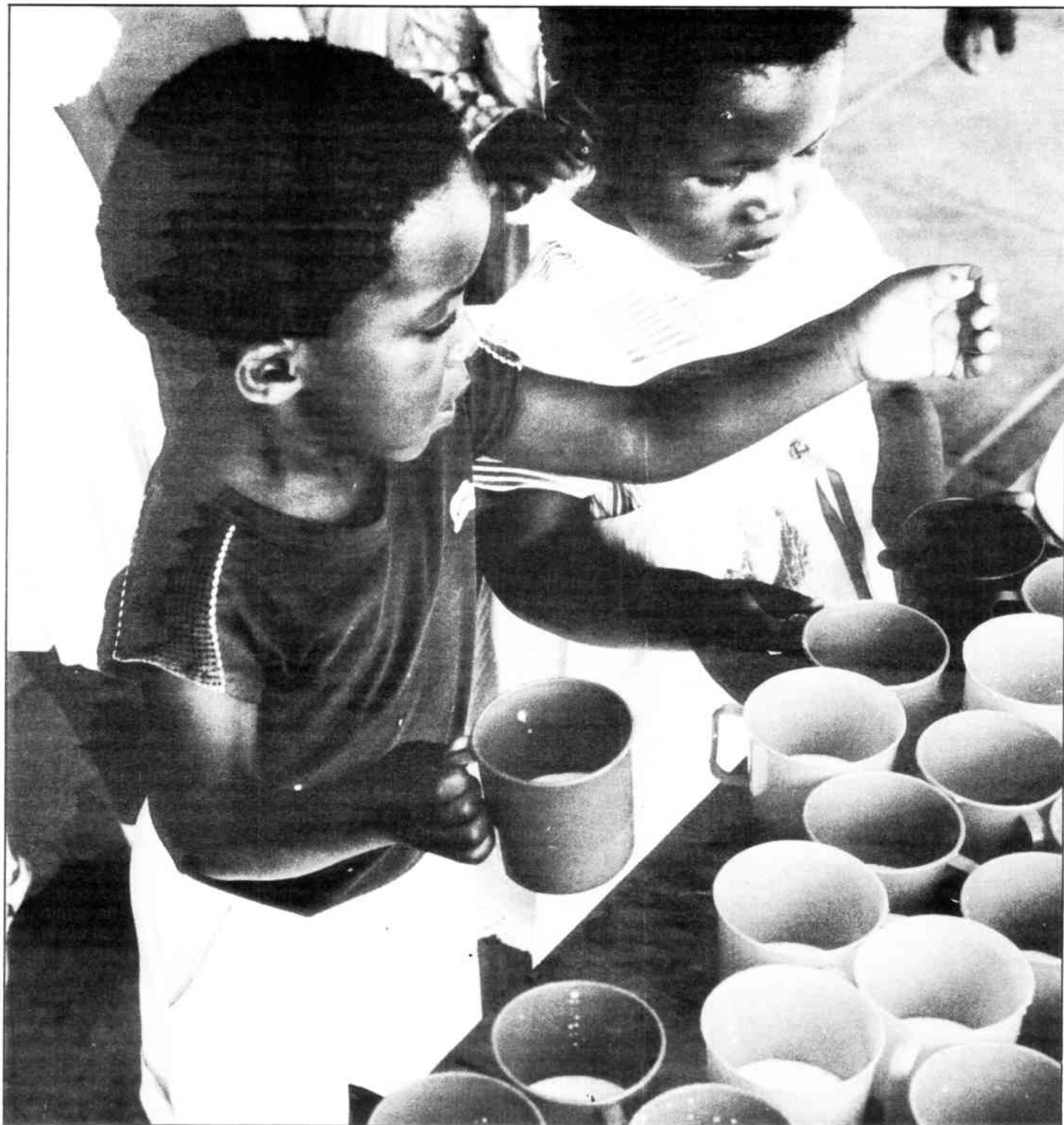


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The child care worker



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NATIONALE VERENIGING VAN KINDER-
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Terug na die Werklikheid

Die hoofdigte Konferensie dae is verby
en ons is almal terug by die werk om die
dolheid van die laaste skof van 1987 aan
te pak. Teorie en ideale verdwyn soos
mis voor die werklikheid van praktyk. Al
die moeilike take wat ons oppad na Jo-
hannesburg agtergelaat het, wag ons
nog steeds in: Marie bly nog buierig, ons
is nog steeds oor Jannie se daggarokery
bekommerd, Piet haal nog steeds sy
woede op ander kinders uit en Pattie
word nog steeds hartseer oor haar gesin
situasie elke naweek. So, wat is anders?

Die vrugbare kameraadskap van drie of
vier dae saam met kollegas, en die be-
vestiging van ons waarde as kinderver-
sorgers, gee ons bes moontlik meer
selfvertroue. Ons is uitgedaag: om kin-
derversorging as 'n nuwe beroep te bes-
kou is dikwels om verskonings vir ons
eie onbekwaamhede te soek, maar om
ons beroep as 'n bestaande een te bes-
kou, is om bekwaamheid van ons te ver-
wag. Die gedagte dat 'n enkele
interaksie met 'n kind sy denkwysie en
sienswyse vir ewig kan verander, bring
'n greintjie hoop. Die vrae oor watter
boodskappe stuur ons aan kinders van-
uit ons wêreld en ons praktyksmetodes
laat ons waarskynlik ons programme en
houdings oorweeg. Deur na ander se
metodes en oplossings te luister, word
ons aangemoedig om ons eie te heron-
dersoek — of miskien is ons eie tog be-
troubaar. Deur die pyn en probleme van
sommige van ons kollegas te deel, is
ons moontlik gemotifeer om meer be-
trokke te raak by politiese voorspraak vir
kinders in ons gemeenskappe en in ons
land. Die sessies oor opvoeding,
dwelmverslaaftheid, gesinne, straat-
kinders, seksuele misbruik, pleegsorg,
konflikoplossing, wetgewing, behandel-
ing, jeuroortreders en residensiële
maatskaplike werk het algar ons
bewustheid aangewakker oor kwessies
wat met kinders te doen het.

Die Konferensie het verseker ons ken-
nis verbreed en ons praktyk — ons me-
todes en houdings — beïnvloed. Al die
referate sal in die nuwe jaar in boekvorm
uitgegee word sodat almal daarby kan
baat. Vir diegene wat die Konferensie
bygewoon het, sal kindersorg nooit
weer dieselfde wees nie.

Back to Reality

The heady days of Conference are over
and all of us are back at work for the
usually frenetic last lap of a busy 1987.
Theory and ideals cool down in the face
of practice realities. Many of the difficult

tasks we left behind when we set off for
Johannesburg are there waiting for us
on our return: Mary is still moody, John
is still fooling around with grass, Pete
still lashes out in anger at other kids and
Patty still gets hurt by her family situa-
tion every weekend. So what is new?

The rich comradeship of three or four
days spent with colleagues, and confir-
mation of our value as child care work-
ers, probably has us walking a little
taller. The challenge that to call child
care "an emerging profession" is often
to excuse our ineptitude — and that
child care as an *emerged* profession ex-
pects competence from us, probably
has us being more careful about what
we do. The inspiration that one single
interaction with a child may change for-
ever the way that child thinks and sees
his world probably restores some hope.
The questions about what messages
we send to children from our world and
from our practice settings probably has
us considering both our programmes
and attitudes. Listening to others' meth-
ods and solutions, probably has us re-
examining our own — or having more
confidence in our own. Sharing the pain
and difficulties of some of our col-
leagues probably has us more motivat-
ed to become involved in political
advocacy for children in our communi-
ties and in our country. The sessions on
education, drug dependency, families,
street children, sexual abuse, foster
care, conflict resolution, legislation,
treatment planning, juvenile offenders
and residential social work, have all
probably increased our awareness of is-
sues relating to children.

All of this must have widened our knowl-
edge and have an affect on our practice,
on our attitudes and methods. A book
containing all of the Conference papers
and presentations will be available in the
new year, so all will be able to benefit.
But for those of us who were present at
Conference, child care work will never
be the same again.

Situations Vacant

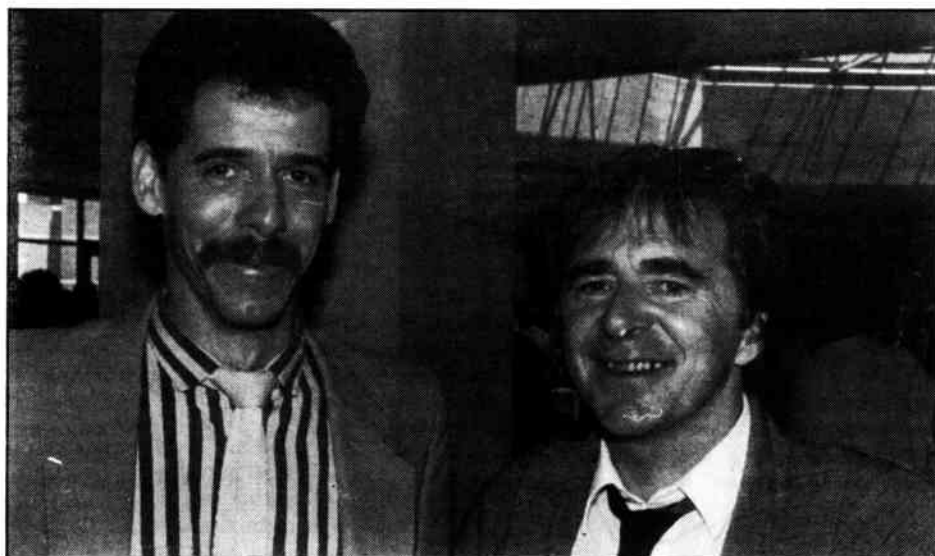
CARETAKER/SUPERVISOR

For residential school in Wittebome
area. Apply to the Principal, P.O. Box 18,
Wittebome 7840.

Situations Wanted

SOCIAL WORKER

Newly-qualified social worker available
from December 1987 to work with chil-
dren in Cape Town area. Contact Magda
van Zyl until 15 November at Ararat, 26
Troye Street, Sunnyside 0002 or tele-
phone 012-325-4255 mornings only.



Newly-elected National Chairman of the NACCW, Ashley Theron of Cape Town, with Keynote Speaker, Thom Garfat of Youth Horizons in Quebec, Canada

National Conference in Johannesburg

We shared the corridors and halls of RAU with two simultaneous congresses — one for specialists in computer fraud and another for body-builders (both he-man and she-man varieties) — but the NACCW Conference this October certainly held the attention of its more than four hundred delegates. It was far and away the largest National Conference yet held by the NACCW, both in numbers of delegates and in the wide choice of sessions offered. The majority of children's institutions and organisations in South Africa were represented, bringing together a very wide range of practice and opinion. Newcomers included Provincial Council representatives who are now responsible for black child care services, and a strong



Joan Rubenstein with Maggie Nkwe of the Orlando Children's Home in Soweto



Jane Keen of Cape Town talking with Marietha Esterhuizen of the H.S. van der Walt Child Care School in Paarl

contingent of people working with street children. Many national bodies were represented — Child Welfare, Boys Town, SOS, Nazareth House — as well as most of the churches involved in child care and all but one of the state departments which administer children's homes. In addition we were pleased to welcome delegates from Zimbabwe and Swaziland.

Our guest from Canada, Thom Garfat, Director of Treatment at Youth Horizons in Quebec, delivered the Keynote Address after the Official Opening by Professor Frieda Francisco-la Grange, Head of the Social Work Department at RAU. Following on the One-Day Seminar on Child Care Worker Training on Tuesday 6 October, the three days of the National Conference offered a total of 38 sessions from which delegates could choose.



Only ten of the delegates were 'old-stagers' who had attended the First Conference in 1977. Amongst these were Mavis & Walter Dodgen, seen here with Jonathan Pearce

A highlight of the Conference was the presentation of Honorary Fellowships of the Institute of Child Care to Ds Martin van Rooyen and Ken McHolm, who between them had given 71 years of their lives to child care. Martin and his wife, Linda, travelled up from Bloemfontein for the occasion, and Ken was accompanied by his wife Audrey. It was the first time in South Africa that the child care profession had the opportunity publicly to acknowledge noteworthy contributions by its members.



'Mac' McLachlan of the Pretoria office of the Department of Health Services and Welfare with Cynthia Green

The Biennial General Meeting of the NACCW was held at the conclusion of the Conference on Friday 9 October, at which Ashley Theron, Chairman of the Western Cape Region, was elected as the new National Chairman of the Association. Ernie Nightingale, the retiring National Chairman, was warmly applauded for his valued guidance of the NACCW since its inception in 1975. His Report to the Meeting is printed in full in this issue.



Shirley Mabusela of Johannesburg Child Welfare with Chris Giles of Cape Town



National Chairman's Report

Ernie Nightingale

Given to the Biennial General Meeting of the NACCW at Rand Afrikaans University, Johannesburg, on Friday 9 October 1987

Introduction

This should strictly be a Report for the two-year period since our last Biennial General Meeting. However I hope that you will forgive me if, in addition, I look back over the twelve years since the founding of the NACCW, twelve years during which I have had the honour to be the Association's National Chairman until standing down at this meeting.

I don't know that we ever had the vision that the NACCW would grow to the size of a multinational company, with corporate headquarters having acres of wall-to-wall carpeting, impressive offices, secretaries and pot-plants. If we did, then that vision certainly never materialised! Today we remain corporately one of the smallest organisations in the world: we have three professional staff, a half-time typist and a quarter-time office assistant. I think the only equipment we own is a R45 cassette recorder which the National Director uses occasionally for dictating — and on the 30th September, just a week ago, we had an impressive R8000 overdraft at the bank! But if we had a vision of the NACCW as a growing association of like-minded people, committed to the best standards of care for children and to the development of the child care service in this country, then we have exceeded our most ambitious dreams. I remember that at the end of the 1975 Conference on Children's Homes in Pretoria, a couple of dozen of us met in an empty lecture hall and bravely launched this Association. I remember, too, that we thought we had "arrived" when just over 100 delegates registered for our First Biennial Conference in Cape Town in 1977. Today the NACCW has grown far beyond those

humble beginnings and consists of literally thousands of child care people around South Africa who meet, who do things together, who support each other, who teach and who learn together, and who between them have built for our profession a sense of identity, a sense of direction, and a sense of self-respect.

We could do very little if all we had were our three professional staff members. The fact that we achieve so much is due more than anything else to the willing participation of our members at the grassroots level, those who, although already the busiest people in the world, make the time to attend meetings, to organise, plan, contribute, participate, share, help, travel, teach. Those of us who are here today would do well to remember the many hundreds who would like to have been with us at this Conference, but who knew it was their duty to stay at home and "mind the kids". I would like to start this Report, therefore, by thanking and paying tribute to you, all of our members, both here and at home, for taking our very modest plans and beginnings, and making so much — something very special — out of them. Thank you.

The Two Years Under Review

The past two years have continued to be troubled years in our land, and for all the apparent reduction in visible unrest and violence, the future, both in the short-term and long-term, remains unclear and challenging. At a number of levels members of the Association have worked at implementing the Resolutions of our last Conference. I see that in three of our Regions the NACCW has implemented programmes for children in children's homes, aimed at improving awareness across racial barriers, and this, though probably shamefully overdue, has to be welcomed. The Western Cape Region played an important role,

not only in containing the effects of the civil unrest within children's homes, but also in bringing together members of the wider public on issues of children's rights and the monitoring of incidents and actions during the unrest. Their brief statement which was circulated in *The Child Care Worker* was later published verbatim in the American journal *Child Care Quarterly*.

The National Executive and National Director have approached and corresponded with the Ministry of Constitutional Development and Planning over the period regarding black child care needs. At the ministerial level it has been impossible to break through the "own affairs" constraints of the present Constitution, but at a local level there seems to be more hope that existing child care services might be able to make a contribution to black services, and this is being followed up now. We remain seriously concerned that so little progress has been made in the developing of facilities for black children. A second Working Group of our Alternatives in Black Child Care project met in April last year, but there is no doubt that to do justice to this project would be well beyond our present manpower resources. The National Executive issued a Position Statement early in 1986 regarding the proposed Community Welfare Act in the House of Representatives, but appears to have been unsuccessful in this, and separate welfare legislation for the coloured people seems to be on the cards.

Through the Department of Foreign Affairs we were able to draw the attention of the Ciskei government to the wholly inadequate subsidies (still R73 per month) paid to children's homes in that region. Any rejoicing over the fact that capitation grants for whites, coloureds and Indians reached virtual parity during this period is soured by the fact that subsidies for black children remain at 40 of this level, and the NACCW continues to condemn differential subsidies based solely on race. (Even with our lengthy correspondence and personal visits to state departments, we made no progress at all with the subsidy proposals developed at our last Biennial Conference.)

Our direct and repeated representations to the Minister of Law and Order regarding the detention of children have gone both unacknowledged and unanswered.

Training

The NACCW's major input has been in the field of training. It is exciting to realise that whereas twelve years ago there was no formal training in this field, in 1988 we expect there to be some 750 students enrolled in formal child care courses in South Africa. Over 500 of these students will be in courses run by

the NACCW — and the Association contributes in many ways to the Technikon course and even runs the course itself at the Cape Technikon.

We have worked hard at establishing the Basic Qualification in Child Care course in response to the fact that most child care workers in this country are not eligible for post-matric training. At Tuesday's One-Day Seminar on Child Care Worker Training, many new ideas were fed into this course, and the student enrolment has forced us to spend more time on better administration of the course. It is probable that next year there will be three classes in the Transvaal, three in Natal, one in the Eastern Cape and five in the Western Cape. Child care workers in the Kimberley and Bloemfontein areas have also asked us to consider introducing training courses for them.

The Association has also been involved in another level of training. Together with the BQCC in the non-metropolitan areas, there have been courses of seminars for senior staff on an on-going basis. The Principals' Group in the Western Cape Region is busy planning curriculum content for its meetings for the coming year, an idea which the Principals' and Social Workers' Groups in all Regions may like to follow. The Eastern Cape Region hosted a very successful Two-Day National Seminar on Middle Management in Child Care for 140 delegates in 1986, and the Western Cape Region is repeating its Two-Day Seminar for Principals at Melkbosstrand in May 1988. A large number of senior staff are involved at this level.

The Institute of Child Care

The National Executive called for applications for the Foundation Membership of this body during this year, and has now prepared the certificates for issue. The Institute will be the natural umbrella body for all NACCW training and coursework in future, and will in turn be able to channel the contributions of senior and qualified members to the benefit of the profession. The Institute will also be the certifying body for the BQCC course.

Publications

The National Executive has continued to regard as a priority our monthly journal *The Child Care Worker/Die Kinderverzorger*. In this way we believe that we can reach all members of our profession, wherever they are, on a regular basis each month with information, news, features and informative and educative articles. That the high standard of this journal has been so well maintained is a credit to our small Editorial Board based in Cape Town, and I would like to thank by name Renée van der Merwe, Merle Allsopp, Peter Powis and Brian Gannon, who plan the content of the

journal month by month.

Because we receive hundreds of enquiries each year from prospective child care workers, it has been decided to produce a short Career Guide to Residential Child Care, including a directory of all children's institutions in South Africa. The text for this Guide has been completed and translated and we are at present awaiting comment from some of the major child care organisations before publishing it. Work has already begun on a Guide for New Principals, since it is our experience that so many principals are appointed to children's homes without experience or knowledge of the field.

International

Brian Gannon's participation in the First International Child Care Workers Conference in Vancouver in late 1985 made a number of friends for South African child care, one of whom, Thom Garfat, has been with us at this Conference. Our third ILEX exchange participant, Lynette Rossouw, is settled and doing well in her placement at Children's Village, Dobb's Ferry, New York, and we will shortly be reading her reports in *The Child Care Worker*. In November applications for the 1988/89 exchange year will be called for.

This year the NACCW applied for affiliation with FICE, the International Federation of Educative Communities, a United Nations-linked organisation based in Zurich. Our correspondence with FICE has already opened to us some of the significant literature on child care coming out of Europe. You will have read something of this in *The Child Care Worker* recently. The Federal Council of FICE met in Luxemburg this last weekend and considered our application. We will hear the results of this later this month, but because of South Africa's international political position, we are not optimistic about acceptance at this stage. It was an honour to be invited this year by the Child Welfare League of America to become an International Affiliate. The irony of this is that we simply didn't have the \$450 affiliation fee this would have required, but it was nice to be asked. A major benefit of such affiliation would have been the regular receipt of all CWLA publications, which are considerable.

Child Care Workers

The Regional Executives have been aware for some time that many of the interesting activities of the NACCW involve senior staff — and that child care workers may get to feel less catered for. While hundreds of child care workers meet regularly for training courses, this could become a spare diet for many who might expect more from the Association, and in any case offers nothing to workers who have completed their

training. It is true that the Institute of Child Care may take up some of the slack in this regard, but I would like to suggest to Regional Executives that they consider carefully the adequate involvement of child care workers in regional activities. If ever a child care worker asks "What can I get out of the NACCW?" I think we should have good answers to the question. Child care workers, who hear or later read what I have just said, can also help by expressing their needs and expectations to their Regional Executives.

Finance

The NACCW has always been an entirely independent organisation and receives no financial support from any state source. It is a registered Fund Raising organisation and depends for the most part on public sector contributions — and increasingly, as we have heard today, on very generous support from the Homes and Orphans Fund. However we have never been comfortably off, and important developments in our work have often had to be shelved through lack of funds. Courses which we run in the metropolitan areas generally pay for themselves, and as from next year a uniform fee of R50 per module of the BQCC will apply in all regions. However the courses run in the remoter areas are very costly since they involve travelling and accommodation for three days not only for students but also for lecturers who often have to fly to course venues. This sort of expense is often difficult for the Association to meet.

Now I know that child care workers are not among the highest paid in the land, but I do believe that we should all at least pay a realistic price for what we get from the NACCW. I would like to propose from the Chair that membership and journal subscriptions be revised at this meeting according to the following scale: R15.00 for individual membership and R5.00 for journal subscription for members. This means that individuals will pay a total of R20.00 per annum for their membership and their own copies of the journal. I also propose that Corporate Membership subscriptions be revised as follows: R50.00 for organisations within Regions (where services exist), and R20.00 for country organisations beyond the regional services.

Journal subscriptions for non-members and for agencies (such as university libraries and others) are also being increased to R15.00 and R20.00 respectively.

The National Executive also decided this year that although the NACCW will not insist on charges for any additional services (so as not to discourage those who cannot afford them from asking for help) that organisations be informed that the actual costs to the Association of consultancy services are R20 per hour, R50

per half-day and R100 per day. Contributions towards these costs would be appreciated.

Staff

I began by saying that we could do very little if all we had were three staff members. This is not to say that what we *do* achieve with three staff members is not impressive. Brian Gannon has worked with us full-time only since the beginning of 1985. Di Levine joined us in a so-called third-time capacity in August of that year — and we all know that she has done very much more than one-third of a job. Most recent newcomer to our staff is Lesley du Toit who joined us in August this year with the joint responsibility for the Natal and Eastern Cape Regions. This *will* be a full-time job, and Lesley's appointment fills a long-felt need in the South-Eastern Regions. But this very small staff is constantly experienced as a ceiling on the development of our work. We fear that a part-time post for the busy Transvaal Region is very inadequate, and the second-busiest Region, the Western Cape, has to rely very much on the free time of our National Director. If I were asked what I thought was a necessary development of our present staff structure, I would recommend to the National Executive, to cover the next few years at least, an additional post being created immediately in each of the Transvaal and in the Western Cape Regions, and a further post for the South-Eastern Regions being considered when the needs of Natal and the Eastern Province have been carefully assessed.

I would not like to leave out of this Report our two office staff in Cape Town: Genevieve Kritzinger, our secretary, who drives the computer, handles all NACCW correspondence and who personally typesets the whole journal every month; Dennis Neilon, who so willingly does all the jobs (as Brian Gannon puts it) "that none of the rest of us like doing!"

Conclusion

I could never cover in a short Report like this all that has happened in the past two years. When the National Executive meets we usually have to put aside a whole day to go through the business of our meetings. I know that the Association will become even busier in the future and I wish the NACCW continued progress and success under the chairmanship my successor. This, then, has been my last Biennial General Meeting in my capacity of National Chairman. I would like to end with a word of special thanks to Brian Gannon for his involvement over the years, and to say to all of you that it has been a great privilege and a real joy to have had such an opportunity of working with and working for the NACCW. Thank you.

Street Children

Refugees, Drop-outs or Survivors?

Jill Swart

Jill Swart is Chairlady of the Street-Wise organisation for street children in Johannesburg.

I have titled this paper in this way because I would like to try to give you an inner perspective of street children, rather than a verbal sketch such as you yourselves might compile on visiting places such as Hillbrow. In looking at the inner child, I will be referring to case histories I have investigated personally. Subsequently, I want to touch briefly on care alternatives for street children. Although I shall make some mention of the situation globally, I will be speaking more specifically about street children in Johannesburg.

Definition

There is of course, a formal definition of what a street child is, one which looks at the child *externally*; a definition which is accepted internationally and which was formulated by the Inter-Non Governmental Organisations (Inter-NGO) in Switzerland in 1983. It reads as follows: 'A street child or street youth is any girl or boy who has not reached adulthood, for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become her or his habitual abode and/or sources of livelihood, and who is inadequately protected, supervised or directed by responsible adults.'

I, personally, take issue with the last part of this definition, for it does not recognise that children can and do play a large part in the shaping of their own destinies. The definition reflects the widespread adult notion that the child must live within boundaries set by adults, but there are now over 80 million children world-wide, living on the streets, who reject this notion because of the abuse suffered within such boundaries, and the number of these children is growing.

We cherish the idea of a comfortable home where children are personally secure and loved, but for how many children is this an actuality today? Not only physical abuse such as beating and burning, but abuse in the form of the continual betrayal of a child's trust, an emotional apathy towards him and a neglect of his physical, emotional and

mental needs, can drive him from home. It was Rollo May who said that the opposite of love is not hate, but apathy.

Running from . . . Searching for

When you become aware of the harshness and deprivation of street life, you begin to realise just how personally devastating a child's life must have become for him to have sought refuge in so seemingly inhospitable a place as the streets of Johannesburg.

Street children are running not only from persons and abusive situations, they are also searching for people who will empathise with them, and for situations where they will be able to reformulate their human dignity. They frequently find empathy among their peers on the street, but they are also looking for something beyond what the peer group has to offer.

Although street children are children who have been abandoned by their parents, have run from destitute or brutal homes, have been driven from home and their parents by their parents' employers in both city and farming communities, or have fled from township violence, one of their greatest fears is not that they will be maltreated physically, but that they will end up alone and unloved.

Twelve-year-old Benjamin, an illegitimate child, abandoned by his mother when he was seven, has, while on the streets, been raped, robbed of his clothes and shoes on innumerable occasions by older boys, been burnt with cigarette ends and doused with cold water on mid-winter nights by Johannesburg citizens out looking for fun. After giving the matter some thought, Benjamin said: "The most horrible thing that can happen to me is to be alone. To be an old man one day, to live in the forest with no wife and staying alone. Every day I can get wood from the forest and make tea and look after my cattle. But it is horrible because I have no wife, have no children. There is no one to care about me."

This fear of being alone and unloved has been echoed by many other street children. The hallucinations experienced by street children, which commonly follow on glue-sniffing, frequently include persons previously loved such as mothers, grandmothers, and sisters and brothers

with whom the child had a happy relationship.

Case Histories

I would like to outline briefly, two children's case histories, for although there are common elements, no two children's stories are exactly alike. The children's names are fictitious, for obvious reasons.

• For eight-year-old Moses, the bottom fell out of his world when his mother died in 1981. Deserted earlier by her husband, she had remarried, but Moses' step-father, a drunkard, ignored Moses when sober, and disappeared over weekends, when drunk. Despite poverty and cramped living conditions, Moses was relatively happy. An only child, he enjoyed his mother's full attention when his step-father was away, and although it was a struggle, she sent him to school. When she died, her employers collected money for a new school uniform, school books and a year's school fees for Moses. Out of school hours, he eked out an existence as best he could. His step-father sometimes gave him food but had moved into a hostel when his wife died, and did not allow Moses to sleep there. He took increasingly to beating Moses and abusing him verbally when Moses came to ask him for food and money.

Since Moses was a bright scholar, he was allowed to stay on at school without paying fees, until 1984 when the school board suddenly decided that this state of affairs could no longer continue. His step-father refused to assist him further in any way whatsoever, and drove him away. Moses therefore, through force of circumstance, dropped out of school. At 10 years of age, all his lifelines had been removed. Desperately seeking some means of survival, he came to Johannesburg. When I first met him he had made a home for himself in a small park in Rosebank in the middle of a clump of bushes.

Within a short space of time he had created a new form of existence. His life was not idyllic; he was tormented by school children who threw stones and jeered at him, and a white adult male who took pleasure in coming up behind him and twisting his arms up behind his back, kicking him, or throwing him into the local fish pond. Still, he achieved some measure of control over his life and set himself guidelines by which to live.

He spent his evenings begging from cinema-goers at the Constantia Centre, and his days reading in parks. His priority purchases were always books and he had five packets of them when I first met him. A shop-owner befriended him and gave him food from time to time. He tried to eat balanced meals, making little fires and cooking in tin cans. As he explained: "My mother teach me all this

things. He say I must go to school and to church and I'm not stealing and fighting. I'm sweep the house and make the garden. That time, I'm happy. He show me the cooking also."

In winter, Moses would sleep near the escalator at the Constantia Centre after the crowds had gone home, because he said it was warm there. Although eventually he lived with three or four other boys, he liked best to be on his own. Soon after I met him he was picked up by the police and taken to Van Rhyn, a place of safety, from which he ran away. After that he kept a low profile and it was not easy to seek him out. He wanted badly to go back to school but not to live in any child care institution.

One of their greatest fears is not that they will be maltreated physically, but that they will end up alone and unloved.

In 1986 I managed to place him at a private school in Pretoria, but despite his park reading habits, he had lost so much ground that he had to be put back a year and also have special coaching. This had a very negative effect on his self-esteem and he was so personally sensitive by this time that when a teacher lost her temper in class and accused him of stupidity, he ran away, back to the Johannesburg streets.

Eventually, when I had not seen him for some months, some boys told me that he had been arrested for theft. He was, however, not listed at any of the police stations at which I made enquiries.

• Seventeen-year-old Dominic left home when eleven, because the grandmother with whom he lived, died, and his mother and step-father told him that they did not want him — he could fend for himself. He had left school in Grade 2 because he did not seem able to learn, and the teachers and pupils ridiculed him. His grandmother kept him at home and taught him to cook, clean, do the shopping and gardening. The biggest problem in his young life was having to polish the front porch on Monday afternoons — the time when other children passed on their way home from school. He hated the way the children hung over the fence and teased him about doing 'women's work'.

When his grandmother had been buried, Dominic drifted around Soweto, begging for food and sleeping wherever he could find a secluded corner. This form of existence terrified him, however. He decided to go and look for work in Johannesburg and fantasised about being a builder and building himself beautiful houses to live in. He was hardly in Jo-

hannesburg before being picked up by the police as a 'child in need of care', and taken to Van Rhyn, pending placement in a children's home.

But it is well-known that there is a tremendous shortage of institutional care in South Africa for black children, in comparison to that for white children; whereas the ratio of black to white in the country is about 5 to 1, institutions are in the proportion of about 9 to 200. Dominic found himself, as he put it, in a 'cul de sac'. After he had been at Van Rhyn for some time, and had made friends with three other boys from the streets, he ran away with them and went to live in Hillbrow. Unlike some of the boys who have been on the streets for many years, Dominic did not join an adult gang, nor did he take part in any crime other than the petty theft from time to time, of food and clothing, according to his need. (I would like to mention here, in passing, that some of the persons who object most violently to petty theft by street children, are those who take great pride in boasting of their ability to diddle the 'tax man' of vast sums of money!)

Like the other boys in his group, Dominic sniffed glue to fend off feelings of cold, loneliness and hunger. He was arrested on a number of occasions, and maintains that he was only once arrested for something for which he actually was guilty. It is his contention that one street child looks very much like another to the casual observer, and that there is a general willingness to incriminate innocent children for the malpractices of others. 'Justice' must be seen to be done.

On one of the occasions on which he was arrested, he says he was in a cell where the members of a gang tried to force him to join them in housebreaking when they were all freed. He did not join them, though their methods of compulsion were pretty brutal. He explained: "They make me to lie on the floor on one side and hold me there. Then one, he kicks me on the back of the head, hard, and my nose it is bleeding. I am sick. I can't sit up or get up. If you a bit better and you still say 'No, I not going to do this things', they take you, hit your face, this side and that side, and your mouth it is bleeding inside and your cheeks they swell up and sometimes your tooth it is hit loose. They pee on you in the night while you sleeping. It's a bad time, a very bad time."

Dominic is still living on the Hillbrow streets.

What is to be done?

What can be done for such children? For some, technically, the prognosis is good — note that, despite bad experiences, both Moses and Dominic received in their early years that loving care which forms the foundation for loving and

trusting in the future.

Street children the world over, have a common etiology and street lifestyle and for this reason it should be possible to address their problems and provide for their needs without ending up in that dead-end lane which directs tremendous energy and expenditure to getting children back into their homes of origin. While the replacement of street children with caring family members can remain an ideal and will actually be achieved in some instances, it cannot provide the only solution to a street child's problems. Nor is taking a child from the streets and popping him into any child care institution which has a place for him, necessarily the answer. Many institutions tend to become streamlined materially and make adequate provision for a child's physical needs but the rate of emotional burn-out of staff in children's homes is high and many street children are very unhappy in them.

Unicef has found in projects abroad, which take the special needs of street children into consideration, that there is a 'failure rate' of 10 percent in accomplishing the objectives of the projects. Looking at this in reverse, we note that this means that there is a success rate of 90 percent! "When nature and nurture are reconciled", says the Inter NGO, "youngsters with the grimmest histories can show an astonishing power of recuperation".

Currently there are two residential centres for street children in Johannesburg — the Twilight Children's Organisation, and PROSCSS (Project Street Children: Educational and Social Support). This year, Street-Wise came into being. It is not a residential organisation, but an educational one which aims not to compete, but to complement the two existing organisations. The aims of Street-Wise are:

- To bridge the gap between street life and a return to formal schooling by consolidating previous education. This should assist boys like Moses;
- To give street children who have no education the chance to become functionally literate and numerate;
- To give those children who cannot return home or to school, a vocational training, thus enabling the child to become a productive member of society, rather than having to turn to begging or petty crime to survive. This should assist children such as Dominic. He may yet realise his dream of becoming a successful builder.

In addition to offering a complementary service to PROSCSS and the Twilight Children's Organisation, Street-Wise assists those children living on the streets who cannot or do not want as yet, to avail themselves of the facilities offered by the previously mentioned organisations.

Many street children who have run away from places of safety and homes, remain at PROSCSS or the Twilight Children's Organisation, or return to them if they do run away at some stage. It is difficult to explain why this is so, and I think some time and effort should be expended on looking into the alternative *modus operandi* of such places.

Is it purely the fact that the children may go to these *voluntarily*? That they do not have to be committed by the courts and therefore feel that they have some say in their own destinies? Is it the dedication and caring of the persons involved in these projects, for street children specifically, which draws the children? Early last year, one of the boys at PROSCSS, who had experience of a number of children's homes and places of safety, told

We must move towards building a system which will allow a series of options available to families and children, and will allow at least some choice among those options.

me that PROSCSS was one of the most luxurious places he had ever been in, and he could not, at that time, have been referring to the furniture and fittings!

Dr Jerome Miller, Director of the Illinois Family and Children's Services, who has given much thought to the problem of 'runaway' children and the provision of services for them, has made the following recommendation concerning child care services:

"We must . . . move towards building a system which will allow a series of options available to families and children, and will allow at least some choice among those options. . . . we ought to approve certain agencies, then we ought to let clientele 'shop around'. And I think that we ought to make available to them some citizen advocates who will be trained consumers of social services.

Most importantly, we need to build into the (social welfare) system the same ability to manipulate it that middle-class and upper-middle-class kids have always had. I think it would be a fine, healthy thing for people who don't like the care in one agency to walk out the door and go to another one. This 'manipulative' behaviour is taken for granted among those families who can afford to buy social or psychiatric services, but it's viewed as pathological among those who fall under child welfare auspices. Here, we tell them they must go to a certain agency because we think it's good for them. If they leave, we may go

to the juvenile court and obtain further means of coercion . . ."

Conclusion

What we need then, perhaps, is to get closer to what street children feel *they* need to come to terms with their problems. Ms Indira Kotval, who runs a project for street children in Bombay, explains:

"Ten years' experience with street children suggests . . . that preconceived theories, even those that sound good and fit in with current trends in community development, do not necessarily ensure success. Only the experience of working closely with a community and being sensitively responsive to its particular needs can suggest the right answers".

To conclude, children living on our streets are refugees, they drop out of school because their adult back-up support systems are ineffectual, but they are not opting out of life, they are looking for a creative solution to their problems — they are survivors. If we can, as Dr Araujo from Boys' Town has suggested, develop varied resources more adequately to match the needs of children, we will be able to help them more effectively.

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Nuusbrokkies



Newsbriefs

International

Gearing up for Washington '88

The Second International Child and Youth Care Conference takes place in Washington, DC from 23-26 March 1988. Apart from its international significance, it is an important conference for child care in North America in that one of its co-sponsors, Child Welfare League of America, represents many senior child care personnel in America, as against the child care worker organisations which chiefly represent on-line workers. The theme of the conference is "Our Children — Our World — Our Future".

FICE Affiliation

The Federal Council of FICE met in Luxemburg over the weekend 1-4 October, amongst other things to consider the NACCW's application for affiliation. FICE (The International Federation of Educative Communities) represents principally the child care field in Europe, both Eastern and Western, and affiliation would mean productive new links with a lesser-known practice tradition for us.

Greetings from North America

It was gratifying to receive, through Thom Garfat, greetings and good wishes for our recent Johannesburg Conference, from a number of well-known American child care people. These included Herb Barnes of ILEX, Dr Karen VanderVenn of the University of Pittsburgh, author Mark Krueger, Gerry Fewster of the Canadian *Journal of Child Care*, Jerry Beker of *Child and Youth Care Quarterly*, and Dr



Karen VanderVenn

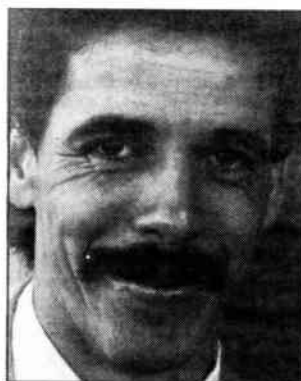
Penny Parry of the School of Child Care at the University of Victoria in British Columbia.

Visitors from Zimbabwe and Swaziland

Three delegates attended our recent National Conference from neighbouring states. It was good to welcome Pastor and Mrs de Jager from the Manhinga Village, 120km from Mutare in Zimbabwe. They run a children's community based on an African Village model which will eventually include a school and a vocational training centre. Also at Conference was Andrew Edmund from the Zakhezi Project in Manzini, Swaziland. This service cares for homeless runaway boys and in its first four years had helped over 100 youngsters. Andrew has asked the NACCW for assistance with staff training.



National



New National Chairman

Ashley Theron, Principal of the Bonnytoun Place of Safety and Chairman of the NACCW's Western Cape Regional Executive Committee, was elected as the Association's new National Chairman at the Biennial General Meeting in Johannesburg on October 9th. He takes the place of Ernie Nightingale who was National Chairman of the NACCW for the twelve years from the inception of the Association in 1975 until his decision to stand down this year. Ashley Theron has a BA (Hons) in Social Work and a second BA (Hons) degree. He was the first principal of the Annie Starck Village in Athlone before his appointment last year to Bonnytoun.

New Subscription Rates

The Biennial General Meeting in October approved slightly increased membership subscriptions for the NACCW from 1988. Individual membership is increased to R15.00 per annum while the journal subscription remains R5.00 per annum for members. This means that individuals will pay R20.00 for membership and the journal. Corporate membership fees in the metropolitan areas or where NACCW services are freely available are increased to R50.00, while those further from Regional centres remain at R20.00 per annum. Journal subscriptions for non-members have been increased to cover actual costs.

Committees of Enquiry

There are two Committees of Enquiry sitting at present. A ministerial committee on Foster Care has asked the NACCW to give evidence on the subject as it relates to children's homes, and a circular has been sent to all principals asking for

information to assist with this. The National Director also gave verbal evidence before the Committee of Enquiry into Child Mental Health Care Services (Department of National Health and Population Development) on Friday 16 October. He warned that while the NACCW firmly supported preventive, community-based programmes, the ill-considered transfer of state funding from residential services might not only destroy a great deal of accumulated experience and expertise in managing troubled children, but also jeopardise these very services just as they are moving towards preventive work, and ignore the role of children's homes in their increasing work with disturbed children and adolescents.

Street Children

The organisations serving street children in South Africa have decided to maintain their links with the NACCW while they develop their services, and have asked for a regular platform in *The Child Care Worker* to mediate their news on a national basis. A first article on this practice area has already been accepted for publication in this issue.

Bouquet

An unexpected and pleasing compliment for *The Child Care Worker* came in Thom Garfat's paper on Training in North America during the recent National Seminar. With some immodesty, we quote the extract in full: "When it comes to literature we have to mention the newsletters of child care worker associations, because for many of us, for many years, these have been the only written form of education we have received. Such newsletters have two functions: to pull us together, to identify what's going on in the country; and to provide us with some education. And I want to say, while I'm here, that without doubt, in my mind, (and I read them from all over) the best child care newsletter in the world is yours. I use it to share with my workers at work, I share it with colleagues all over North America. The content is superb, how it is presented is superb, and it comes in those short articles which you can hold in one hand while you are stirring the soup with the other."

The literature in the past has not been written for line workers. A line worker doesn't have time to read a twenty-page research article while worrying about putting children to bed or getting children up or feeding them or solving fights. What we find in *The Child Care Worker* is short, succinct, to the point, good commonsense and good theoretical practice issues, and beyond a doubt you have the best child care newsletter in the world."

Natal

Three Workshops in Pietermaritzburg

The combined group for Principals and Social Workers in Pietermaritzburg will meet for the first of three Day Workshops on Programming on November 11th. There has been a lot of enthusiasm for

NACCW programmes to be offered in the city. Enquiries can be directed to John Webster on 0331-23214.

BQCC Students in Durban

On 14th October the Module 2 of the BQCC course was completed and students did their evaluation for this part of the course Tuesday morning, 20th October. For those students joining the course in 1988, as well as for present students who have not had the opportunity, two sessions of Self Awareness are being offered on the 10th and 17th November. Enquiries to Lesley du Toit on 031-44-1071.

Durban Groups

The Social Workers' Group's November meeting will deal with Groupwork in the Institution. Also during November will be the first meeting of the Principals'

Group in the Durban area. Principals will be informed of the venue, date and time by the Regional Director.

Eastern Province

Border Area

Lesley du Toit visited the Border area during the week 20-23 October, spending time at Malcomess House and at St Thomas' School for Deaf Children where she began basic child care lectures for a combined group of teachers and child care workers at the school.

Port Elizabeth Seminar

Under the auspices of Child Welfare Society a seminar on Foster Care was held in Port Elizabeth on Thursday and Friday, 22 and 23 October. Professor De Bruyn, Head of the Department of Social Work at

Unisa, was one of the speakers at the seminar, to which all children's homes were invited to send representatives.

Western Cape

Thom Garfat Speaks

Direct from the Johannesburg Conference, Thom Garfat addressed two meetings in the Western Cape on 20th and 22nd October. The first was a general meeting at which Thom Garfat shared impressions of the recent conference, and the second was a workshop for senior staff at which he discussed a model for child care worker supervision which he had developed.

Die Praktijk

Die Dubbele Invloed van die Kinderhuis en die Familie op die Ontwikkelingsbehoefte van die Kind

Helmien Prins

Helmien Prins is 'n student van die Nasionale Hoër Sertifikaat in Residensiële Kinderversorging aan die Kaapse Technikon en 'n huismoeder by Durbanville Kinderhuis in Kaapstad

Inleiding

"Die normale of gemiddelde huisgesin bestaan gewoonlik uit 'n vader, moeder en 'n paar kinders. In so 'n huisgesin is daar liefde en waardering van die ouers vir mekaar en hul kinders. Hulle het 'n woonplek met genoeg kos, klere en 'n inkomste om hul finansiële verpligtinge na te kom."

Die kind word van kleinsaf beïnvloed deur die mense met wie hy daaglik in kontak kom, die omgewing waarin hy grootword en die norme wat aan hom voorgedra word.

Die normale familie

Ons kyk eers na die invloed van die normale familie op die kind se ontwikkeling. Hierdie kind se ontwikkeling word juis beïnvloed deur die geborgheid wat hy ervaar vanaf sy geboorte deur eers die moeder en vader en later ook deur sy

broers en susters, grootouers en ander familieleden.

Die familie bly die belangrikste deel in die kind se ontwikkelingsnetwerk. Een van die hooftake van 'n ouer is om die kind voor te berei vir die lewe buite die geslote familiekring.

Een van die hooftake van 'n ouer is om die kind voor te berei vir die lewe buite die geslote familiekring.

Die lede van die gesin verteenwoordig die eerste omgewing waarmee hy kennis maak en is vir hom die belangrikste mense gedurende sy vormingsjare. Hulle leer om die lewe te bring in ooreenstemming met die grondslag wat by die huis gelê word. Soos die kind groei en sy omgewing uitgebrei word na maats en volwassenes buitekant die geslote familiekring, mag hierdie grondslag (wat gedurende sy vroegste lewensjare gelê is) verander of gewysig word, alhoewel dit nooit heeltemal uitgeroei word nie. Daardie grondslag sal

egter latere gesindhede en gedragspatrone beïnvloed.

Die invloed wat die familie uitoefen op die kind se ontwikkeling sal tot 'n groot mate afhang van die soort verhouding wat die kind het met die verskeie familieleden. Die verhoudings word weer op hulle beurt beïnvloed deur die lewensstyl wat deur die familie gehandhaaf word sowel as die gesindhede en gedrag van die verskeie familieleden onderling teenoor die kind.

Om die kind die geleentheid te gee om op te groei as 'n goedgebalanseerde persoon het hy goedgebalanseerde ouers nodig wat hom kan lei in sy ontwikkeling.

Elizabeth Hurlock sit die basiese ontwikkelingsbehoefte van die kind as volg uiteen:

- Hy moet die gevoel van sekuriteit om deel te wees van 'n standvastige groep kan ervaar.
- Hy moet mense hê op wie hy kan vertrou om te voorsien in sy behoeftes — fisies en sielkundig.
- Bron van toegeneëndheid en aanvaarding ongeag van wat hy doen.
- Voorbeelde van aanvaarbare gedrag

om te leer om sosiaal te verkeer.

- Leiding in die ontwikkeling van sosiaal aanvaarbare gedrag.
- Mense op wie hy kan steun in die oplossing van probleme wat elke kind in sy lewe in die gesig moet staar.
- Leiding en hulp om sekere vaardighede aan te leer — koördinasie, verbaal en sosiaal — wat nodig is vir sy aanpassing.
- Stimulasie om sukses te behaal met sy vermoëns op skool en in die sosiale lewe.

Die verbrokkelde familie

Ongelukkig word die idealistiese teoretiese uiteensetting van hoe die kind in sy ontwikkelingsstadia gestimuleer behoort te word nie altyd in die praktyk uitgevoer nie. Die familie kan 'n baie negatiewe invloed op die kind hê wanneer hy moet grootword in 'n huis wat verbrekkel as gevolg van 'n egskeiding, 'n ouer wat summier wegliep met 'n derde persoon, drankmisbruik, immorele lewenswyses of mishandeling.

Wanneer 'n ouer skielik alleen staan met 'n paar kinders, kan daar 'n aantal negatiewe faktore na vore tree wat die kind in sy ontwikkeling strem. Omdat die ouer dan sy of haar eie emosionele probleme het, is hul nie in staat (of stel hulle nie belang) om die kind in sy emosionele krisisse by te staan nie. Hulle is dikwels bewus van hierdie onvermoë en probeer dan vergoed deur oorbeskermend te wees of uitermate toegeeflik. Soms word die kind wat die minste moeite verskaf dan ook voorgetrek. Hulle word ook dikwels teen die ander kinders afgespeel. Dit lei dan weer daartoe dat die ander kinders *verworpe* voel en eiesoortige probleme ontwikkel wat daarmee gepaard gaan.

Omdat die ouers se ideale in skerwe lê bou hul dikwels ideale vir hul kinders en begeer dan dat die kinders dit sal bereik wat hulle nie kon nie, ongeag of dit binne die kind se belangstellingsveld val al dan nie. Wanneer die kind dit nie kan bereik nie, lei dit tot kritiek oor sy onvermoë om te presteer. Die kind daarenteen ontwikkel die gevoel van onvermoë, hy neig tot liggeraaktheid, word onverantwoordelik en presteer ver onderkant sy vermoë. Kortom, hy ontwikkel 'n uiters swak selfbeeld. Die kinders verloor dan hul gevoel van sekuriteit en ontdek dat hulle nie aanvaar word vir wat hulle is nie.

Wanneer drankmisbruik, immorele lewenswyses en mishandeling die norm in die huis word, verander die prentjie aansienlik. Dikwels is albei die ouers skuldig aan hierdie misdrywe en die kind word gebruik om houe aan mekaar toe te dien. Verwerping, verwaarloosende en ondervoeding is alledaags. Daar is geen verdienste nie as gevolg van faktore wat lei tot werkloosheid.

In sulke families is daar ook gewoonlik gesondheidsprobleme as gevolg van swak higiëniese omstandighede. Hor-

ton noem dat gedeelde lewensgewoontes en oorerflikheid 'n faktor kan wees. Alhoewel daar nog min kennis bestaan oor die oorerflikheidsfaktor, is dit welbekend dat siektes kan ontstaan in onbevredigende familie omstandighede. Dis dan wanneer versorging in 'n kinderhuis ter sprake kom.

Die kind in die kinderhuis

Die kind word skielik geruk uit sy bekende omgewing en geplaas in 'n omgewing wat wemel van onbekende gesigte. Vir hom is dit 'n skrikwekkende trauma. Daar is nou daaglikse baie meer mense rondom hom as net sy ouers, broers en susters. Hy kom by 'n tannie wat as "substituut-moeder" moet op-

Die kinders in die kinderhuis sit soms met die dilemma dat hulle nie weet waar hul loyaliteit moet lê nie.

tree en haar metodes verskil radikaal van sy eie moeder s'n. Dikwels is daar ook nie 'n vader-figuur met wie hy kan identifiseer nie. Hy sit nou tussen twee pole:

Aan die een kant is sy ouerhuis. Tot dusver is hy grootliks beïnvloed deur sy ouers se opvatting van die lewe. Hulle huislike norme is vir hom aanvaarbaar, omdat dit al norm is wat hy ken. Hy ken geen vaste beginsels nie. Die ouers is dikwels kerklos. Oordelose en wettelose gedrag word deur die ouers beoefen, daarom word baie van sy streke deur die vingers gesien, solank hy hulle nie in die moeilikheid bring nie.

Aan die ander kant is die kinderhuis, waar die situasie net die teenoorgeselde is. Hy word voorsien van die nodige materiële behoeftes, naamlik genoeg kos, klere en slaapplek. Die personeel probeer om die kinders emosioneel goed te versorg en daar is die nodige liefde en verdraagsaamheid. Daar is vaste reëls en lewensbeginsels en die kind leer wat toelaatbaar en onaanvaarbaar is. Hy gaan gereeld kerk toe, woon Kategeseklasse by en leer morele waardes aan.

Die kinders in die kinderhuis sit soms met die dilemma dat hulle nie weet waar hul loyaliteit moet lê nie. Alhoewel die kinderhuis voorsien in baie behoeftes waartoe die ouers nie in staat is nie, bly dit vir hulle 'n tydelike huisvesting en praat hulle gereeld van die dag dat hul kan teruggaan huis toe. Sommige kinders sal lojaal wees teenoor die kinderhuis solank dit vir hul voordeel inhou. By die huis is hulle weer net so lojaal teenoor die ouers wat hulle verwerp het.

Ook word die kind gereeld onderwerp aan twee stelde standaarde en morele waardes. Wat hy by die kinderhuis leer

as aanvaarbaar, kan hy nie altyd by die huis met vakansies gaan toepas nie omdat die ouers die dinamiese figure is en hy moet inval by hulle standaarde en morele waardes. Dit skep verwarring in die kind se gemoed en strem outomaties sy ontwikkeling. Dit veroorsaak dan ook dat hy probleemgedrag ontwikkel. Indien die huismoeder dan nie iets van sy huislike omstandighede weet nie, sal sy hom ook nie in sy emosionele krisisse kan bystaan nie, omdat sy nie insig sal ontwikkel in hierdie probleemgedrag nie. Indien die kind reeds in die huismoeder 'n vertroueling gevind het, kan dit sake vergemaklik. As hy egter nog nie sover gekom het nie, kan dit sy aanpassing ernstig bemoeilik.

Opsomming

Volgens Pringle kan die familie wat in staat is om die ouerlike rol suksesvol uit te voer die kind 'n gevoel gee van sekuriteit, kameraadskap en om te behoort en verleen ook 'n besef van doel en rigting, prestasie en persoonlike waarde. Vir die kind is dit van uiterste belang.

Al hierdie dinge is vir die kind in die kinderhuis egter verlore omdat hy juis vanuit sy ouerhuis verwyder word as gevolg van hul onvermoë om te voorsien in die verskeidenheid behoeftes wat die kind nodig het vir sy ontwikkeling. Die invloed van die ouerhuis bots met dié van die kinderhuis. Dan moet die invloed van die maats ook mee rekening gehou word. Kinders het dikwels ook 'n onrealistiese beeld van wat presies by hul huise aan die gang is, en die redes waarom hulle in die kinderhuis is. Al ken hulle diep in hul harte die feite, erken hulle dit nie maklik teenoor 'n "buitestaander" nie, en probeer hulle steeds die beeld van die ouer hoog hou, al is dit dan net om hulself te probeer oortuig! Ek wil graag bogenoemde illustreer met 'n greep uit 'n gesprek wat ek met 'n hoërskoolseun gehad het: "My ma is seker die beste, hardwerkendste mens wat ek ken. Ons het nooit gebrek gely nie. Daar was altyd genoeg kos." 'n Week later in 'n meer intieme gesprek: "Het ek al vir tannie vertel hoe my ma my afgeskeep het...?"

Die onus rus nou op die kinderhuis om hierdie geestelik-stukkende mensies weer heel te maak. Sal die kinderhuis dit regkry om hierdie ontwrigte kinders weer die doel en sin in die lewe en alles wat daarmee gepaard gaan, terug te gee in die kort tydjie tot hulle beskikking?

Daarom kan 'n kinderhuis nie suksesvol funksioneer sonder 'n span vakkundiges om die kinderversorgers by te staan en 'n bepaalde opvoedingsprogram vir elke kind nie. Ek persoonlik glo ook dat geen kinderversorger, hoe goed teegerus ookal, hierdie groot taak sal kan aanpak as hy of sy nie hul afhanklikheid van ons Almagtige Vader besef en in die geloof hierdie werk doen nie, want ons werk met die toekoms van ons land.

Child Care Work versus Television

Jeanny Karth

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An ancient Chinese proverb states: "If I see, I forget, if I hear, I remember, if I do, I learn." The last line reflects the essence of learning for us all. A child has a hungry mind filled with curiosity about the world he lives in and he will use everything to feed this hunger. TV and its satellite, the video, are increasingly being used by children to feed this hunger and also by over-worked child care workers to obtain an easy control and a measure of peace. The children do not have the appropriate skills to foresee possible danger or to make effective choices, while the adults hand the awesome responsibility of child care over to the TV.

Children living in a children's home are already living in an unnatural setting; they have been deprived of their parents, their home and sometimes of siblings. Their needs are consequently far more complex than those of the normal child in a normal environment. Donaldson (1979, 27) says, "There is a fundamental human urge to make sense of the world and bring it under deliberate control". These children are exposed to a world out of control when they are removed from their homes. They need adults around them who will help them regain a sense of control and competence.

The most efficient and natural way a child can do this is through games and play. "Adults think through a problem in their heads; children can't do this and so they solve their problems via imaginative play and games" (Loving, 1979, 9). Games give children the power they need and don't have in an adult world; also a feeling of competence and hence courage needed to tackle other problems previously avoided. More so than other children, children in care desperately need these tools. Steiner says, "The ability to make pictures in the mind is one of the most valuable and practical gifts which childhood can make to the life of the adult. It helps one to predict" (Edmunds, 1955, 63). How much human misery would be prevented if there were more adults around with this ability! However, recent literature indicates an alarming decline in play

amongst children today. Instead we have the advent of TV and the video machine, the radio and the tape deck. On an average the young American child watches six hours of TV a day!

Carl Rogers says: "A living thing is essentially a creative system. A system which exchanges energy with the environment is self-enhancing and creative". Children are living organisms who learn actively. In the play situation the child is the active doer rather than the passive receiver. TV and the radio encourage passivity. "TV undermines activity and tends to create children who demand that things be easy and handed to them with little effort on their part" (Loving, 1979, 15). Witness the lack of initiative or creativity in a children's home.

The quality of the child's speech environment is probably "the single most crucial factor which promotes intellectual growth" (Pringle, 1975, 90). We communicate through language, which is an abstraction about experience; pictures are concrete representations of experience. Pictures show things, they call upon our emotions, not our reason. "TV has the potential to put our minds to sleep" (Postman and Weingarten, 1983, 71) — it requires no skills, and develops no skills. "Limited language skills is as real a problem as under-nourishment" (Pringle, 1975, 91). In my own experience very little reading is done in the children's home other than of comics and fashion magazines; there is little evidence of newspapers, news magazines and books. Few watch the news or educational programmes. The over-worked child care worker is only too grateful for the easy control that TV exercises over the children. Peace reigns when the TV light shines. Whenever the opportunity arises a video is hired regardless of its age-appropriateness. The age restriction imposed by the censor board doesn't operate at all in video outlets, and we find young children being exposed to aspects of life way beyond their comprehension, and often having to go to bed frightened and confused. Apart from the emotional turmoil caused, what kind of language are the children exposed to? How rich and varied is the language of the average soap opera, thriller or horror movie? Are these hungry minds being enriched or impoverished?

Postman and Weingarten postulate that for childhood to exist we need secrets and a sense of shame; secrets that adults shelter children from. They hold the view that in TV "the dividing line between adulthood and childhood is being eroded". Before TV, adults were in control of information which was gradually and sequentially released to children. Today there are no more secrets since a 60-year-old and a 6-year-old are equally qualified to experience TV, which on the whole depicts "the backstage of adult life" (Postman and Weingarten, 1983, 101). How much does this exposure undermine a child's belief in a hopeful future and ordered world? Do we not need a firm belief in a future to remain sane? The accent today seems more and more to be on violence, hate, greed, sex, horror. Where does an eight or nine-year-old find a sense of security in all that flashes before his bewildered eyes? Further there is no private space in a children's home, no place for the child to retreat to, no silence which is also important for the emergence of persons. Either the radios and tape decks blare all over the home sending out a cacophony of sound, or else the TV plays loudly to an empty room or a captivated audience.

Are these hungry minds being enriched or impoverished?

It was Samuel Morse who sent the first electric message and it read: "What hath God wrought?" Can we really blame God for the creation of this monster which seems to have spiralled out of the individual's control? Now man's "private identity is merged with the corporate whole — mass man" is the result (Postman and Weingarten, 1983, 27). There is no longer a person in control of the information — it is controlled somewhere by someone. As adults we can still exercise individual control over whether and what we watch, and organise our free time. But can a child do this? Without interested, concerned and responsible adults to teach them and participate with them, the children of today are forgetting how to play and in the process are losing the most valuable tool for growth we have been given.

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Werkstevredenheid van Kinderversorgers: 'n Oorsig

Jerry McClelland

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Kindersorg joernale en tydskrifte bied artikels oor werksomstandighede, werksvoordele, en probleme wat deur kinderversorgers ondervind word. Die repetisie van hierdie temas beteken dat hulle belangrik is vir kinderversorgers. Nietemin, word min navorsing oor kinderversorgers se werkstevredenheid gemeld. Meer kennis oor die kwaliteit van hulle werkslewe sal van hulp wees in die ontwerp van kindersorgomgewings en die stigting van kinderversorging as beroep.

Die Teorie op Werksaanpassing (Dawis, Lofquist, en Weiss, 1968) verskaf die raamwerk waardeur kinderversorgers se werkstevredenheid in hierdie artikel ondersoek word. Hierdie teorie word gebaseer op die begrip van die verband tussen die werker en sy werksomgewing. Die werker verwag iets van sy werksomgewing, bv. salaris en prestige, en die werksomgewing verwag iets van die werker, bv. werksbekwaamhede. Die Teorie op Werksaanpassing stel voor dat hoe meer die werksomgewing in die werker se behoeftes voorsien, hoe meer tevrede is die werker. Net so, hoe meer die werker aan die vereistes van die werk voldoen, hoe meer word hy as bevredigend beskou. Daar word ook beweer dat werkstevredenheid gekoppel is aan langer dienslewering. (Aan die ander kant word lengte van diens deur genoegsame dienslewering van die werker bepaal). Werkstevredenheid "bestaan uit die individu se waardering van die mate van tevredeheid wat hy in sy werksomgewing geniet". (bl. 5)

Lengte van diens is belangrik in kindersorg omdat die aanbly van personeel die kontinuïteit van versorging affekteer, en daarom ook die kwaliteit van kindersorg (Clarke-Stewart, 1977). As die diensperiode van bekwame kinderversorgers verleng sou word, kan hulpmiddele aan hulle verdere professionele ontwikkeling gewy word (wat tot beter kindersorg strek), eerder as om die middele

herhaaldelik te gebruik om nuwe personeel op te lei.

Navorsing op hierdie gebied het tot dusver hoofsaaklik aandag gevestig op die mate van tevredeheid en die geskiktheid tussen werker en taak. Faktore wat met werkstevredenheid gepaard gaan sluit die volgende in: beroepstatus, mag, (Seashore en Tabor, 1976), uitdaging en verskeidenheid van take, selfbestuur en beheer, besoldiging en ander finansiële voordele, 'n gevoel van bevoegdheid, en verhoudings tussen kollegas (Mortimer, 1979). Verhoudings blyk meer belangrik vir vroue as vir mans te wees (Mortimer, 1979). Faktore binne die werk self, bv. 'n sin van bevoegdheid word met werkstevredenheid geassosieer, terwyl uiterlike faktore soos ontoereikende salarisse met werksontevredenheid gepaard gaan. Sover dit werkstevredenheid betref dui navorsing daarop dat ondervinding in die werksomgewing van meer belang is as die individu en sy sosiale eienskappe. Die opvallendheid van hierdie ondervinding beteken dat werkstevredenheid versterk kan word wanneer werkgewers werksomstandighede verbeter en vergoeding en sekuriteit verhoog (Mortimer, 1979).

Met hierdie oorsig ondersoek ons bestaande navorsing in werkstevredenheid onder kinderversorgers, en lig ons verdere navorsingsbehoefte uit. Die klem val op kinderversorging met babas, kleuters en primêre skool kinders.

OORSIG VAN STUDIES

Die bevindings van navorsingstudies word onder die volgende opskrifte verdeel: besoldiging en voordele, werksomstandighede, werksverhoudings, persepsies van beheer, promosie, en interaksie met kinders. Bewyse wat tevredeheid weergee word in elke tema ondersoek.

Besoldiging en voordele

In 'n studie oor die kindersorgloopbaan is bevind dat ongeveer 35 persent mans en 15 persent vroue die beroep gedurende die tydperk van twee jaar verlaat het (Robinson, 1979). Swak salarisse was in die geval van 'mans die hoof rede vir bedanking, en in die geval van vroue

verskyn hierdie rede in die tweede plek op hulle lys. Op die vraag wat sou hulle laat aanbly het, het 39 persent meer geld gemeld. Vir diegene wat in kindersorg aangebly het, was swak salarisse die grootste struikelblok vir vroue, waar dit in die mans se geval tweede plek ingeneem het.

In 'n studie oor plattelandse dagsorgwerkers is antwoorde op die vraag "Waarom is jy 'n kinderversorger?" in drie kategorieë verdeel: "Ek hou van die kinders en die geselskap", "Ek hou van die kinders en die geldelike vergoeding" en "Ek hou van die inkomste" (Adams en Macht, 1976). Byna 50 persent van diegene wat aangedui het dat hulle die kinders en geselskap geniet het, was reeds vyf jaar in die beroep; diegene wat inkomste gemeld het was almal vir vyf jaar of minder by kinderversorging betrokke.

Personeel het lae salarisse as hoof rede vir personeelomset aangevoer.

Uitbranding van kinderversorgers kan as 'n besondere tipe ontevredenheid bestempel word. 'n Studie oor 32 instansies wat ewekansig gekies was, het prinsipale, hoofonderwysers, onderwysers en helpers ingesluit (Whitebook, Howes, Darrah en Friedman, 1981). Hierdie werkers het lae salarisse as die mees onbevredigende aspek van hulle werk uitgesonder. Personeel het lae salarisse as hoof rede vir personeelomset aangevoer. Diensvoordele word aan besoldiging gekoppel. 58 persent van bogenoemde kinderversorgers het geen mediese fonds geniet nie, en 16 persent het geen siekverlof met betaling gekry nie. Personeelomset is hoër in instansies met die minste voordele, en prinsipale was ontevrede omdat hulle nie meer byvoordele as ander personeelvlakke ontvang het nie.

Hierdie bevindings toon dat 'n hoër persentasie kinderversorgers hulle salarisse as beide swak en onbevredigend beskou. Prinsipale het die gebrek aan spesiale byvoordele vir hulle personeelvlak betreur. Nietemin kan geen gevolgtrekkings oor die salarisse van plattelandse werkers gemaak word nie. (In die studies van *tevredeheid* en *ontevredenheid* (Robinson, 1979; en Whitebook et al., 1981) was geen definieëring of mate van hierdie twee aspekte voorsien nie).

Werksomstandighede

Robinson (1979) bevind dat werksomstandighede deur 22 persent mans en 16 persent vroue wat in kindersorg aanbly as bevredigend aangedui is. Terselfdetyd het 11 persent vroue en 15 persent mans wat die beroep laat vaar het aangedui dat ontevredenheid met werksomstandighede die hoof rede

daarvoor was. Geen definisie van werksomstandighede was aangevoer nie.

Die ratio tussen werkers en kinders is 'n uitdruklike aspek van werksomstandighede waarvoor verslag gedoen is. Die kind-werker ratio het 'n sinvolle impak op die personele se gevoelens aangaande hulle werk (Maslach en Pines, 1977; en Whitebook, et al., 1981). Kinderversorgers in hoë-ratio instansies (meer kinders per werker) het minder van hul werk gehou en hul instansies meer negatief geëvalueer (Maslach en Pines, 1977). In 'n studie (Whitebook, et al., 1981) van beide privaat inrigtings en instansies sonder winsmotief, was die hoogste personeelomset in privaat sentrums wat die hoogste kind-personeel ratio gehad het.

Die aantal werksure, vryetyd en onbetaalde oortyd gaan gepaard met werksontevredenheid (Maslach en Pines, 1977). Onderwysers wat half-dag gewerk het, het minder spanning aan die einde van die dag gemeld as voltydse onderwysers. Onderwysers was teensinnig om na werksure en sonder betaling aktiwiteite vir kinders voor te berei. Maslach en Pines (1977) het beweer dat langer werksure in direkte en aanhoudende kontak met kinders negatiewe gesindhede by personeel uitgelok het. Hoe langer die werksdag, hoe minder verdraagsaam, tevrede, skerp en hoe meer buierig was hulle. Kinderversorgers wat onafgebroke interaksie met kinders berig het, was meer geneig om ongeduldig, geïrriteerd, gespanne, omgekramp en terughoudend te wees.

'n Hoë kind-personeel ratio, lang ure en onbetaalde oortyd is werksomstandighede wat werksontevredenheid meebring.

Verhoudings by die werk

Werksverhoudings wat interaksie tussen personeel en tussen ouers en personeel insluit kan beide aan werkstevredenheid en ontevredenheid gekoppel word. Al sewe manlike kinderversorgers wat in hulle oorspronklike poste aangebly het, (Robinson, 1979) het die feit dat hulle die enigste man in die organisasie was as die mees ontstellende aspek van kinderversorging aangevoer. 10 persent van die vroue wat aangebly het, het aangedui dat verhoudings met kantoorpersoneel onbevredigend was. Aan die ander kant het sommige kinderversorgers gemeld dat verhoudings met ander personeel 'n bron van tevredenheid was (Whitebook et al., 1981). Maslach en Pines (1977) beweer dat die geleentheid vir informele geselskap, wederkerige steun en probleembespreking het tot gevolg dat die werk personeel geval. Beter werksverhoudings tussen personeel gaan gepaard met hoër evaluering van die werk asook met 'n sin van prestasie. Maslach en Pines

(1977) het ook beweer dat positiewe verhoudings met ouers tot dié gevolg bygedra het.

Persepsie van beheer

Kinderversorgers wat gevoel het dat hulle bygedra het tot besluitneming was minder geneig om ontevrede te voel (Whitebook et al., 1981).

Bevordering

Daar bestaan 'n verband tussen 'n gebrek aan promosie en werksontevredenheid. Die feit dat daar min geleentheid vir bevordering bestaan is deur sommige mans en vroue as die rede vir bedanking gemeld (Robinson, 1979) en ander het daarvoor gekla (Whitebook et al., 1981).

Interaksie met kinders

Interaksie met kinders is 'n aspek wat werkstevredenheid by kinderversorgers uitlok. Plattelandse dagsorg personeel (Adams en Macht, 1979), en

'n Hoë kind-personeel ratio, lang ure en onbetaalde oortyd is werksomstandighede wat werksontevredenheid meebring.

mans en vroue wat by kinderinrigtings werksaam is, (Robinson, 1979; Whitebook et al., 1981) toon dat om van kinders te hou is 'n rede om met kinders te werk. Hulle wat die beroep verlaat het, het ook gemeld dat om met kinders te werk genotvol is (Robinson, 1979). Nietemin, verminder hierdie genoë wanneer die interaksie te lank en onafgebroke is, of wanneer die kindergroep te groot is (Maslach en Pines, 1977).

HUIDIGE BEROEPSTATUS

Uit die geringe navorsing, kom 'n paar faktore dus voor wat aan werkstevredenheid gekoppel is. Swak salarisse, gebrek aan voordele vir senior personeel, hoë kind-werker ratios, lang onafgebroke kontak met kinders en min geleentheid vir bevordering word as onbevredigend beskou. Selfbestuur, deelname aan besluitneming en interaksie met kinders blyk bevredigend te wees. Verhoudings tussen medewerkers kan of positief of negatief ervaar word. Hierdie gevolgtrekkings word op geringe navorsingstukke gebaseer en kan dus slegs voorlopig aanvaar word. Ons begrip van werkstevredenheid sou vergemaklik word deur nouer definiering van terme, duideliker mate, beter validiteit en betroubaarheid wat vraelyste, ens. betref, en meer akkurate data-analise. Sommige van hierdie studies blyk 'n enkele vraag te gebruik, bv. "Hoe bevredigend is jou werk oor die algemeen?" Sulke benaderings word al hoe meer

gekritiseer (Mortimer, 1979) omdat hulle so onoordeelkundig is. Behalwe Maslach en Pines (1977) se studie, was daar min lig gewerp op die teoretiese perspektief van die ondersoek. Sulke navorsingsontwerpe is miskien onvoldoende om die kompleksiteit van werkstevredenheid onder kinderversorgers te verduidelik. Hierdie artikel het slegs 'n oorsig van die literatuur ingesluit, maar geen poging is aangewend om bevindings saam te stel nie, aangesien dit voorbarige gevolgtrekkings as feite sou voorgee.

Nie-tegniese verslae oor werkstevredenheid in joernale vir kindersorgpraktisyne was aanvaarbaar omdat hulle resultate spoedig beskikbaar en eenvoudig verstaanbaar was. Nogtans bestaan daar nie 'n akkurate begrip van kinderversorgers se werkstevredenheid nie.

TOEKOMSTIGE STUDIES

Uit hierdie oorsig vloei 'n paar voorstelle vir verdere navorsing:

Stel 'n duidelike raamwerk vir navorsing
Toekomstige studies moet 'n uitdruklike rede en raamwerk vir die navorsing stel. Sodanig sou die resultate nuttiger in die ontwikkeling van 'n begrip van kinderversorging wees. Dit kan ook voorstelle bied vir verandering van werksomgewing, indien nodig. Die Teorie op Werksaanpassing kan bv. as raamwerk gebruik word om werkstevredenheid en die genoegsaamheid van kinderversorgers te bepaal. Bevindings mag miskien deur prinsipale gebruik word om werksomstandighede te verbeter.

Maak gebruik van 'n breër verskeidenheid navorsingsbenaderings

Ander benaderings behels *verskillende maniere* waarop kinderversorging dinamika bestudeer kan word, en nuwe vrae gestel kan word, bv. "Wat beteken vergoeding en werkstevredenheid vir kinderversorgers?" in plaas van "Tot watter mate is vergoeding verbonde aan werkstevredenheid onder kinderversorgers?"

Stel duideliker definisies en metodes waarmee veranderlikes gemeet word

So 'n duidelikheid versterk die vertolking van bevindings. Verslae oor die statistiese validiteit en betroubaarheid van vraelyste, ens. moet gelewer word om evaluering van die navorsing te vergemaklik. Om werkstevredenheid deur 'n enkele item of vraag te bepaal is oor die algemeen onvoldoende. Standaardiseerde toetse wat deur bedryfsielkundiges gebruik word, word op groot skaal toegepas, maar hulle ondervind ook probleme met validiteit.

Bestudeer kinderversorgers in dagsorg-sentrums

Die meeste navorsing is beperk tot die

klein aantal kinders wat residensiële sorg ontvang. Kinderoppasters is moeilik om op te spoor, veral diegene wat nie geregistreer is nie.

Kies sinvolle veranderlikes vir navorsing
Die veranderlikes wat in hierdie oorsig uitgelig word moet van nader beskou word. Aan die een kant, kan daar faktore bestaan wat tot dusver nie gekoppel is aan werkstevredenheid nie; aan die ander kant, kan dié wat wel reeds bestudeer is meer ingewikkeld wees as wat dit op die oogaf lyk. 'n Eenvoudige aspek soos bv. besoldiging, kan die invloed van ander veranderlikes verduister.

Identifiseer ander belangrike faktore wat werkstevredenheid kan beïnvloed
Die verhouding tussen werkstevredenheid en faktore soos bv. die kwaliteit van versorging, moet bestudeer word. Die verhouding tussen werkstevredenheid en produktiwiteit is onbeslis. Wat besigheid en nywerheid betref, word produktiwiteit kwantitatief gemeet; wat kinderversorging betref, word dit in terme van kwaliteit gemeet, hoewel privaat instansies ook die aantal inskrywings mag dophou. As werkstevredenheid wel die kwaliteit van kindersorg beïnvloed, dan hou dit beslis 'n moontlikheid vir beter kinderversorging in.

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Volunteers — Should We Use Them?

Mary Thomson

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Volunteers — should we use them?

Volunteers have formed the cornerstone of the development of child care services in South Africa. Concerned people have over the years initiated and developed children's homes serving as committee members, fundraisers and playing a vital role in the provision of services.

The particular area of voluntary work which has been developing in recent years and which I want to focus on in this paper, in which a volunteer assists paid staff by providing a direct service to children, e.g. driving, friendly visits or in support tasks, e.g. typing, selling, etc.

Who is a volunteer?

A volunteer is a person doing a job of work that needs to be done without pay and of his own free will.

It still seems to be a commonly held view that the typical volunteer is a middle-aged, middle-class married woman. Although a large number of volunteers fall within this group, many young people and many men are engaged in voluntary work. Volunteers should therefore not be seen as a homogeneous group, but as individuals who can contribute a rich and diverse range of talents.

Motivation

Volunteers are not getting a salary — why then do they continue working? Perhaps we need to look at what they expect to get from their work. Geraldine Aves found that volunteers gave as their motives for doing voluntary work:

- Altruism, wanting to do something for others (this was given the lowest rating)
- Self-interest, seeking personal benefit such as new experiences, interests, knowledge and occupation (is this so unusual? Paid staff look for this in a job).
- Sociability, wanting to meet people and make friends, e.g. people new in town, older folk living on their own and young people who like to work in groups.

Interestingly, what came to light in this

study by Aves, was the attraction of belonging to an organised, recognised organisation. What must be stressed above all is that the volunteer is hoping to find enjoyment and satisfaction in his or her work.

The value of the volunteer to an agency

There are many welfare organisations successfully using volunteers. However, reservations are held by many paid staff stemming from their experiences with volunteers. The most common criticisms are that they are unreliable, demanding, lack initiative and take up a great deal of the time of the paid staff. Those who have embarked on a definite planned programme for volunteers however, found that some of the above difficulties disappear and the benefits which volunteers have brought to the organisations far outweigh any prob-

Most volunteers were recruited through personal contact with somebody already involved.

lems. The secret is a *planned programme*.

If you are expecting volunteers to save you time or make less work for you and your staff, you are going to be disappointed. The value of the volunteer does not lie in primarily relieving your paid staff of their load of work, but of *expanding* your services to your children, services which your staff are unable to undertake.

Along with expansion and extension of service comes costs to the agency; costs in terms of time and finance. A great deal of time is required for planning, programming, recruiting and supervising the volunteers.

Planning the programme

Having decided on the employment of volunteers, here are the elements to consider:

Volunteer co-ordinator

For a volunteer programme to succeed it is essential that one person in your home is given the task of co-ordinating

the volunteers. A co-ordinator could be:

- a paid staff member who undertakes this task as part of his or her duties;
- a paid co-ordinator working either part-time or full-time;
- a volunteer capable and willing to undertake the task.

The tasks would be to recruit, select, train, find jobs for, and arrange supervision for the volunteers.

Job description

A useful tool is a well-designed job description. It should list specific tasks and responsibilities expected of the volunteer.

Many organisations have found that filling in a job description has made them consider aspects they had not thought about before. Remember a volunteer is a person doing a *job* that needs to be done.

Recruitment

Once you have worked out a job description you will have a clear idea of the type of person you would like for the job, what abilities and skills they should have, when and where they should work, and also how many volunteers you can use and supervise.

Your recruiting should be geared to the target group you want to attract. If you need two men to drive in the evenings, it may not be effective to advertise in a shopping centre on a Wednesday morning. Be inventive, but do not forget the traditional methods of recruitment, e.g. stories in the local press, appeals to church groups and pamphlets. Aves found that most volunteers were recruited through personal contact with somebody already involved.

Make sure your volunteers are satisfied and happy and you can be sure they will attract others.

Selection of volunteers

If it is your policy to accept every offer of help whether you need the person or not, dissatisfaction will occur on both sides.

Screening should take place. This means you can determine whether a prospective volunteer fits a job and the prospective volunteer can decide whether he or she can meet the demands of the job.

Most co-ordinators have an initial interview with the prospective volunteer. This should be conducted with some formality, e.g. make an appointment, have a definite place for the interview, possibly have some forms to fill in. If you treat this person as someone seriously seeking a job, he/she will also treat their commitment as such. A word of warning — accept that some people may be threatened by an interview, especially if they have not been in paid employ for a while, so be relaxed, offer them a cup of tea, etc.

Some agencies only select after an orientation or training course. The number of volunteers being used by a home, staff time and whether volunteer error could lead to serious consequences for the clients will affect how selective the home needs to be.

As you discuss various job possibilities you may alter the job description to suit the particular person. Many uncertainties as to whether they will come on a Thursday or Friday, whether they will work in school holidays or not, and whether they may bring sweets for the children can be clarified while working out the job description with them. Remember "the volunteer must suit the job but the job must also suit the volunteer".

Orientation

The commitment and quality of service can only be enhanced by a knowledge of the field of operation of the organisation where they will be working.

Volunteers need to be involved, not only in the tasks they perform, but need to feel they belong.

Some organisations have an orientation course for all new volunteers before they start work. Others deal with certain aspects when they first start work and then have a course, when there are sufficient volunteers to make a course practical. A typical orientation will include:

- an overview of the home: aims, structure, funding;
- introduction to the services offered: visits to similar institutions, slide shows and talks by various staff members;
- exposure to the children and the type of problems your agency deals with;
- an introduction to staff members with whom the volunteer may be working, but also to staff with whom they may not be in direct touch.

Training

Orientation helps the volunteer to feel comfortable in the home and with the children. Training enables the volunteer to feel competent to perform the job he is asked to do.

Whether training is necessary or not will depend on the skills that will be needed for the particular tasks and whether the particular volunteer has those skills, i.e. a qualified typist will not need training to be a voluntary typist, but she may need training to be a play-group organiser for preschool children.

Training could be in groups of those performing similar tasks or be individual by staff members or experienced volunteers.

Ongoing training and meetings and supervision

Initially the basic skills can be taught and some orientation to the home can be done, but most volunteers will want to know more as they get involved in the actual work. There are those people who are willing to perform repetitive tasks year in and year out. If, on the other hand, we are asking for volunteers who will use their initiative, take responsibility and be more than a pair of hands, they will start asking questions about their roles and tasks. Here are a few ways to assist these volunteers:

- Regular meetings, i.e. once in three months where volunteers doing similar tasks can voice their opinions, learn new skills, etc.
- Regular meetings where all volunteers in a home get ongoing orientation, training and news about the organisation.
- Supervision by a staff member, not necessarily the co-ordinator, on a regular basis can be valuable. This gives the volunteer a chance to talk about concerns about the work and get reassurance that the job is being well done. It is usual for volunteers to telephone or pop in for a chat fairly often when they first start a job, but once they feel competent, a monthly session may be sufficient. Is this so different from paid workers?

Conclusion

Volunteers, as much as paid staff, and perhaps more so, need to feel an integral part of the home. They need to be involved, not only in the tasks they perform, but need to feel they belong. They need to know of new developments, to be invited to staff luncheons, annual general meetings, seminars, etc. Above all they need the recognition that they are an important part of the total service, e.g. recognition in the Annual Report, at the Annual General Meeting, to name but two.

By means of the outlines given in this paper, it is believed that many of the reservations and difficulties frequently expressed in using volunteers may fall away, and a more dedicated volunteer and satisfied agency may emerge.

In a country such as ours, where the welfare services are largely the responsibility of the members of the community and not the state, and where our philosophy is based on the community itself being involved with those amongst us who need special services and facilities, the opening of doors to service and involvement of volunteers must receive our serious consideration. The needs within our homes are as varied as the talents of our volunteers — we need but the knowledge and machinery to link them together to the mutual benefit of all.