. One solution is to work in and with the favoured community: mobilizing and organizing the community around the children, developing activities for and by young people as well as the developing economic community activities enabling families meet the basic needs of children.

5. Design-Redesign and Catwalk as a Pedagogical tool.

Linda Rubin: Lecturer and Master in design at TEKO DESIGN AND BUSiNESS - VIA University College, Denmark

Klaus Rubin: Lecturer in drama and theatre. Peter Sabroe Seminarieret, VIA University College Aarhus, Denmark

Tina Krøyer: VIA University College Aarhus, Denmark

Room No. Roof Terrace

Chairperson: Seeng Mamabolo

The workshop will be a mix of our experience with design methods, fashion, theater and the way of presenting themes on a catwalk/stage. During the last 30 years we have been working together, developing different ways of using cultural expressions, transforming them into new trends and

movements from the fashion world, and into the pedagogical work field. The experience from this work has been used in educating students in VIA University College, different groups of children, youth, and people with special needs. What has been an interesting development in this work, has been the theme Redesign, which is an area in the field of sustainability. In the workshop, we will focus on how different groups of people have taken used clothing/garments and redesigned it into new fashion items. We will introduce some methods to develop new ideas in a sustainable way. In our work with students and youth, these redesigned items have often been shown by the creators on a catwalk in an esthetic expression and sometimes the objects, have been sold on an auction after the show for charity or used as a piece of new design by the creator. Participants will be working in groups developing a piece of redesigned clothing/accessories and the groups will present the items on a catwalk. We consider that this way of working and thinking could be a useful tool, in developing new pedagogical activities for young people.

6. Practical Methods For Creating Useful CYC Strategies

Jack Phelan, Canada

Room No. Auditorium

Chairperson: Laila Ramnarayan

This workshop will have participants interacting and developing good ideas for intervention based on a practical CYC model proposed by the presenter. Life space work is essential to this method, which is not done in an office, but in shared, real life situations

7. Safety and Dignity through Problem Solving: An Overview of PART

Nicholas P. Smiar, PhD, ACSW, Professor Emeritus, University of Wisconsin-Eau Claire, USA

Room No. 2.64 – 2.66

Chairperson: Andile Lunga

PART (Professional Assault Response Training) is a safety enhancement, risk management program for persons who work with potentially violent persons. The training addresses the professional risks in working with potentially assaultive persons and how those risks can be safely minimized by PART and the dignity of everyone can be preserved and enhanced. The basic principle is that “employees who have developed a systematic approach for intervention during assaultive incidents are less likely to injure or be injured during assaultive incidents than those who have not.” The five subsequent principles are Purpose, Professionalism, Preparation, Identification, Response, and Recording, and the principles build on each other. Each principle begins with a Key Question because this is a training in critical thinking, and the key questions are guidelines for critical thinking in the crisis. The heart of the training is self-control, which is the hallmark of the professional and which enables critical thinking. Training of Trainers in PART is offered by NACCW. The principal expected outcome is that participants will have a basic understanding of PART and may see a place for the training within their in-service training array.

8. Out of Focus! Connecting Youths with Family Stories through Smartphone Technology

Leon Fulcher (New Zealand), James Freeman (USA) & Thom Garfat (Canada)

Room No.1.63-1.64

Chairperson: Nolitha Vena

Join in this engaging and interactive workshop to experience and learn a strategy for helping young people share their stories about family and personal experiences. Participants will explore the value of storytelling, the dynamics of birth order in families, and an experiential process of using digital media to encourage self-reflection and expression with young people. Traditional and contemporary family stories and interpersonal accounts are all important as young people learn to know and feel belonging, develop mastery and prepare for independence and sharing as young adults. Digital media offers important pathways for connections through which youth workers may more purposefully engage and keep pace with contemporary youths. Working in small groups, participants plan to shoot a Short Film. First they create a story line, then plan their 3-minute film using a Smartphone to create 5 digital still photographs that (1) Set the Scene and Introduce the Characters in their film; (2) The Set Up for Action; (3) Potential Conflict; (4) Resolution; and (5) Hopeful Endings. Groups will first prepare and plan their filming activity, and then construct photo stills. Post-production begins as groups are ready and a summary of work completed during the Workshop will be shared with the wider group with discussion about family stories and digital methods of engaging and connecting with youths.

14:00 - 14:45

Breakaway 4

1. Advocating for Transformation in a ‘Labour Rights’ Environment

Fiona Balgobind, South Africa

Room No. 1.61 – 1.62

Chairperson: Alnadrian Hofsta

The presenter will share her experience of working in an environment that did not promote advocacy in the best interests of children. She will share the challenges of working in a residential care facility where good child and youth care was not practiced, and the impact of this poor child care practice on vulnerable children. She will present a different perspective on child and youth care work from the eyes of unionized staff members. She will draw on research related to the role of a child and youth care worker in a vulnerable child’s life, on the impact of a positive role model on a child and explore where, when and how advocacy should fit into the ultimate goal of effective service delivery. The intended outcome is to create awareness on the positive and negative influence of labour unions within the child and youth care profession.

2. School Family Partnerships: Empowering at-risk Jewish and Arab Children In a Multicultural City in Israel

Dr. Bruria Schaedel, Senior Lecturer, Department of Education, Western Galilee College, Israel

Room No. 1.63 – 1.64

Chairperson: Heather Schreiber

This framework for mothers and children's guidance promoted collaborations in which children's risk of school failure were moderated by college students. Children were identified as being at-risk from age 6-7 years. The intervention guidance offered the mothers and children instructional and emotional supports throughout the academic school year. The college students visited the families' homes twice a month and coached the mothers and children according to their specific needs and cultural backgrounds.

The basic concept of this project is based on the understanding that children's educational improvement - particularly among those who have diverse cultural, ethnic, and linguistic backgrounds and are economically disadvantaged need various learning supports that go beyond the school environment, to assist and advance their cognitive and behavioral development. Qualitative and quantitative measures were used to evaluate the mothers and children's progress. The results indicate the empowerment of mothers, children and students.

3. 'Succeeding' or Despair? The Journey out of Care

Peter Marx, Girls and Boys Town, South Africa

Room No. 2.41 – 2.43

Chairperson: Slinky Skosana

Youth leaving care are of the most vulnerable people on earth. Extensive international research in the field of youth leaving care has emphasised this point (for example, Stein, 2012). Yet very little research has taken place in our country, or developing countries around the world, in this field. Knowledge of this fact should heighten our accountability to the outcomes for care-leavers. 'How successful are our youth when they leave? Do they end up finding a happy life for themselves or, do they generally live a life of struggle and despair?'

Girls and Boys Town (GBT) has endeavoured to establish a research project to begin to answer some of these questions. This began with an initial phase in exploring the journeys of youth who had left GBT five years earlier. The current study, Growth Beyond the Town, uses a longitudinal approach, incorporating both qualitative and quantitative methods in gathering data from youth, each year after leaving care. The qualitative aspect seeks to capture the young peoples' experiences and opinions since leaving care, while the quantitative data measures the youths' outcomes against established indicators for successful independence. Additionally, the study measures the resilience levels of the youth at disengagement and assesses how these relate to their outcomes after leaving care. This presentation will focus on sharing the results of the three years of this study and how these could impact practice.

4. Child Protection and the Reporting of Abuse is our Professional Responsibility

Cindee Bruyns, NACCW

Room No. Roof Terrace

Chairperson: Bongwiwe Shandu

In South Africa, almost half a million cases of violent crimes against children are reported annually – more than 50% of these are sexual offences against children. The physical indicators of sexual abuse are at times more difficult to see than those of assault, but the emotional scars often have long term effects on children. Child and youth care workers are often the first people to whom children report cases of abuse. South African legislation, requires social service professionals to report both abuse and the suspicion of abuse. The reporting of sexual abuse of children is neglected at times due to feelings on the part of the social service professional of being overwhelmed, and also due to a lack of knowledge of the legislation and the procedures that need to be followed. This session will provide easy to understand information on the following:

- The indicators to look out for when working with children and youth that could assist to identify possible cases of abuse.
- What to do and how to react when a child discloses abuse.
- Procedures that need to be followed to report abuse.
- Providing support to the child during the disclosure process and after reporting.
- Overcoming possible barriers to effective service delivery in rural communities.

5. Parent or Caregiver Knowledge and Skills to Ensure Higher Cognitive Development Trajectory for ALL Children

Edward Phillips/Grace Mwase, Johannesburg, South Africa

Room No. 2.44 – 2.46

Chairperson: Katlego Nikamanzi

Parents don't know that they don't know some of the critical information regarding child development and stimulation. By providing home visitation workers with a set of parenting/caregiver knowledge and skills, the individual child can be placed on a higher developmental trajectory. Home visitation staff can engage families with parenting knowledge and skills, i.e. why is talking, reading and movement important for your child's development. Core concepts such as colours, shapes, numbers and words provide the core foundational scaffolding required for all future learning and development.

The parent-child responsive care engagements (talk, play, songs, co-reading, etc) allows for socio-emotional bonding and inter-relationship development. Soft skills such as 'rules-of the game' or engagement, respect, patience, manners, etc. are indirectly taught through daily caring and nurturing engagements. From as early as 14 weeks all children should be provided the stimulation required to develop their full potential. Leaving "education" till later creates an achievement gap that could not be closed. This presentation will demonstrate how to utilise books, flash cards and other resources to engage with the child. Any caring individual can do this – daily. LET'S DO IT!

6. Adapting Adolescent Development Programmes to get the Best Programs for Young People in our Care

Allen Grant, Nicky Vigeland, Charmaine Stephens, Leliebloem House, South Africa

Room No. Auditorium

Chairperson: Mashengana Tshimangadzo

In addressing the needs of the children and young people in residential care CYCW's have to be innovative and creative. The adolescent development program has been successfully implemented at Leliebloem House since 2007 and we have formed closed partnerships with community based organisations and schools allowing 100 young people to participate in the program annually. Some of the key focus areas of the program are as follows: Vocational skills development; creative arts workshops; expanded and partnership with community organisations; Leaders/Mentors being enrolled into the 'The President's Award' program.

CYCW's will have an opportunity to understand how creativity in the way we work with young people in our care can contribute to life changing experiences of them. This is an interactive workshop which allows participants the opportunity to experience firsthand the experiences of young people in the program.

7. Pathways to NPO Good Governance

Elwin Gallant

Social Worker, Department of Social Development, Nelson Mandela Metropole, South Africa

Room No. 2.64 – 2.66

Chairperson: Ropah Moshoko

The Good Governance of Non Profit Organizations is an important element to the successful implementation of an organization's programmes and their sustainability. Non-profit Organizations experience difficulties sometimes with governance issues due to the volunteer nature of such organisations. Role confusion between governing body members and management of the organization also stifles the NPO'S growth, development and optimal functioning.

This presentation seeks to:

1. Explain the concept of Governance for Non Profit Organizations.
2. Differentiate the roles and responsibilities between Governing Board and Management.
3. Elaborate on the importance of the fiduciary responsibility of the Governing Board.
4. List and explain the elements for the pathway to Good Governance for NPO'S

Members of governing boards, management and staff from the NPO sector will get a clear understanding segregation of powers and functions for non-profit organizations, obtain knowledge on the importance of Good Governance for NPOS and be equipped with a model of Good Governance for NPOs. The presentation will help to improve the sustainability of organizations and improve their services to children and families.

8. What Helps? Reflections on the Mystery of Healing

Lesley Clark, Counseling Psychologist, South Africa

Room No.2.61 - 2.63

Chairperson: Smangele Zungu

Life happens. And so does healing. Our bodies and hearts are created to heal. We observe how our bodies heal, as a cut with the aid of a few stitches, slowly knits the skin together again, a bruise fades, or a broken bone, set and supported, becomes one again. And so too are our hearts able to heal: we can recover from the loss of a loved one, from a broken heart, or from the pain that the many challenges of life brings us. Sometimes it is 'just a matter of time', or a response to age old rituals, but sometimes healing eludes us and we cannot find peace no matter how hard we try. Sometimes the cut does not heal and the bone does not become strong. Sometimes it is as if our lives stopped many years ago, and we have been living in the dark room of despair. This paper will explore the journey of psychological healing, what it is, what does it mean and how might we assist, or impede the process. What might be a healing context for our hearts and souls, and how can we create one for ourselves and for others?

10:45 - 11:45

Breakaway 5

1.1 Appropriate Wheelchair Provision in Rural Areas: A Partnership between Isibindi and Shonaquip

Megan Giljam, Shonaquip, Cape Town, South Africa

Room No. 1.43 – 1.44

Chairperson: Tshepo Phutane

For the past few years, Shonaquip and Isibindi have been engaged in a partnership to ensure the provision of appropriate wheelchairs and other positioning devices for children with disabilities in the rural areas of South Africa. Since its beginning, the project has been closely aligned with the United Nations Convention on the Rights of People with Disabilities, with particular relevance to Article 20: Personal Mobility. Through the provision of appropriate wheelchairs we have upheld the rights of people with disabilities to personal mobility and greater independence. According to the World Health Organisation, there are 8 steps to be followed to ensure the provision of appropriate wheelchairs in less resourced settings. These 8 steps are: Referral and Appointment, Assessment, Prescription, Funding and Ordering, Product Preparation, Fitting, User Training and Maintenance, Repairs and Follow up. These steps have been closely followed throughout the partnership in order to ensure maximum benefit to the children and their families.

This presentation will show how the 8 steps of wheelchair delivery have been followed to ensure the success and sustainability of the partnership as well as incorporate feedback from families, disability facilitators and child and youth care workers. I will look at our mutual learnings for the course of this partnership and how we can use these to move forward with our mission to provide appropriate wheelchairs for children with disabilities in rural areas.

1.2 ISIBINDI Disability Program

Nolitha Vena & Nomvuyo Mteto, NACCW

Room No. 1.43 – 1.44

Chairperson: Tshepo Phutane

Going attitudinal and environmental barriers prevent many young people with disabilities from having their rights met. In 2007 the Isibindi Model introduced and implemented a disability program to respond to young people with disabilities within a child and youth care work context. In this session we present a “step-by-step” overview of how the Isibindi project is integrating and providing support to young people with disabilities as well as to their families. We will look at how we go about establishing and “growing” the program in a new site, identify important aspects of this process and consider the impact the program has had in some of the Isibindi sites.

2.1 Educo Africa – A Youth Development Organisation

Lali Mili & Niki Alexander, Educo Africa, Cape Town, South Africa

Room No. 1.61 – 1.62

Chairperson: Susan Dlamini

This presentation will provide an overview of the programs Educo Africa provides including:

Sisonke Community Development – HEAL & GROW: recognizing the shocking prevalence of poverty, crime, violence, substance abuse and HIV/AIDS in our communities, Sisonke lays a foundation of self-worth and resilience in at-risk youth and their caregivers, to break the distress cycles and restore hope and possibility.

Ukuzazi Leadership – OPTIMIZE OPPORTUNITY: partnering with institutions that open up educational and economic opportunities for young people with low-income backgrounds, Ukuzazi builds their fundamental leadership capacities for self-awareness, initiative, teamwork and service.

SiHambela Phambili – LEAD & GIVE BACK: transferring the learning into practice and action to advance their entrepreneurial and economic productivity, and to become agents of positive change in their communities through youth-led social and environmental justice networks.

International – BROADEN THE SCOPE: developing global learning communities and conscious global citizenship among youth, academics and professionals, the programme creates a platform for deep immersion learning journeys, dialogue and exchange across sectors, disciplines and countries.

2.2 Community-based Multi-systemic Safety-nets for Disenfranchised Children

Edwin Corbett, Fabio Charles, Lynette Louw, James House, Hout Bay, South Africa

Room No. 1.61 – 1.62

Chairperson: Susan Dlamini

Child and Youth Care Workers (CYCW) have joined social workers as social services professionals in South Africa. The addition of the CYCW to the pool of social services professionals significantly expands the nation’s capacity to implement the requirements of the Children’s Act, other applicable legislation, national strategies, and norms and standards governing effective child and youth care activities. However, different professionals in the same sector can create confusion regarding the specific roles of the social worker, the designated social worker, the auxiliary social worker and/or the CYCW.

This presentation will explore the legislative references to each and demonstrate the practical systemic functioning of the CYCW profession at community level. The presentation will explore the role of the CYCW as the primary point-of-entry for prevention, early intervention and protection strategies for children and youth in a local community. The presentation will reference the expanded James House Isibindi model to practically illustrate the critical role of CYCW in ensuring the well-being of children in a community. We will demonstrate that this community-based model significantly reduces the number and/or severity of presenting risks to children in a community. The model enables the CYCW to position himself/herself in a pivotal position to ensure an expansion of prevention measures while effectively ensuring systemic early interventions and protection interventions.

3. FORTY PLUS!

Jacqui Michael, South Africa

Room No. 1.63 – 1.64

Chairperson: Eddie Thesen

In over four decades of being in the field of child and youth care in South Africa, I can sum up my experience in the following song:

The road is long, with many a winding turn,

That leads us to who knows where, who knows where.

But I’m strong, strong enough to carry him! He ain’t heavy, he’s my brother.

So on we go, his welfare is my concern, no burden is he to bear, we’ll get there.

For I know, he would not encumber me...

He ain’t heavy, he’s my brother!

If I'm laden at all, I'm laden with sadness,
That everyone's heart isn't filled with the gladness of love for one another.
It's a long, long road, from which there is no return,
While we're on the way to there, why not share?
And the load doesn't weigh me down at all,
He ain't heavy he's my brother.
Let's share our roads travelled over the past decades!

4. InnerMagic: The Children's Self esteem Game - an Innovative Tool for Care and Intervention in Child and Youth Care Practice

Carol Surya, counseling psychologist South Africa

Room No. 2.41 – 2.43

Chairperson: Pinky Mkhathshawa

Child and youth care workers face great challenges in finding innovative and uplifting ways to engage with the children they work with. Over the years working as a child psychologist, seeing how emotional trauma and various situations affect how children learn and develop, I became determined to create a practical and effective psycho-social tool that could be engaging, fun and therapeutic which could have widespread use throughout rural and urban settings. The InnerMagic children's self esteem is a tool to help all children reach their full potential. Essentially the game builds emotional intelligence and strengthens all areas of a child's development (for ages 5 to 12). It encourages self expression by getting them to identify what they feel or can do or say about various 'real life scenarios' while at the same time building self esteem and relationships while having fun doing developmental tasks to win tokens.

The presentation covers the underlying design principles and benefits of the game, how it works and how to use it in play with individual children and in small groups. The inclusion of a 'rural' subset of cards enhances the game further for use in disadvantaged communities. A demonstration of play will take place during the presentation, giving delegates a hand-on experience of the game.

5. The International Child & Youth Care Network

Dr Thom Garfat, Canada

Room No. 2.44 – 2.46

Chairperson: Lutendo Maedza

The International Child & Youth Care Network (www.cyc-net.org) is widely respected as the premier resource in the world for those who work with young people and their families in need. Originating from South Africa, this free resource hosts over 40,000 pages of relevant information, frequent news items, a monthly journal and 50 learning modules for CYCs, Foster Parents and others. Come and join us as we take a tour of this valuable resource.

6. Mapping youth work practices in Australia, Canada, New Zealand, the UK and USA: The Similarities and Differences around the World

Jennifer Brooker, RMIT University, Melbourne Victoria, Australia

Room No. 2.61 – 2.63

Chairperson: Boniswa Genge

The answer to what a youth worker is and does might appear to be obvious but it is not and it depends a lot on where you live in the world as to what your interpretation is based on. It's disciplinary and practice boundaries are far from clear and a cursory review of the professional and research literature fails to provide a clear answer as to what youth workers actually do (Wisman 2011, Martin 2002, Davies 2005, Smith 1988, Banks 1999).

Although youth worker job roles/descriptions/tasks are fairly consistent (youth workers are known by different titles (youth workers, social pedagogues, child and youth care workers, social workers, etc.). Other points of difference includes the age range of clients (0- 39), the theoretical frameworks and pedagogy on which the work is based and government policy drivers in regards to responsibility and funding.

The importance of understanding the global youth work scene increases daily as youth workers travel the globe, hoping to work in the sector they are qualified in and yet not sure of how to begin or where to start. This paper will highlight the similarities and differences of youth work practice around the world in hope of demystifying some of the anomalies currently found in the sector globally.

7. Student Panel: The Future of CYC Practice in Canada and Beyond

Joanne Fraser, Karen Naismith, Will Tanner

Room No. Auditorium

Chairperson: Sindisiwe Maimela

A diverse panel of five Canadian CYC students will be discussing topics regarding professionalization in the field. The panel will explore a wide array of issues including CYC education, the impact of professionalization on children and families, the place of young people in the process, the role of students, and the journey from being a service recipient to a service provider. Through collaboration, dialogue and inquiry we will provide a unique perspective on the future of CYC practice in Canada and beyond.

8. Creating Meaningful Social Connectedness and Building Resilience for Child and Youth Care Workers, for Children

Marlene Ogawa & Renald Morris, Synergos, South Africa

Room No. 2.64 – 2.66

Chairperson: Vuyiswa Ntombela

Synergos South Africa, have developed and advanced the Social Connectedness Programme to examine and address chronic isolation as it relates to children and youth in the context of poverty, in Southern African region. The well-being of children and adults alike depends critically, on fulfilling relationships and secure bonds with others. The presenters will share with the conference how social isolation is especially harmful when it is chronic. Chronic isolation impairs people's quality of life and health. It erodes their sense of dignity and thwarts them from attaining their rights. For infants and young children, especially, isolation harms their chances of healthy physical and psychosocial development. Practitioners who work with children and youth have an important role in supporting them, and their caregivers, to prevent and overcome isolation. Child and youth care workers can help to build social connectedness.

The focus of the presentation will also be on the key aspects and outcomes of the Social Connectedness Programme, highlighting community research on indigenous knowledge and care systems; education and training for those who most impact children and youth (families, communities, schools, and child care professionals); community-based models to identify, mitigate, prevent and address isolation; and informing and influencing public policy impacting this problem.

9. 'Experts in the everyday': Developing a Concept of Upbringing for Child and Youth Care

Dr Mark Smith: Head of Social Work, University of Edinburgh, School of Social and Political Science, Scotland

Room No. Roof Terrace

Chairperson: Jonathan Gelderbloem

In everyday life, when we talk of what it is that adults do when they become involved in children's care we often use terms such as rearing, bringing up or upbringing. Such terms and what they convey can seem so commonplace that they are rarely articulated. When it comes to children in state care, however, certainly in an Anglo-American context, the task of caring for children is usually couched in psychological rather than everyday terms. This seeks to find 'scientific' or 'evidence based' modes of assessment and intervention. This paper will draw on the work of the German social pedagogue, Klaus Mollenhauer to discuss what it means to bring children up. Mollenhauer identifies the core of upbringing as the passing on of a valued cultural heritage across generations so that children might integrate to society. In this sense it is a fundamentally socio-educational rather than a 'scientific' process.

This difference between the everyday and the 'scientific' exposes what is a central epistemological tension in child and youth care – between the quest for professional recognition through the pursuit of what might be thought of as technical-rational knowledge and the practical-moral knowledge that is rarely professionally validated, but is at the heart of daily child and youth care practice. There is little evidence for the success of 'technical-rational' interventions with children and youth. Child and youth care workers, therefore, would do well to assert forms of knowledge that are based in everyday, practical-moral activities and relationships. This paper will suggest that Mollenhauer's ideas on upbringing provide a solid intellectual foundation upon which to build such a body of knowledge. Within that child and youth care workers can begin to think of themselves as 'experts in the everyday'.

12:00 - 13:00

Breakaway 6

1.1 The Challenges Faced by Child and Youth Care Workers with regard to the Discipline of Children with Challenging Behavior in Residential Child and Youth Care Centres

Eddie Thesen, MCFS, NACCW

Room No. Roof Terrace

Chairperson: Subashnee Govender

Child and Youth Care Workers (CYCWs) employed in residential Child and Youth Care Centres (CYCCs) are often challenged by the behaviour of children in their care. The presenter embarked on a research study to explore and describe the challenges faced by CYCWs with regard to the discipline of children in their care in CYCCs. A qualitative research approach employing explorative, descriptive and contextual designs was followed. Participants were selected by means of purposive sampling from four CYCCs. The presentation will describe the research process, and the research findings. The findings of the study pointed to the fact that CYCWs are the first line disciplinarians and that they need more support with regards to the discipline of children from colleagues and management in CYCCs. The findings will be discussed in small groups and the focus will be on recommendations to enable effective behavior management interventions in CYCCs.

1.2 Responses to Young Peoples' Violent Behaviour in South African Residential Child and Youth Care Settings: Voices of Practitioners and Young People in KZN

Miriam Siluma, Durban, South Africa

Room No. Roof Terrace

Chairperson: Subashnee Govender

The presentation is based on a proposal for a narrative inquiry towards the presenter's doctoral studies. Its aim is to stimulate debate and gather input from the audience on innovative strategies to respond to youth violence. The proposed methodology of the study involves gathering stories, meanings and experiences of child and youth care workers and young people regarding youth violence in residential child and youth care centres. It emanates from recent international discourse in the field of child and youth care concerning youth violence. Very

often child and youth care workers respond to aggressive behaviour through violent means. My own experience in child and youth care supports the fact that child and youth care staff respond differently. While some practitioners draw on their knowledge and skill base such as Life Space Crisis Intervention, others rely on physical restraint, isolation, reporting to superior and even laying charges of assault against young people. These responses are subject to meaning-making by both young people and practitioners. Such experiences and meaning may be similar or different when it comes to both young people and practitioners. Either way, Smiar (2009) or Guetzoe (2002) both emphasize that child or youth care workers are important change agents who are obliged to use strategies that reduce the perpetration of the violence when working with aggressive youth. This presentation will identify gaps and innovative approaches in relation to handling youth violence.

2.1 Reflecting on a Child and Youth Care Degree Programme for the Purpose of the Professional Registration of Graduates

Dr. Rika Swanzen, Child and Youth Development, School of Social Science, Monash, South Africa

Room No. 1.43 – 1.44

Chairperson: Gwendoline Stuart

A degree offering must consider learning outcomes achieved on the appropriate academic and qualification framework levels as well as meeting the expectations of a variety of practice settings. When an occupation is recognised as a profession an additional requirement is placed on the Higher Education (HE) institution; the consideration of professional registration of graduates as practitioners on the completion of their degrees. To reflect on the impact of the adoption of professional registration the paper will address the following points for consideration:

- Brief overview on one of the youngest degree programmes in CYC education.
- Considerations for dual local and internationally accredited offerings.
- Student profile and meeting the needs of a new generation student.
- Academic versus practice demands – comparing Bloom's Taxonomy with the learning outcomes published with the South African Qualifications Authority (SAQA).
- Using student learning to benefit the community: the introduction of service-learning within the degree programme to impact children and families.
- The composition and benefit of Advisory Boards: including the industry voice to inform curriculum development.
- Questions for benchmarking of the degree with the PBCYC and SACSSP.
- Value of the qualification and subsequent professional registration for the Gauteng province and the African continent.

2.2 My Journey as a Child and Youth Care Worker

Alfred Harris, Childcare and Protection, Provincial Office of Social Development, Western Cape, South Africa

Room No. 1.43 – 1.44

Chairperson: Gwendoline Stuart

Child and youth care workers care for children. Over the centuries the needs of children who require residential care have constantly changed. Legislation has in some cases not kept track of the ever changing environment and so has service provision not kept up with the ever changing needs of children. In this talk I will be sharing with you my own journey as a child and youth care worker. What does being a child and youth care worker mean? What is the importance of personal and professional growth? I will be sharing my own child and youth care stories and explaining where the journey started for me. I will provide a narrative of my child and youth care professional life.

3. MIDI Safe Passages Project – Based on the Principles of Child Participation

Irene Dugmore & Zane Mchunu, Pietermaritzburg, South Africa

Room No. 1.61 – 1.62

Chairperson: Theresa Khoza

The project is about giving a real voice to the children of the Msunduzi Municipality by listening and taking action together with them. The children's own vision will drive the project as they envisage a `C_h_i_l_d_r_e_n'_s_C_i_t_y`, one that is safe for children, that provides a healthy, attractive and sustainable environment to study, live, work and play in, a city that delivers quality services and supports children to be engaged as citizens and imaginative leaders in their own right. Adults often believe they fully understand children's needs because they once were children! Yet, when children are consulted they often express different views. South Africa is committed to children's participation in terms of its obligations under international law, the SA Constitution and national legislation. The Children's Act and the Child Justice Bill all recognise children's rights to have a say in how they are treated.

MIDI has convened many consultative forums with stakeholders over the past two years. We have also trained a group of children from selected schools in the principles and practices of participation. These children are confident to speak out about their rights as Change Ambassadors for the City. They have taken adults on a bus tour of the City, addressed a Full Council meeting of the Msunduzi Municipality on City By-Laws, and they have participated in three public events.

4. **Dance with Your Soul: A Creative Recreation Programme for Children and Youth in a CYCC** **Frikkie van Dyk & Elisa Tau, Our Child and Youth Care Centre, Bloemfontein, South Africa**

Room No. 1.63 – 1.64

Chairperson: Theresa Khoza

'If you can move, you can dance' - Traditional proverb from Zimbabwe. This presentation will highlight the value of creative drama, dance and movement for children and the youth in a CYCC. In Our Child and Youth Care Centre (Ons Kinderhuis) in Bloemfontein we adapted this programme and it has been running successfully for the past 9 years. Drama is often combined with music and dance. Dance celebrates the many different cultures of the children. It also explores the diverse experiences of the children. Unique characteristics of using creative recreation programmes are self-expression, active participation and the imagination of mind-body connections. The children get the opportunity to become active participants and empower themselves to use imagination in productive and corrective ways. We have found that dance and movement helped the children in "Ons Kinderhuis" with life skills, such as problem solving, self-confidence, imagination, having fun, physical fitness, memory and aesthetic appreciation.

5. **Understanding Child Sex Offenders: Implications for the Protection of Children**

Dr Linda Naidoo, Child Protection Advisor – GCBS, South Africa

Room No. 2.41 – 2.43

Chairperson: Cindee Bruyns

Although largely underreported, the incidence of child sexual abuse (CSA) is increasing in South Africa within a context of engendered violence, inequalities, wider structural, cultural challenges, and the secrecy and myths, which surrounds this endemic social problem.

There are two polarities of relevance to child protection in this thesis: the one involves understanding the mind-sets and modus operandi of the sex offenders who sexually abuse children and the second involves understanding the entrapment and vulnerability of the victim.

This presentation will focus on a study which was conducted over three phases, guided by a qualitative paradigm and set within a framework of critical social work theory. Critical theory focuses on the impact of socio-structural factors and dominant societal discourses on individual and family functioning, the relationship between structure and agency, the need to transcend the micro-macro divide in dealing with major psychosocial issues and the power of praxis. The first phase of the research entailed analysing the characteristics and the life experiences of twelve child sex offenders. In phase two, the testimonies of the child sex offenders were assimilated in the production of a DVD, on the mind-set and strategies adopted in sexually abusing children. In phase three the DVD was screened and various service providers and parents of sexually abused children, reflected on and assessed the lessons associated with understanding the offenders methods in selecting, grooming children, ensuring compliance, non-disclosure, desensitization, maintaining them as victims and avoiding detection. The implications and practical recommendations for the prevention of CSA are provided within this research.

6. **Vicarious Trauma/Compassion Fatigue**

Beatriz Vides, Training Coordinator, Astor Services for Children & Families, Faculty/Consultant, Sanctuary Institute, New York

Room No. 2.44 – 2.46

Chairperson: Hloni Dlamini

My workshop focuses particularly on the caretaker because this mighty force can change, transform and renew an entire nation. It is also true that caretakers can often face a multitude of challenging situations that can leave them depleted and hopeless and this can corrode the very ideal that brought them to the work to begin with. A big component of my workshop addresses selfcare as a tool to protect against vicarious trauma.

7. **Young People Moving out and Moving on: What it takes to Support Young People leaving Care?**

Gerald Jacobs, Mamelani Projects, South Africa

Room No. 2.61 – 2.63

Chairperson: Nomonde John-Dingiswayo

The Children's Act of South Africa (1983) calls on Child and Youth Care Centres (CYCC's) to provide transitional support to young people as they disengage from care. While the Act calls for this support, there are not yet standardised guidelines on the nature of this support, or on the specific practices that should inform such interventions. The Department of Social Development has been committed to exploring and developing this area of work to improve long-term outcomes for this group. Over the last year and a half, Mamelani Projects has partnered with six CYCCs in the Western Cape in strengthening transitional support for the young people leaving their centers. In this presentation, Mamelani would like to share the ideas that have been implemented, the lessons that have been learned, as well as the constraints faced in offering such support to young people. The presentation also explores some of the measures that can be put in place within residential care spaces to ensure a smoother transition for youth leaving care - exploring practices that best enable child and youth care workers to strengthen their capacity to facilitate pathway planning with young people. The presentation will share feedback from the six CYCC's that Mamelani has been privileged to work with.

8. “Who cares for me?” Exploring the UN Guidelines for Alternative Care of Children’s ‘Suitability’ and ‘Necessity’ Principles to CYC around the World

Jennifer Davidson, Director, Centre for Excellence for Looked After Children (CELCIS), University of Strathclyde, Scotland

Room No. Auditorium

Chairperson: Khanyi Blose

This workshop/ paper will offer a brief picture of an international policy framework, the United Nations Guidelines for the Alternative Care of Children, and their development from their initial conception within the Committee on the Rights of the Child to today. It will provide an overview of the key principles of these Guidelines, drawing from a new resource developed to support their implementation around the world, entitled *Moving Forward: Implementing the Guidelines for the Alternative Care of Children*. Participants will have a good sense of the policy framework related to the ‘necessity’ and ‘suitability’ principles that underlie the Guidelines. Together participants will explore a number of practice examples from around the world that touch on key aspects of children and youths’ lives; these examples illustrate different ways in which child and youth care has responded to the needs and rights of children and youth at risk of, or in need of, alternative care.

9. Animation of Circle of All Nations “Medicine Wheel” approaches in Children and Youth Work Practice

Romola V. Thumbadoo, Ontario, Canada

Room No. 2.64 – 2.66

Chairperson: Sbo Mzulwini

William Commanda, Founder of the Circle of All Nations, inspired relationship with Mother Earth to advance development in a range of disciplines: e.g. environment, racial harmony, restorative justice, personal and community development. This was concretized and articulated in his Circle of All Nations work, animated around the circular and emergent conceptual framework of a Medicine Wheel. This developmental work evolves from vision/planning, moves to action/animation, to reflection/scrutiny to refinement/articulation; it supports personal development parallel to the Circle of Courage attributes of belonging, independence, generosity and mastery in child development; it engages spirit, physical, emotional and mental dimensions of human nature. It deepens the potential impact of processes by the inclusion of critical human and non-human actants, including earth and time based elements. Further, it explores post-traumatic stress disorder issues (PTSD) and radicalization, aligning environment and people in land/body healing in PTSD colonized lands. Finally, it also examines the relevance and inter-play of systemic constellation energy in movement and relationships over time. The work of Indigenous leaders, and others such as Bert Hellinger (constellations), Masaru Emoto (water) and Bessel van der Kolk (PTSD) will be explored in tracing linkages between physical environment and humans. These multiple elements will be examined with respect to potential for integration and strengthening in child and youth care practices.

Presenter Biographies:

Nicole Alexander

Nicole Alexander graduated from TSiBA University with a Bachelor in Business Administration and Entrepreneurial Leadership in 2011. She has worked for Educo Africa since 2011. Educo Africa developed an inspiring programme called Sihambela Phambili (“lead & give back”) a youth-led movement where young people take action in their community, after they have gone through one of Educo Africa’s wilderness experiences. She currently holds the role of Programme Coordinator of all Educo Africa’s programmes. Says Nikki: “I am passionate about gender work, education and youth development”.

James Anglin

Professor Anglin began his career as a child and youth care worker in a mental health centre in Vancouver after which he developed a 6-bed group home for adolescents in Victoria. He then pursued graduate studies, worked in social policy in Ottawa and with the Children’s Services Division, Government of Ontario, in Toronto. Returning to B.C. in 1979, he joined the faculty of the School of Child and Youth Care at the University of Victoria where he is a full Professor and former Director. His recent research interests have focused on a re-appreciation of residential care for children and youth (“Pain, Normality and the Struggle for Congruence: Reinterpreting Residential Care for Children and Youth”, Haworth, 2002). Currently, he is involved in researching the implementation of the CARE Program Model with colleagues from the Bronfenbrenner Centre for Translational Research at Cornell University (Holden, Anglin, Izzo and Nunno, forthcoming). He has published in North American and international journals and child welfare texts on a variety of child and youth care issues. He is on the editorial boards of Child and Youth Services, International Journal of Child and Family

Welfare, Journal of Child and Youth Care Work, International Journal of Child, Youth and Family Studies, and Reclaiming Youth at Risk. He has also visited child and youth care programs in over 40 countries and offered keynotes, workshops and seminars on extra-familial care of young people, creating theory from qualitative data, and the evolution of CYC as a profession.

Fiona Balgobind

Fiona Balgobind is a social worker with experience in working in the field of the elderly and people with disabilities. She has worked in schools for children with special needs, and is currently manager at Pietermaritzburg Children’s Home. She has served as the Chairperson – Umgungundlovu District Welfare Liaison Committee; was a supervisor and facilitator for UNISA; was a member for several years on the PMB & District Community Chest Council; and is currently Chairperson – KZN Midlands Welfare Social Services and Development Forum, Executive member of the Provincial Welfare Social Services and Development Forum; Executive Board member – CINDI; and NACCW KZN Regional Executive Committee Chairperson.

Alma Bezemer

Alma Bezemer is trainer and board member of Lifebook for Youth. She has trained social workers and co-trainers in Bulgaria, Serbia, Bosnia, Croatia and Albania. Besides her voluntary job for Lifebook Alma is self-employed and specialises in coaching and training. She fulfilled various positions in youth care institutions and is educated as drama pedagogue and coach.

Amanda Blankfield-Koseff

Amanda Blankfield-Koseff holds an honours degree in Organisational Communication, completing her undergraduate degree through Bond University, and honours through UNISA. Amanda has had experience in journalism, door-to-door sales and marketing communications. She worked as a marketing and events manager for almost six years at NPO Afrika Tikkun. She has found her passion is with youth development. She founded The Youth Citizens Action Programme in 2010 and in 2013 took it out of its incubating NPO, Afrika Tikkun, in order to start a new youth development NPO, Empowervate.

Jennifer Brooker

Jennifer is the Youth Work Coordinator at RMIT University, in Melbourne Australia where she has worked closely with industry for the past 8 years in both the Higher Education and Vocational Education areas to provide industry-focused training and learning for youth work students. Her passion for international youth work and the training of youth workers has led to her pursuing her PhD in this area, which she will submit early next year. This work has led to many opportunities including becoming the Australian representative on the FICE Federal Council and presenting at this conference.

Ruth Brintjies

Ruth says: "Half century ago - a gift of Life...Journeying with a large extended family, embracing all life's challenges - loss, celebration, oppression – on both personal and political levels. Rooted in conviction that we are all created in the image of God. Working with troubled and at-risk youth, taking slow steps in healing and creativity, working in the moment. And facilitating training in CYC. I co-ordinated programmes and in recent times, facilitated family constellation work, labyrinth walks and CYC, parenting and leadership training and support nationally. I am passionate about photography, clay work, healing, reconciliation and social justice for all".

Cindee Bruyns

Cindee has her Master's degree in Clinical social work and has worked in the field of child and youth care for the last 8 years. During this time she headed a family reunification program, and designed and coordinated a Specialised Behaviour Management Program. The program included training in behaviour support for child and youth care workers, educators, parents, guardians and foster care parents. Cindee has been a lecturer and honours level supervisor in the Department of Social Development at the University of Cape Town since 2008. In 2014 she joined the NACCW team as a Senior Mentor and also manages the NACCW Child Protection Program nationally.

Mette Christiansen

Mette has provided services in both Denmark and the USA to a variety of populations, including children and youth in foster care, children and adults with autism and other developmental disabilities. In addition, she has provided individual, group, and family therapy and consulted to agencies seeking to improve their quality of services. Mette began her academic career at SUNY Dutchess as a Fieldwork Supervisor and Adjunct and has since 1997 been at SUNY New Paltz teaching in the Department of Sociology.

Lesley Clark

Lesley Clark is a Clinical psychologist and Jungian Analyst and has practiced for over 30 years. She has been a consultant to the NACCW and Isibindi for more than a decade and piloted the isibindi Care for Caregivers (C4C) program in 2007. Lesley, and her colleague Linzi Fredman, provide C4C to Isibindi teams through out the country.

Edwin Corbett

Edwin Corbett is a development practitioner with 40 years of field experience in various organisations. He is Managing Director of James House and serves on five other NGO boards. He has a passion for child and youth care work as an entry-point to community transformation. He started his community work in 1976 with the establishment of the Sebokeng Youth Forum while still at school. He joined James House in November 2013.

Suzanne Clulow

Suzanne Clulow has a Masters in International Relations from St. Andrew's University in Scotland. She has over 15 years' experience of working in the development sector and has been involved in programme design and implementation, organisational and capacity development, research and M&E within the NGO sector. Suzanne has a special interest in active citizenry and advocacy programmes, particularly in relation to children's rights, and has worked on a number of evaluation and research projects making use of mixed methods techniques.

Ishrene Davids

Ishrene Davids qualified as a social worker from the University of the Western Cape and obtained her Honours degree in Social Policy and Management from the University of Cape Town. She has been working in the field of social development for more than 30 years, with a special interest in mental health. She worked in various positions at Ikamva Labantu and in the latter years as the director. She has been awarded two scholarships, one at the Tavistock School of Social Work in London and the other at Harvard Business School in the US. She has been working at Community Chest for the past two and half years and currently is head of Compliance, Policy and Grant-Making.

Jennifer Davidson

Jennifer is Director of the Centre for Excellence for Looked After Children in Scotland (CELCIS), which promotes the highest aspirations for the quality of public care for children and young people; she previously directed the Scottish Institute for Residential Child Care (SIRCC) which contributed to a successful decade-long change programme across Scotland's residential child care services. Jennifer's leadership of the international implementation project for the United Nations' Guidelines for the Alternative Care of Children reflects her keen interests in the relationship between children's rights discourse and children's lived experiences.

Aurora De Monte

Aurora is a faculty member in the Child and Youth Care program at Fleming College, she works as an independent practitioner at a private practice working with individuals, families and couples, and with a community agency working with youth involved in the criminal justice system. Aurora completed a BA in Child and Youth Care with a Minor in Indigenous Studies from the University of Victoria and she is currently completing a MSc in Child and Youth Care Studies from the University of Strathclyde.

Irene Dugmore

Irene Dugmore completed a Bachelor of Social Science degree at the University of Natal, Durban (1972) and a later studied for my Honours, Bachelor of Arts in Social Science, Social Work at the University of South Africa (UNISA) (1994). Her career in the child and youth care sector began in 1987 at the Mary Cook Children's Home, which later amalgamated with Hilltops and Mildred Ward to become the Pietermaritzburg Children's Home (PCH). She was the Child Care Manager for ten years. She then worked for NICRO (National Institute for Crime Prevention and the Reintegration of

Offenders) in the Pietermaritzburg Office for 14 years. For the past five years she has worked for MIDI as the Project Manager for the Children's City 2020 Project.

Dr. Djibril Fall

Djibril Fall, PhD, has been the Director of International Social Service for West Africa since 2012. He worked for four years as Regional Advisor in Child Protection for the Swiss Foundation of Terre des hommes in West Africa. He has participated in developing and disseminating a new approach for handling migrant children in need of protection. His commitment within the regional initiatives for strengthening child protection systems and alternative care of children has made him a reference person for issues related to child protection in the region. He equally has an experience of heighten years as a researcher and/or program manager with international organizations, Africa and Swiss. He founded and has led for some years the firm, "Essai-consulting" in Geneva before deciding to return permanently to Africa after more than twenty years of mobility.

Joanne Fraser

Joanne Fraser is a graduate of the Nova Scotia Community College's Child and Youth Care programme, Truro Campus. She also holds a Bachelor of Arts degree from Saint Mary's University, Halifax, NS. She resides in Stewiacke, NS, where she is a programme director for Smiling Horse Equine Services, a provider of individualized programmes for older youth and adults facing a variety of emotional and mental health challenges. She is also a Youth Care Worker with Phoenix Youth Programmes, a Halifax, NS based non profit organization that offers housing, educational, and employment assistance to homeless and at risk youth ages 16-24.

James Freeman

James Freeman has over 25 years of experience and leadership in relational care from a variety of practice settings including out-of-school programs, family camping, and residential settings. He holds a masters degree in organizational leadership and is the training director for Casa Pacifica Centers for Children and Families in California USA. He serves on boards of the American Association of Children's Residential Centers, the International Child and Youth Care Network, and the Child and Youth Care Certification Board. James writes a monthly column for the online journal at www.cyc-net.org and regularly facilitates training on child and youth care topics.

Leon Fulcher

Leon Fulcher qualified as a psychiatric social worker (Washington) and then with a PhD (Stirling) and has accumulated more than 35 years cross-cultural practice and educational experience with children, young people and their families and elders - in both rural and urban settings - embracing health, education, justice, welfare and indigenous services. He has published extensively in relation to social work, child and youth care, and student affairs practices.

Elwin Gallant

Elwin went to the University of the Western Cape where he completed a B.A. in Social Work in 1982. His career in Social Work has seen him moved through the fields of family work, probation work, school social work and residential social work. Elwin completed a Master's Degree in Social Work in 1992 at the University of Port Elizabeth and also completed the National Diploma in Child and Youth Care in 2002 at Technikon SA. Elwin is employed as a Social Worker with Social Development and Special Programmes in Port Elizabeth. Before this period he was Area Manager with Child Welfare South Africa, Principal of the Eastern Province Child and Youth Care Centre, Residential Social Worker at Erica House Place of

Safety, Superintendent/ Manager at Outeniekwa House in George and Control Youth Officer at the Department of Sport Arts and Culture.

Thom Garfat

Thom has been involved with troubled children and their families, and the staff who work with them for 40 years as a practitioner, supervisor, director, teacher, trainer, consultant and writer. Initially as a child and youth care worker, Thom worked in an emergency placement program for adolescents. He has also been the Director of a community based family counselling program, and taught Child & Youth Care and family work at the University of Victoria. Thom was the Director of Treatment for one of Canada's largest child and youth care agencies in Montreal.

Megan Giljam

Megan Giljam is an Occupational Therapist work who has worked at Shonaquip in Cape Town for the past three years. Before working at Shonaquip, she worked at a hospital in deep rural Eastern Cape where she developed a passion for both seating and community based rehabilitation. Working at Shonaquip gives her experience in both of these fields, by going into the communities of South Africa to provide appropriate and accessible services for people with disabilities.

Adèle MomNdela Grosse

Adèle MomNdela Grosse is Founder & Executive Director of Proud2bME® Global, a training provider of family preservation and community transformation programmes. She is also an author, professional speaker, and master trainer. Her monthly electronic parenting/leadership toolkit reaches an international membership of over 50000. Since 2003 she has successfully reached thousands of families in South Africa, Kenya, Tanzania, Cambodia and The Netherlands with the Proud2bME® Transformation programmes for YOUTH, PARENTS and SECONDARY CAREGIVERS. Her message is practical and powerful. She advocates for a global responsible families revolution.

Alfred Harris

Alfred Harris is a child and youth care worker with a B: Tech Degree in Child and Youth Development. He is currently studying towards a Post Graduate Diploma in Child and Family Studies at the University of the Western Ca, and is employed at the Provincial Office of Social Development in the Child Care and Protection team.

Robbie Henderson

Robbie is a child and youth care worker who has worked for Kibble Education and Care Centre in Paisley, Scotland for the past five years. Kibble are a leading organisation in residential child care.

Pamela Hendriks

Pamela Hendriks has worked in child and youth care for the past 20 years from residential to community based worked. She has worked for the Gauteng at the Department of Social Development at Walter Sisulu Centre as a child care supervisor. She then worked at Afrika Tikkun as a manager of the child and youth development program in Alexander Township. She is presently working for the City of Johannesburg monitoring and evaluating programs. She is also an accredited trainer and assessor.

Alnadrian Hofsta

Alnadrian has a Diploma in Computer Literacy and a Diploma in Computer Application Training. He started first year BA Social Work in 2011, and is currently in the process of completing his BED Degree in Teaching. He started working at Olympic Primary school as Sport Co ordinator and conducted computer classes in 2001 –

2009. He served on various sport bodies and organisations. In 2010 he started working at Molehe Mampe Secure Care Centre in as Child and Youth Care Worker. He is responsible for the Adolescent Development Program. He is currently Acting Supervisor (Child and Youth Care Worker). He became a member of NACCW in 2012 and serves on the REC as Deputy Chairperson. He was nominated for community builder of the year in 2012 for involvement in TASSA.

Gerald Jacobs

Gerald Jacobs is the Program Manager of the ProSeed Transitional Support Program at Mamelani Projects. The program focuses on walking alongside young people leaving care, and has developed an approach to transitional planning and support. Gerald started his career 10 years ago as a street outreach worker for The Homestead (Projects for Street Children) in Cape Town and has been working in the field of child and youth development ever since. He holds a vast experience in Youth Development and is just about to complete an Honours Degree in Social Work at the University of South Africa.

Maggie Kock

Maggie Kock has worked at Walter Sisulu CYC centre for past 18 years. Her child and youth care journey started at Mimosa Place of Safety in Kimberley. She started volunteering in her off days as an Adhoc Court Intermediary in 2001 at Johannesburg and Protea courts and recently at Klerksdorp Regional Sexual Offences Court. She got involved with YCAP in 2013, judging schools at district and provincial levels. Her passion for child and youth care makes her always search for opportunities to add value in the life of a young person.

Tina Krøyer

Tina is a lecturer at VIA University College, and teaches future Garment Technologists. She is a Product Development Technician (Industrial Design), and worked as a designer in the Danish garment-industry for several years. In the last 15 years, she has been lecturing young people in the development and making of garments, starting with creating ideas, and finishing with a final product, of excellent quality. In the last couple of years, she has worked with increasing focus on communications. From the early description of a piece of garment, to exploring social media, blogs etc, with focus on the global garment industry.

Lynette Louw

Lynette Louw is a social worker who graduated at the Hugenote Kollege in 1992. She obtained a Master's Degree in Social Work from the University of Pretoria in 2006. Her expertise is mainly in Child Protection and Probation Services. She started working at CMR but spend most of her career at the Mpumalanga Department of Social Development. She joined James House in 2014.

Yumna Martin

Yumna Martin completed her degree in Bachelor of Social Science in Social Work at the University of Cape Town. She further completed her Post Graduate Honours Degree in Social Policy and Management. She has over 10 years experience in the Social Development Sector, working in both Government and the NPO sector with specialised skills in substance abuse field and capacity building training in rural and urban settings. She has been working at Community Chest for the past two years and is currently the Human and Organisational Capital Development Manager. “

Peter Marx

Peter is the Head of the Evaluation and Research Division at Girls and Boys Town. With an academic background in Psychology, he started out in the Child and Youth Care field over 23 years ago. Having worked as a Youth Care Worker, a Senior Youth Care worker

and a manager at residential facilities for youth at risk, he gained substantial experience in this field. In leading the Evaluation and Research team at GBT he is impassioned by the need for continuous improvement in the standards of care for youth in care.

Zane Mchunu

Zane Mchunu is the former Junior City Council Mayor of the Msunduzi Municipality, in Pietermaritzburg. He has extensive experience in Youth and Social Development, Entrepreneurship and Organisational Design, having worked with development institutes and stakeholders across the Province of KwaZulu Natal. His passion for young people, and business has seen him helping many young people unleash their full potential through regular Motivational Sessions and developmental based programmes.

As the Youth Director for MIDI, he brings a wealth of experience and is driven by a determination to create a meaningful impact in the lives of young people in the city of Pietermaritzburg, in the areas of Entrepreneurship and Social Development. Zane also serves on the Board of the Pietermaritzburg Child and Youth Care Centre, the KwaZulu Natal Provincial Advisory Council for Children, as well as a member of the Institute of Directors in Southern Africa.

Jacqui Michael

Jacqui Michael has: a Bachelor of Social Sciences degree; an Honours Degree in Social Work; an Advanced Diploma in Business Administration and Human Resources; and a Masters Degree in Child and Youth Care. She has in 2012 through UNISA. She has worked in the field of child and youth care for four decades, and was a founder member of the NACCW. She served as NACCW Assistant Director, and has presented papers at the NACCW conferences since 1981. She is currently Youth Development Manager of the Kagiso Girls and Boys Town Campus.

Heather Modlin

Heather Modlin, has twenty-five years of experience in residential care. Heather has a PhD candidate in Child and Youth Care at the University of Victoria. Her research is focused on child and youth care worker development. She has been involved in several provincial, national and international initiatives focused on the development of standards for child and youth care practice. She is currently involved with the Child and Youth Care Association of Newfoundland and Labrador, the Child and Youth Care Educational Accreditation Board of Canada, and the North American Child and Youth Care Certification Board.

Lesiba Molepo

Lesiba Molepo is a child and youth care worker who has worked for the University of South Africa since 2003 as a lecturer, mainly responsible for child and youth care qualifications and psychology modules. He is currently employed as the Regional Academic Coordinator at the same University. After completing Basic Qualification in Child and Youth Care and Diploma in Child Care Administration with NACCW, Lesiba studied further to obtain the following qualifications from the University of South Africa: BA degree, Honours degree (in Psychology), and MTech degree (in Child and Youth Care). He further obtained Higher Education Diploma from Wits University and DPhil (in Child and Youth Care) from the University of Pretoria.

Bernadette Moodley

Bernadette Moodley has worked in education with children and youth for over two decades. She has been a community developer and an advocate for homeless children, youth and their families in Canada. For most of Bernadette's career, she has focused on improving the lives of children and youth suffering from various

disabilities. She has extensive experience in all aspects of special education; including dual diagnosis, Autism, LD, and ADHD. Her areas of interest are social welfare; community development and Child and Youth Care. Originally from Cape Town, Bernadette now resides in Toronto, and works for a local school board and teaches in the Child and Youth Care Programs at colleges in Toronto. Bernadette holds a Bachelor's and Masters of Education Degree from Brock University, Canada.

Renald Morris

Renald works for the Synergos Institute as a Project Manager responsible for leadership development directed at improving the quality and scale of services to children. His professional career includes areas of restorative justice, criminal justice, conflict management and youth development.

Thembisile Msibi

Thembisile Msibi has a Certificate in Entrepreneurship obtained at (u Mthombo Entrepreneurship); a Certificate in Art and Drama; and a 4 year Degree in Child and Youth Development (Durban University of Technology) 2010. She held the position of Manager at Good Hope Day Care Centre, and was a family preservation worker at St Anthony's Child and youth Care Centre (Newcastle). Currently she hold a position of a Chairperson at Siyathuthuka O.V.C Centre (KwaNdebele, and works at Department of Justice as a court INTERMEDIARY at Evander Magistrate Court (Mpumalanga Region).

Esther Mungai

Esther Mungai works for the Children in Distress Network (CINDI) as a Monitoring and Evaluation Manager. She holds a Masters degree in Social Science (Community Development) from the University of KwaZulu-Natal (UKZN). She is currently enrolled for a PhD with the same University. Esther is passionate about monitoring and evaluation of community development projects as well as youth empowerment programmes. She lectured on Community Resources Management and Project Monitoring and Evaluation modules at the UKZN from 2004-2007. Esther resides in Pietermaritzburg and she can be contacted via email at mepepfar@cindi.org.za.

Linda Naidoo

Linda Naidoo has acquired a Ph.D in Social Work achieved at UKZN. Her dissertation focused on child protection. She has previous work experience in lecturing and consultancy. She is a former director of Childline KZN and is currently employed at Mott MacDonald International Health as the Child Protection Advisor for the government capacity building and support programme to the National, provincial Department of Social Development. Linda has extensive experience in advocacy, training, research, monitoring & evaluation, programme development, curriculum development, policy development and therapy in child protection. She has conducted organisational assessment, development and evaluation for NGO and governmental sectors.

Karen Naismith

Karen attended the University of Windsor for Psychology. She completed the Art and Design Foundation course from George Brown College, and is currently completing a 3-year diploma in Child and Youth Work from Humber College. Karen coordinates the FAMEkids program for The Family Association for Mental Health Everywhere, where she provides individual and family counselling, and psycho-educational group facilitation. With particular interest in the experiences of Young Carers, Karen seeks innovative methods to provide knowledge, support and advocacy for individuals in need. With a passion for community collaboration, Karen partners with multiple organizations to provide education and promote awareness to help meet the needs of families navigating the mental health system.

Marlene Ogawa

Marlene Ogawa is Programme Manager for the Synergos Institute in South Africa. She has worked with NGOs, government and the private sector in South Africa and the SADC Region. Her expertise is in creative and interactive strategic collaboration and partnership building through process design and facilitation. Key initiatives she has worked on include the National Youth Service Programme and National Youth Policy and the Professionalisation of Youth Work Implementation processes. Her work at Synergos focuses on research on isolation and social connectedness of vulnerable children and youth and collaborating with strategic partners to influence practice, programmes and policies.

Simon Peter Otieno

Simon Peter Otieno, is Co-Founder and Manager of Make Me Smile Kenya, and has a BA in Development Studies. He is currently studying towards a Masters in Research and Public Policy at Maseno University, Kisumu, Kenya.

Jack Phelan

Jack started his CYC career in New York City in 1967, and he held a variety of CYC jobs, and was very involved in creating a CYC professional associations. He has worked with teens, younger children, and families, and always enjoyed going to work and being a CYC practitioner. He has also been a supervisor, administrator, teacher, trainer, and consultant and for the past ten years he has travelled around the CYC world, and been both a guest and a host to other CYC people.

Edward Phillips

Edward has been involved in social and community development for the past 20 years – a journey that started as a volunteer that then became a full time project manager position for an OVC programme that was developed. These experiences included the development of play therapy, memory boxes and inputs to the establishment of REPSSI and other OVC guidelines. Working with 'child issues' also included strengthening families and community support structures, as well as mitigating risk factors (mainly gender base violence and safe play spaces). More work was done on M&E systems development, network strengthening and governance. Edward has been involved in ECD for the past 5 years.

Martina Poldervaart- Pavić

Martina Poldervaart-Pavic is social pedagogue, developer of the Lifebook method and author of the official Lifebook for Youth manual. She studied Social Education study at the University of Social Pedagogy in Luzern, Switzerland, and has worked as a social worker in various institutions. Since 2006 Martina is self-employed as project manager of various projects in Switzerland and abroad, especially in the former Yugoslavia. Founder and manager of the so-called Resilience Camps in Croatia where the idea for Lifebook was born.

Linda Rubin

Linda Rubin, Lecturer at VIA University College, Aarhus Denmark was educated as a Fashion Designer at Design School Kolding (BA), and has a Master of Design degree from the Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation. She has been teaching for 10 years at VIA University College in the department for Garment and Design for students that are doing their apprenticeship in the textile and fashion industry. Says Linda "Together with the students, I create a space where ideas, experimentation, reflection and intuition can run wild in the constant slipstream of trends, which also represent fashion".

Klaus Rubin

Klaus Rubin is a lecturer in drama, theatre and cultural events at VIA University College Aarhus in the pedagogical department. He is educated as an actor and choreographer in the physical body-theatre tradition and as a drama pedagogue. For the past 33 years he has been teaching and instructing children, youth, adults, people with special needs and inmates in prisons. He has also been working in the fashion industry during the past 25 years, and been part of a team developing a new education in Greenland for the past 7 years for persons working with child and youth care in the Greenlandic society. He has also invented a CD teaching children how to learn mathematic by singing and moving, the project is called: Multiplication Songs. The cd has been translated into Norwegian, Swedish and German: www.atgangemedsange.dk. The cd has sold more than 50 000 copies and is used in all schools in Denmark.

Heidi Sauls

Heidi Sauls completed her Ph.D. in Anthropology at the Amsterdam Institute for Social Sciences Research, University of Amsterdam. Sauls' thesis was entitled, "Young boys behind bars: An ethnographic study of violence and care in South Africa". In 2001, Sauls completed her Masters Degree in Anthropology at the University of the Western Cape and her Honours in Psychology (2002). Sauls' research interests and experience include institutions and institutionalisation, children and youth ('at risk' and in conflict with the law), gangs and violence.

Bruria Schaedel

Bruria Schedel is a Senior Lecturer in the department of Education, the Western Galilee Academic College. She is Director of numerous projects related to: school, family and community partnership and literacy advancement of Jewish and Arab children. The projects operated from the University of Haifa in Jewish and Arab primary and middle schools. In 1977, the literacy project and founders were awarded the President's price of excellence for "Literacy Development in Jewish and Arab schools". She is a member of the national task force formed by the Minister of education at the Ministry of Education "Developing meaningful learning"; member of the international advisory board "Foundation for Active Parenting". She holds a Ph.D. from the University of Cape-Town, South Africa, 1991.

Angela Scott

Angela Scott is a graduate student in the School of Child and Youth Care at the University of Victoria, British Columbia, Canada. She has practiced for several years as a Residential Child and Youth Care Worker, working with children and youth who have mental health and behavioral challenges, and are in government care. Her research interests include: therapeutic relationships, ethics of care, program design and development, mental health, and counseling.

Kelly Shaw

Kelly Shaw is currently core faculty at the Nova Scotia Community College in the Child and Youth Care Diploma Program. She has an MA in Child and Youth Study, holds certification from the CYC Certification Board and is completing a PhD in Educational Studies at Brock University. She is a believer in creative interactive programming with youth and with learners and is interested in exploring further how creative programming can be used to build essential practice skills within a Child and Youth Care educational setting.

Mirriam Siluma

Mirriam Siluma presently works at the Durban University of Technology (DUT), in South Africa. She has four years of experience lecturing child and youth care work at the above tertiary institution

and another four years at the University of South Africa (UNISA). Recently, Mirriam has been appointed by Monash South Africa, a private international university, as an external examiner for dissertations of honour's degree students. Mirriam has been a direct practitioner, supervisor, manager of a child and youth care centre, trainer, tutor, curriculum developer, researcher and has delivered presentations at different conferences. In 2010 she was among the first graduates to obtain a master's degree in child and youth care through the University of South Africa (UNISA). Presently, she is registered for her doctorate in Peace Studies. She is currently representing education and training institutions in the second Professional Board for Child and Youth Care (PBCYC) in South Africa.

Prof Nicholas Smiar

Nick is Professor Emeritus of Social Work at the University of Wisconsin-Eau Claire (USA) and has been a member of NACCW for more than twenty-eight years. He is a co-author of PART (Professional Assault Response Training). Nick works in Germany, Austria, and South Africa on a regular basis, doing presentations, workshops, and consultations on best practices in child and youth care work.

Mark Smith

Mark worked and managed in residential school and care settings and in secure accommodation over a period of almost 20 years. In 2000 he moved to the University of Strathclyde to develop and teach the Masters in Advanced Residential Child Care, the first Masters level qualification for residential child care across the UK. He moved to The University of Edinburgh in 2005.

Carol Surya

Carol Surya has extensive experience in assisting troubled children and empowering parents and those who work with children. She has worked in private practise, academic, corporate, community and public sectors over the last 20 years and is author of the Great Kids book. She volunteered as a trauma debriefer, assisting survivors in the aftermath of the December 2004 tsunami disaster in Indonesia and lived on board the Phelophepa Health Care train as resident psychologist assisting in rural South Africa in 2006. She also worked with youth in Hong Kong, Australia, New Zealand and the United States during her global travels. Carol offers a variety of workshops to organizations whose staff work with children. Qualified as a counseling psychologist at the Nelson Mandela Metropolitan University, Carol is also an internationally accredited Journey® practitioner as well as a Biodanza facilitator. On returning to South Africa she settled in the Garden Route where she wrote and published her first book and finalized her children's game InnerMagic®.

Rika Swanzen

Dr Rika Swanzen worked directly and indirectly within the social development and child and youth care field for the past 17 years. She obtained her Masters degree in social work cum laude and completed her doctoral study with the development of the ChildPIE©; a classification system for describing childhood social functioning problems. In 2009 she joined Monash South Africa (MSA) to develop a degree for Child and Youth Care. This year Rika joined the Relational Child and Youth Care journal as Editor.

Will Tanner

Will studied philosophy and literary theory at the University of Western Ontario before pursuing a career in Child and Youth Care. He is currently completing a 3 year Advanced Diploma at Humber College in CYC. Will is employed as a Frontline Worker at Youth Without Shelter, serving Toronto youth experiencing homelessness. He has also recently completed a practicum at Central Toronto

Youth Services where he worked closely with youth recovering from severe mental illness. Beginning in January 2016, Will has accepted the opportunity to complete an internship at the Office of the Ontario Advocate for Children and Youth where he hopes to provide a powerful voice for those in need.

Elisa Tau

Elisa Tau completed Grade 12 at Tsooletso School in Bloemfontein. She started working as a Child and Youth Care Worker in 2002 and started working at Our Child and Youth Care Centre in 2003. She completed her training as a Child and Youth Care Worker and she is also a qualified social auxiliary worker. She is also the senior and junior soccer and netball coach at Our Child and Youth Care Centre.

Melissa Teles

Melissa has worked in the field of Child and Youth Care for the past 15 years. In her role as a Child and Youth Care Practitioner she has worked with children, young people, families and communities in the education sector, youth justice, child welfare, children's mental health, outreach, advocacy and most recently in Child and Youth Work education. Currently, Melissa is the Director of Business Development for Source RE Source, a Canadian based organization connecting practitioners, children, young people and families to therapeutic and educational resources. Melissa also teaches part-time in a few Child & Youth Worker Programs in the GTA. Melissa is interested in working towards both a provincial and national community of Child & Youth Care Practitioners.

Eddie Thesen

Eddie Thesen, is part of the training team of the National Association of Child Care Workers. Eddie's responsibilities include curriculum development and mentoring facilitators. Eddie has a special interest in behaviour management. His interest in behaviour management started in 1997 when engaging the youth living on the streets of central Cape Town. This interest resulted him pursuing a B-Tech in Child and Youth Development with a thesis focusing on the understanding of discipline of children in residential Child and Youth Care Centres. Maintaining this focus, Eddie went on to complete a Masters Degree in Children and Family Studies concentrating on the challenges experienced by Child and Youth Care Workers when disciplining children in residential child and Youth Care Centres.

Romola Vasantha Thumbadoo

Romola is presently engaged in doctoral studies in geography and cybercartography, researching the contemporary relevance of the work of late Indigenous leader, William Commanda. She has two degrees in English literature, has worked in the Canadian criminal justice system for over twenty-five years, is a writer and photographer, and is the volunteer coordinator of the Circle of All Nations global eco-community dedicated to environmental stewardship and peace building (www.circleofallnations.ca).

Martine Tobé

Martine Tobé is sociologist and founder of the NGO Lifebook for Youth. She is developer of the Lifebook for Youth lifebook and convinced about the value of biography work with children without parental care. Since September 2012 Martine is director of Stichting Kinderperspectief. On behalf of Kinderperspectief Martine initiates projects focussed on children without parental care in the Netherlands, Bosnia, Serbia and Albania. Main topics: participation, identity building, careleaving & international exchange.

Maximilian Ullrich

Maximilian Ullrich, is Founder and Managing Director of Make Me Smile International, and Make Me Smile Kenya. He is a BA Student of African Studies at University of Vienna, Vienna, Austria.

Wolfgang Vachon

Professor in the faculty of Child and Youth Care at Humber College, Toronto, Ontario

Wolfgang has been working with youth as an educator, artist, and advocate for over 2 decades. During the late 1980's he began employing interactive theatre processes to explore issues of health choices (STI's, drug use, police relations) with street-identified/involved youth. He has used an arts based approach with diverse youth populations, including those in detention facilities, youth in care, street involved and homeless, transgendered/transsexual, & survivors of trauma. In 2005 Wolfgang founded Connect To Youth (C2Y).

Frikkie van Dyk

Frikkie van Dyk is a Social Worker, and is passionate about working with children. He has 28 years of experience as a Social Worker. Frikkie holds a B.Diac Master's degree in Social Work. He is currently completing his Doctorate degree and is doing his research on a holistic support strategy to promote the well-being of Child and Youth Care Workers at a Child and Youth Care Centre. He is also the manager at Engo – Our Child and Youth Care Centre in Bloemfontein. Mr van Dyk also trains Child and Youth Care Workers at Engo – Negemadi and is a mentor to UOFS and Unisa social work students as well as for auxiliary social workers.

Beatriz Vides

Beatriz Vides has worked in the field of Human Services in the State of New York for the last 20 years, working with children and families in need. Her work has, for the past decade focused on Trauma Informed Care. In addition to her professional perspective, she also offers that of a person who grew up in the midst of a Civil War in El Salvador. She witnessed her country's violence and survived it. She says "This violence shaped me, my family and most definitely my country. We as a nation continue to struggle with the aftermath of a war. El Salvador is an interesting juxtaposition of happiness and danger, of growth and stagnation, of strengths and weaknesses".

Rolf Widmer

Rolf Widmer is currently the Director of the Swiss Foundation of the International Social Service. For almost 40 years now, he has been engaged in developing alternative solutions for children without reliable family support. Trained as a political economist and social worker, Rolf Widmer was and is still the head of numerous initiatives to support children in need of special attention He is also President of the International Federation of Educative Communities (FICE) for Switzerland. Rolf Widmer is himself the foster father of three orphans from Lebanon.



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