

The **child care worker**



STUDENT PAPER: THE MULTI-DISCIPLINARY CHILD CARE TEAM	3
THE NEW SOUTH AFRICA: SOME VIEWS FROM CHILDREN	4
POSITIEWE SELFKONSEPONTWIKKELING: VERSLAG VAN SUID-KAAP	5
HOLIDAY PROGRAMME AT OTTERY SCHOOL OF INDUSTRY	6
LINDA RICHTER: PART ONE OF PAPER ON THE WORLD'S STREET CHILDREN	7
MORE SOCIAL SKILLS SESSIONS FROM DOREEN LANGLEY	10
CHAPTER THREE OF PETER SLINGSBY'S BOOK 'JONTIN'	11
ADMINISTRATION: SCARED TO TAKE A HOLIDAY?	12
AIDS: NATAL REGION DISCUSSES MANAGEMENT	13
AN EX-CHILD IN CARE: REBUILDING MY LIFE	14

Tydskrif van die
Nasionale Vereniging van
Kinderversorgers

NACCW/NVK



Kopiereg © 1991 Die Nasionale Vereniging van Kinderversorgers

Redaksie: Posbus 23199, Claremont 7735. Telefoon/Fax: 021-788-3610. The Child Care Worker/Die Kinderversorger word op die 25ste van elke maand, behalwe Desember, uitgegee. Kopie afsluitdatum vir alle bydrae is die 10de van elke maand. Subskripsiegeld vir NVK lede: R15.00 p.j. Nie-lede: R25.00 p.j. Subskripsiegeld vir agentskappe en biblioteke: R30.00 p.j. Kommersiële advertensies: R3.00 per kol./cm. Betrekking advertensies t.o.v. kindersorg poste is gratis. Alle navrae, artikels, briewe, advertensies en subskripsies kan aan die Redakteur by bogenoemde adres gestuur word.

Redaksiekommissie. Merle Allsopp BA, HDE, NHCRC; Marcelle Biderman-Pam BA (SW) (Hons); Annette Cockburn LTCL, Dip.Ad.Ed.(UCT); Reneé van der Merwe BA (MW) (Stellenbosch). Verenigde Koninkryk: Peter Harper MSc (Kliniese Sielkunde); VSA: Dina Hatchuel BSocSc (SW) (Hons) PSW, MSocSc.

Redakteur: Brian Gannon

Policymakers and Practitioners

With radical changes imminent in all sectors of South African society, our profession is understandably expectant about possible future child care policy. At the recent National Conference there was some hope of discerning future policy directions. A panel of present and future policy-makers were invited to enlighten delegates on this, but though some arrived and spoke and others didn't, conference-goers came empty away as regards future policy. There is a sense in which child care workers and administrators are waiting for somebody to tell them what will happen. How realistic is this?

Social policy for policy's sake is always suspect. It is not service oriented. Rather, it comes from the top, through bureaucracies; it serves expediency, ideologies and budgets rather than people. It is no exaggeration to say that child care, among other social services, has suffered under that sort of policy for decades. But policy which arises out of honest practice is invariably more rooted in reality. And people involved in honest practice are usually in a very good position to offer suggestions regarding policy. Conversely, those who are not thoroughly acquainted with service fields make poor advocates; it quickly becomes obvious that they don't know their subject. In a recent lecture to students of the Diploma in Child Care Administration, Lesley du Toit pointed out the place of *advocacy* as an essential part of child care practice — advocacy for children and families alongside of advocacy for the child care service itself. She quotes Weber who asserts that we need to

know something "about the systems that influence children and youth (and therefore child care as a profession) in this country, and that those systems will not change on the basis of wishful thinking ... Often we seem to expect that the policy makers will beat a path to our doors, tell us what a wonderful job we are doing, and ask us what we need to continue." Things don't happen that way round. It is those who really care about children and child care who must make the first move.

What, though, is the message we take to the policy makers? How articulate would we be standing before them (whoever they may be) today? It seems that in South Africa there have been two stages to go through, and the second was often clouded by the urgency of the first. The first stage was to state what it is we *did not* want. Many organisations and working groups devoted time to this stage, and the welfare field seemed to reach general consensus that we did not want division, discrimination and state withdrawal from budgetary responsibility.

Stage two is concerned with what we *do* want. Clearly this needs to be stated in broad terms (principles of general availability, priorities, key players — state and voluntary agencies — funding, accountability) and in finer detail (standards, staffing, effectiveness). For the child care profession to be able to express its views, individual agencies need to consider their views, so that advocacy is rooted in practice experience rather than ideology.

Of course this is something which Regions

work at, on an on-going basis. It should also be something which individual children's institutions work at, their boards of management, staff teams and certainly the youngsters themselves. Only in this way do we build a real sense of who we are and what we do, of our role and value in the communities we serve and represent, and of the appropriate balance of give and take, of service and need, in our country as a whole.

Join the Team!

The NACCW is in the middle of a membership drive — often simply reminding old and long-standing friends that their membership fees are overdue! Many think that because their organisation is a Member that they automatically have membership. This is not true. Organisations join the Association because they derive specific corporate benefits from membership, and they pay Corporate Membership fees. As such, they have only one vote at Association meetings.

Individuals, on the other hand, derive their own set of benefits from membership of a professional association, and they in turn pay Individual Membership fees which are at present R30.00 p.a.

Any office of the NACCW (see below) will provide you with a leaflet outlining details and benefits of membership. Any office of the NACCW will be happy to receive your membership fee (the current membership year ends June 1992) in return for your membership card — and your enrolment in South Africa's First Team for kids!

National Association of Child Care Workers

Nasionale Vereniging van Kinderversorgers

The National Association of Child Care Workers is an independent, non-racial organisation which provides the professional training and infrastructure to improve standards of care and treatment for children in residential settings.

Die Nasionale Vereniging van Kinderversorgers is 'n onafhanklike, nie-rassige organisasie wat professionele opleiding en infrastruktuur verskaf om versorging en behandeling standaarde vir kinders in residensiële omgewings te verbeter.

NACCW/NVK

National Executive Committee Nasionale Uitvoerende Raad

Nasionale Voorsitter: Ashley Theron BA (SW), BA (Hons), NHCRCC, MICC, 102 Ultra Ave, Bernidino Heights, Kraaifontein 7570. Tel: 021-418-1730 or 021-902-9233.

Members/Lede: Roger Pitt (Border), Zeni Thumbadoo (Natal), Leon Rodrigues (Wes-Kaap), Barrie Lodge (Transvaal), Bobby Chetty (Eastern Province)

Directorate/Direktoraat

National Director/Nasionale Direkteur: Lesley du Toit BA (Soc.Sc), Hons BA (SW), Hons BA, MICC, Posbus 28323, Malvern 4055. Tel. 031-463-1033. Fax: 44-1106.

Regional Director (Transvaal): Di Levine BA (SW) (Hons), MA, MICC, Box 95129, Grant Park 2051. Tel/Fax: 011-484-2928.

Regional Director (Western Cape): Vivien Lewis, Standard House, Fir St. Observatory 7925 Tel: 021-47-9750

Regional Secretaries

Transvaal: Val Lodge, P.O. Box 95129, Grant Park 2051 Phone/Fax: 011-484-2928

Natal: Anne Pierre, P.O. Box 19194, Dormenton 4015. Telephone: 031-28-4187

Border/Grens: Sarah Burger, Posbus/P.O. Box 482, King Williams Town 5600. Telephone: 0433-21932

Western Cape: Joy April, P.O. Box 156, Belhar 7490. Phone: 021-952-3594

Eastern Province: Sister Magdalene, Nazareth House, 10 Park Lane, Port Elizabeth 6001. Telephone: 041-33-1948

Suid-Kaap: Sunet Mocke, Posbus 68, George 6530. Telefoon: 0441-74-4798

Publications Department

Brian Gannon BA(Hons), MA, AICC, P.O. Box 23199 Claremont 7735.

Secretary: Brenda Filmatter.

Please note our new Phone/ Fax number is 021-788-3610 (during mornings only)

Second year Cape Technikon student **Susan Alston** writing on an important child care administration topic

The "multi-disciplinary" team in the institution: its composition, its advantages and management

The application of the holistic approach to child care means that it is not enough simply to concentrate on one aspect of the child, regardless of whether or not that aspect is the child's perceived "problem". The child has to be seen as a complete being, with needs in every area. As a result, a multi-disciplinary team is often composed in order to cover the different areas effectively. While this is potentially a good idea, there are various practical problems which can result in the reversal of the original aim. In this paper, the composition of this type of team, some group dynamics involved in its functioning, and its advantages and difficulties will be discussed.

A complete multi-disciplinary team would consist of people from various fields which have some influence on the child's life. Some examples are the child care worker, who is the child's care giver; a social worker, who is responsible for the child's placement in the Home; a field worker, who works with the child's family; a psychologist and/or psychiatrist, who would deal with various emotional and behavioural problems experienced by the child; a doctor, who is responsible for caring for the child's health; a minister, to care for the child's spiritual needs; and a teacher, who would be responsible for the child's education. This would probably be only a very basic list and other disciplinary fields could be called in for other specific problems, for example, a remedial teacher or occupational therapist.

Origins

This idea of a multi-disciplinary team stems from the concept of a therapeutic community, which originated in the social psychiatry work of Maxwell Jones (1962). It is a product of interdisciplinary communication which is a process of communication across professional boundaries (Thompson et al, 1974). The multi-disciplinary team, like any other group, is made up of persons with different talents and responsibilities. It is a number of people who get together to share some common purpose, interest or concern and stay together long enough to develop a network of relationships in which they are all involved. Recognition of this network brings about the concept of the group, or team (Thompson et al, 1974). Although the team has to work together towards their common goals,

each member must retain his sovereignty as an individual. Nevertheless, each person will be influenced by the prevailing mood of the group, which is something to which he contributes, but cannot control. The concept of the team allows a group of people from different fields to pool their knowledge (Polos, 1965). In order to understand the interaction, it is necessary to take all of the contributions of the different team members and treat them as a meaningful whole. To understand the processes taking place within the group, the express purpose for which the group is meeting must first be considered. Therefore, in a multi-disciplinary team, each team member must be fully informed not only of the desired goals for the child under discussion but also of the child's background history and present progress. When the purposes and goals are realised and accepted by all the members, a framework and context are established. The members are also made aware of what is expected from them and what they can expect from the other disciplinary fields. This awareness can also impose some control over the proceedings of the group.

Control and leadership

It is important that some control and certain limits be set for the group. It has been found (Polos, 1965) that members of any group, of which a multi-disciplinary team would be no exception, experience some degree of anxiety or fear in a situation where there is no leadership or control. Often team members have a negative idea of what a leader is. The leader is seen as someone who knows everything, tells other members what to do, checks up on people and acts as a monitor or supervisor. Epstein (1974) discusses the concept of democratic leadership within the group situation. This type of leader rises out of the group's need in a particular situation. The leader is not appointed by administrators because of particular leadership qualities, nor is he necessarily the one with the longest professional education, but rather someone who is sensitive to the needs of the group and takes the initiative in making the members feel listened to. In a situation like a multi-disciplinary team, the leadership should be shared. This ensures the shared responsibility for the successful functioning of the group. Group failure

cannot then be blamed on the leader's failure. Nor can the group relations be caused to fail because of hostility felt towards the leader. Therefore, depending on what is being discussed at a particular moment, whoever has the relevant knowledge and sensitivity should take the lead and draw the other members into discussion.

Roles

Obviously, in order for this shared leadership to function effectively, there have to be open and clear communication channels between the members of the group. Problems in communication often revolve around the group's perceptions of the various roles. Many professional roles are defined in traditional terms and there is often confusion when expanding responsibilities are not effectively communicated. This can result in role blurring, with one professional feeling that someone from another field is interfering in his line of work and perhaps feeling pushed out of the discussion and decision making. When effective communication is achieved across the professional boundaries, the advantages are great. In the interdisciplinary team many concepts are common to all the professions or to a group of them. For example, the social worker, field worker and psychologist might be concerned with the same aspect of the child's experience; as might the child care worker and the teacher. However, team members need to be aware of the different approaches of the different fields and respect these differences (Shaplin et al, 1964). The aim of a multi-disciplinary team is not for the various members to persuade the others of the value and importance of their particular work, but rather by sharing their perspective, to accumulate ideas over a wide area in the best interest of the child.

A primary worker

This pooling of ideas from the different professions is probably one of the biggest advantages of the multi-disciplinary team, along with the fact that the child then has these various professionals at his disposal. However, having so many different people involved with the child can, as was suggested in the introduction, spoil the holistic approach to the child. There is a great danger of carving the child up into pieces that are relevant to the different professions. One way to reduce this danger would be to have one central person, probably the child care worker for practical reasons, who monitors the needs of the child, feeds them to the various professions whose help is then channelled back to the child via the child care worker. This can either be done directly, for example, if the psychologist feels the child needs a positive reinforcement regimen, the child care worker can be taught the necessary skills to apply this to the child; or it can be done indirect-

ly, for example, if the occupational therapist feels that the child needs to develop muscle co-ordination, the child care worker can explain the situation to the child and accompany him to the sessions.

This danger of splitting the child up is a problem in the functioning of the multi-disciplinary team. There are also various practical problems which occur when different people get together to discuss a common situation from various different aspects. These are in the actual sharing of work and ideas (Thompson et al, 1974). One of the conflict areas arises from the confusion of how the various parties should relate to one another. It is fairly easy for the meeting to end up where one particular profession comes across as the "teacher" and the others are the "pupils". This can cause conflict and territoriality. It is important for the team members to remember and to be reminded occasionally that they all belong to separate professions with different practical and theoretical training, all of which are important to the effective functioning of the team. Each person needs to have respect for his own and everyone else's profession.

Team functioning

As a human organisation, the team is subject to many stresses and strains. The internal health of the team depends largely on its ability to cope with external pressures (Shaplin et al, 1964). The team cannot function effectively while its members are battling between themselves or sinking beneath large work loads. Team members may not necessarily be attracted to each others' personalities, and it is not necessary to have socially similar people on the team. However, members must always retain respect for one another. On the other hand, unity and mutual respect is not a formula for effective functioning — a team can be happy yet unproductive. As well as internal co-operation, each team member must understand the team goals and the reason for the course of action planned to achieve those goals. Also, everyone on the team must know his worth and must feel that he has had the opportunity to discuss, understand and contribute towards the plans to achieve the goals (Epstein, 1974). If some member of the team goes wrong, it is not the job of the team to ostracise or exile that person, but to keep the losses to a minimum and prevent the errors from recurring. The erring member needs to be brought back into the framework of effective team functioning.

Conclusion

In summary, there need to be certain commitments by each of the team members if the traditional conflicts are to be avoided in the group interaction. Firstly, every therapeutic technique discussed must be evaluated from the point of view of its ef-

iciency as a treatment in the particular situation, rather than from the standpoint of its identity with a particular person or profession. Secondly, every member on the team should be expected and encouraged to give whatever information he can offer that is relevant either to the particular therapeutic technique being discussed or to the child's particular situation. Thirdly, the age of the person proposing a view must be seen as irrelevant; the professional background of the proposer must only be considered as it pertains to the nature of the person's professional training if that is relevant for the carrying out of a specific task. Fourthly, every meeting should have some time during which the strengths of the team members are pointed out so that each member is always aware of his own value on the team and the value of the other

members as well. Lastly, everything possible must be done to ensure that the child is considered as a whole person and any professional help offered must be co-ordinated in such a way that the child will not feel that he is being split up into various different pieces.

Bibliography

- Epstein, C *Effective Interaction in contemporary Nursing* 1974, Prentice-Hall
- Jones, Maxwell, *Social Psychiatry in Practice*. Pelican, 1968
- Polos, N.C. *The Dynamics of Team Teaching*. 1965, Wm. C. Brown Company.
- Shaplin, J et al (ed). *Team Teaching* 1964, Harper and Row.
- Thompson, S et al. *The Group Process as a helping Technique* 1974, Pergamon .
- Tossell, D et al. *Inside the Caring Services*. 1986, Edward Arnold.

New South Africa Anxieties



about what we do in our room/s. I want to be free in conversing with him without any language barrier. Sometimes your parents are illiterate but even if your parent is illiterate, it is rewarding and exciting to the parent to realise that my child can speak a foreign language."

* * *

Aubrey: "I want to train Karate."
Principal: "Why Aubrey, you want to train Karate?"
Aubrey: "Because I want to protect myself even if someone could charge with a knife or gun I'd know that I can protect myself."

I also want to enrol in Afrikaans speaking school so that I can be able to be at home with the two languages English and Afrikaans because we are getting the New South Africa."
Principal: "What is happening in the New South Africa i.e. what is your understanding of New South Africa?"
Aubrey: "I know that Whites (Abelungu) and Blacks (AmaXhosa) would be united. If you speak Xhosa no one would care about you as the majority of the people would be speaking English/Afrikaans. Because we realise that the language people care about or care to speak in English/Afrikaans."

— **Pumla Mncayi**
 Masikhule Children's Home
 Cape Town

Andile: "Principal, could you allow me to attend school at the nearby coloured school?"
Principal: "Why all of a sudden now Andile?"
Andile: "I see that I get older and developing but, my English and Afrikaans is no better, I therefore want an improvement. To me it is not sufficeint to get to know the language at school only. I would be jolly and happy if I could get the lee way to converse in either English or Afrikaans."
Principal: "Do you mean you only realise now that you also have to speak other languages?"
Andile: "I realise that time is moving, this era is such that one converses in English/Afrikaans or sometimes we receive a visitor who does not understand Xhosa, yet he would like to know

Die 1991-klasgroep van die sub-streek Suid-Kaap doen verslag oor 'n opdrag wat as deel van Module Een van die Basiese Kwalifikasie in Kinderversorging aangepak is. Die Studieleier was **Niel McLachlan**

Positiewe Selfkonsepontwikkeling by Kinders : Enkele Praktiese Wenke vir Kinderversorgers

Ons as klasgroep is werksaam as kinderversorgers by verskeie instansies in Suid-Kaap. Die eerste module van die Basiese Kwalifikasie in Kinderversorging (BKK) het op 15 Mei 1991 'n aanvang geneem. Een van die werkwinkels in die module, "Die effek van verwaarlosing" het ons as kinderversorgers opnuut weer onder die indruk gebring van die bese kringloop waarin die kinders wat aan ons toevertrou word, hulle dikwels bevind. Op grond van die werkwinkel het ons besluit om 'n gemeenskaplike probleemarea by die kinders van die onderskeie instansies in ons streek te identifiseer en om deur middel van 'n klasgesprek te besluit hoe om die probleem dan in die praktyk aan te spreek. 'n Klasopname het getoon dat negatiewe selfkonsep 'n gemeenskaplike probleem is. 'n Groot aantal van die kinders by die verskillende instansies voel dus dat hulle geen waarde het nie. Ons besef terdê dat dit 'n baie komplekse probleem is wat professioneel aangespreek moet word en daarom is ons doel met die artikel slegs om enkele van ons klas se gedagtes met ander kinderversorgers te deel. Alhoewel daar baie meer gesê en gedoen kan word in terme van selfkonsep as wat in die artikel vervat word, glo ons dat ons langs hierdie weg as kinderversorgers 'n bydrae kan lewer om kinders te help om beter oor hulleself te voel.

Verantwoordelikheid

Die kind met 'n negatiewe selfkonsep moet die geleentheid kry om verantwoordelikheid vir sy/haar eie lewe te aanvaar. In die praktyk beteken dit dat die kind toegelaat moet word om of saam met die kinderversorger of selfstandig besluite te neem.

Praktiese voorbeelde:

- so ver prakties moontlik kan die kind by toelating tot die kinderhuis of kindersorgskool die geleentheid kry om self te kies op watter bed om te slaap;
- die adolessente meisie kan self besluit oor haar haarstyl en grimering en sy kan saam met die kinderversorger besluit oor die aankoop van nuwe klere; en
- in oorleg met die kinderversorger kan die ouer kind gelei word om self miktante ten opsigte van skoolwerk te stel.

Geleentheid tot sukses

Dit is baie belangrik dat die kind met 'n negatiewe selfkonsep die geleentheid moet kry om in een of ander gebied suksesvol te wees. In dié opsig kan die kinderversorger soos volg te werk gaan:



- stel vas wat die kind se belangstelling is;
- probeer om die kind binne sy bepaalde belangstellingsveld by die een of ander aktiwiteit betrokke te maak; en
- verseker sukses in die aktiwiteit.

Praktiese voorbeelde:

- die seun met 'n belangstelling in elektronika kan verantwoordelik gemaak word vir die TV-stel in die wooneenheid en ook vir die herstel van stukkende krag-proppe;
- die meisie met 'n aanleg en belangstelling in kuns kan gevra word om plakkate te maak om die wooneenheid mee te versier; en
- 'n ander kind kan weer gevra word om te help met die tref van reelings vir 'n partytjie.

Konsentreer op die positiewe

Aangesien die kind met die negatiewe selfkonsep hom/haarself dikwels as 'n totale mislukking ervaar, is dit baie belangrik dat daar op die positiewe eienskappe in elke kind gekonsentreer moet word. In dié verband kan die kinderversorger met die wooneenheid se inwoners in groepsverband werk. Sodoende kry elke kind die geleentheid om op sy/haar eie sowel as ander se positiewe eienskappe te konsentreer.

Praktiese voorbeeld:

- verduidelik aan die groep dat elke mens

goeie en slegte eienskappe het en dat dit ook waar is vir elkeen van die groeplede. Geen mens is dus net sleg nie;

- elke kind moet nou van elke ander kind in die groep ten minste een goeie punt neerskryf, bv. Susan het mooi hare, Jan speel goed rugby, en Pieter is baie vriendelik;
- die geskrewe opdragte kan nou op 'n sentrale punt in die wooneenheid opgeplak word;
- doen nou 'n beroep op die groep om so ver moontlik slegs op mekaar se positiewe eienskappe te konsentreer; en
- verdeel die inwoners van die wooneenheid in twee spanne en hou 'n kompetisie om vas te stel watter span die minste negatiewe dinge van mekaar en hulleself se.

Slot

Positiewe selfkonsepontwikkeling is vir ons as kinderversorgers baie belangrik omdat ons glo dat die kind wat goed oor hom/haarself voel, ook gemotiveerd is om 'n sukses van die lewe te maak

Department of Health Services and Welfare

POST A: **Principal Care Officer** (Two posts)

*Valleyview Place of Safety, Clare Estate, Durban *Greenfields Place of Safety, Dalton (Northern Natal)

Commencing salary **R21 816** per annum

POST B: **Senior Care Officer** (Three posts)

*Valleyview Place of Safety, Clare Estate, Durban (Two posts)
*Greenfields Place of Safety, Dalton (Northern Natal) (One post)

Commencing salary **R23 928** per annum

POST C: **Care Officer**

Valleyview Place of Safety, Clare Estate, Durban

Commencing salary **R18 447** per annum

Requirements: ALL POSTS: *A junior or equivalent certificate PLUS POST A. *At least eight years' appropriate experience. POST B: *At least five years' appropriate experience.

Note: POST A: *Candidates will be expected to work on a shift basis. POST C: *The successful candidate will be required to perform night duty on a shift basis. *Applications must be submitted on form Z 83, obtainable from any Public Service department and should be accompanied by certified copies of qualifications.

Applications, stating reference number 36779/CCJ, to the Director General, Administration: House of Delegates, Private Bag X54330, Durban 4000.

Enquiries: Mr P. Pillay, tel. (031) 327-0911 ext. 2204.

Closing date: 30 September 1991.

THE
PUBLIC
SERVICE

where quality counts

SSK&B RECRUITMENT 36779

Child care workers, social workers and parents throughout South Africa often wonder what happens to energetic teenage boys who have to spend their vacation at an institution. In the past the pupils of Ottery School of Industry were usually confined to the institution where they had to carry out the immense task of spring-cleaning the premises. As a result of entirely new management initiatives, the child care workers were given the latitude to transform the June vacation into an enjoyable period for the disadvantaged group of boys who had to spend their holiday at the School of Industry. The team of Child Care Workers, many of whom recently successfully completed Module III in the BQCC course, were drawn into the process of planning and negotiating in order to implement the June holiday programme. They were given the opportunity to apply the theoretical knowledge and skills with which their training sessions equipped them, as well as using the valuable contacts at various institutions built up during these sessions.

Care workers involved

Child care workers at other children's homes or places of care will probably wonder why we at Ottery are so proud and making such a fuss of the holiday programme. The answer is quite simple: this was our very first programme where the child care workers were part of the actual planning process and where they could take responsibility for implementing such a programme. The programme was intended to keep the boys happy and busy for the full three weeks. This awesome task of converting sad faces to smiling faces was accomplished through a high level of co-operation and a team spirit that was evident throughout the holiday.

Leisure and education

The leisure time activities that were planned for the boys had a strong component of education, recreation and improving life skills. The holiday started off with a visit to Kenilworth Centre where the boys attended a careers exhibition presented by Athlone Technical College. Here they were given the chance to see the practical implementation of some of the technical skills which they are taught at the school. The interesting part of this visit was that the boys paid more attention to the products of the cake decorating demonstration than the models of construction sites and engineering models! After attending the careers exhibition they were given the opportunity to walk around in the shopping complex as all normal teenagers do. The child care workers were confronted with the challenge of teaching boys coming from the rural areas the basics of city life. The simple activity of stepping onto an escalator became a task of learning and teaching.

Robert Prince, former Treasurer of the NACCW's Eastern Cape Region, now newly-appointed Social Worker at Ottery School of Industry in Cape Town, writes on greater empowerment & involvement of child care workers

Child Care Workers Plan a Holiday Programme



Sport

Sport was very high on the agenda of planned activities and all of the seventy boys were drawn into the rugby and soccer matches which also involved a group of youngsters from the neighbouring suburbs. The matches were all competently handled by the child care workers who are normally excluded from the sport function which is exclusively handled by the teaching and technical staff. It is hoped that these efforts will be recognised and that increased responsibility and active involvement will be allowed to the child care workers in an institution where they are still often referred to as "toesighouers" and "opsigters".

Varied events

Another enjoyable event for both workers and boys was a braaivleis held at Strandfontein, a nearby beach, where everyone was afforded the opportunity of getting to know each other outside of the institutional framework and parameters. Regardless of the inclement weather the boys thoroughly enjoyed their first main meal served in the great outdoors. The rehabilitative and therapeutic component of the school was not neglected or lost in the spirit of fun and games. The boys were involved in a programme presented by a social worker and students from NICRO (National Institute for the Prevention of Crime and Rehabilitation of Offenders). The programme's focus was not solely geared at the juvenile offender but also placed a great deal of em-

phasis on negative group membership and gangsterism. When 'rain stopped play' and two successive days of rugby and soccer had to be cancelled the boys were entertained in every teenage boys paradise — a game centre. Accompanied by their child care workers they spent an afternoon in a game centre where they could savour the technological video delights that seem to intrigue our youth. The afternoon's fun did not even affect the institutions tight budget as it was made possible by donations from the staff as well as the management of the game centre. Since game centres often attract negative criticism, it is useful to note that the better-run, larger centres are not necessarily the haunts of undesirable elements, as the child care staff were pleased to learn. Thus we were all able to spend an enjoyable afternoon out of the cold, wet Western Cape weather. This activity largely illustrates the necessity for flexibility and understanding in youth care — more so in the case of our troubled youth. Every successful programme allows time and place for religion. Each day was started with a devotion and worship in the form of singing which the boys normally do with great enthusiasm.

Social function

The successful holiday programme was characterised by good behaviour from the boys and almost no abscondment. Their positive behaviour was rewarded when they were allowed to attend a dance at a School of Industry for girls. The function was arranged by the child care staff of both institutions and proved to be a highly successful venture. The success was evident in the amount of interaction which took place between the boys and girls from the two schools, and also the addresses which were exchanged during the course of the evening! The encouraging part was that most of the child care workers were prepared to sacrifice their own leisure time to accompany their boys on this much-deserved outing. It is these sacrifices which very often go unnoticed but bear witness to the level of commitment and dedication of child care workers all over, and distinguish them as a special breed of people.

The age old adage "The devil finds work for idle hands" will have the devil finding no idle hands at Ottery School of Industry if the child care workers continue to arrange such activities for their boys. The success of the recent holiday programme will provide the necessary motivation to try again and firmly establish Child Care as a worthy profession. It will also serve to motivate those workers who refuse to acknowledge the benefits of further training to attend the BQCC courses and improve their service delivery. One small step for Child Care nationally; a giant leap for Child Care Workers of Ottery School of Industry.

We are publishing in two parts the paper presented at the First National Workshop of STREET-WISE in 1990, by Professor Linda Richter of the Institute for Behavioural Sciences, University of South Africa

STREET CHILDREN IN SOUTH AFRICA

General theoretical introduction: Society, family and childhood

Street children are not unique to South Africa. Throughout history, and all over the world even today, some young children, if they are to survive, are forced to fend for themselves. However, in trying to find the common threads between street children in South Africa today, and dislocated children throughout known time and all over the world, I don't want to deny what is very unique about the situation of street children in South Africa. The uniqueness comes from the history of colonisation of this country, and the perpetuation of political and economic power relationships, on the basis of skin colour, through legal and social oppression.

Because this is such an encouraging and historic occasion for all of us involved in Street-Wise, what I want to do in this talk today, is to try to focus our attention on some of the universal as well as on some of the particular features of South African street children. I would like to take this broad view because I was very inspired by what I found in Brazil — that the street children movement (which began a little earlier than here) has, in fact, gone far beyond where it started, and has instigated wide-ranging, legislative changes in children's rights and in models of child care at all levels of the society (Unicef, 1989a). It is likely that the street children movement will have dramatic effects on child care in South Africa as well; consider, for example, the registration of some of the shelters as children's homes, and the criticism of involuntary institutionalisation of street children in "industrial schools".

During certain times in history, the numbers of children on their own have periodically shown dramatic increases. However, there has never been a time nor is there a place where this situation is regarded as "normal" or acceptable. In all instances of children trying to survive without adult protection and help, we are alerted to the unnatural (or excessively distorted) material and social conditions in which this occurs. For example, millions of children were abandoned or left homeless in Europe during and after World War II (Langmeier & Matejcek, 1975). Sometimes, the distorted social conditions giving rise to dislocated children are not as dramatic as a war, and they remain unrecognised, or at least unacknowledged, for a

long time. This is what I believe happened with street children (and, in fact, all categories of vulnerable black children) at least up to the point, at the beginning of the 1980's, when the informal (or voluntary) street children movement began here.

The recognition of social conditions which force children to live outside of family support as abnormal, is the reason why we are all here today. This recognition elicits from us a desire to intervene, to help — to try to prevent and restore the negative effects on the children who are the victims of these kinds of circumstances. Nonetheless, as it is possible to do more harm than good, despite one's original good intentions, we have to make every effort to achieve a solid understanding of the problem that we're trying to tackle. As you'll see, from what I am going to go on to say, it is never easy to understand complex social problems and, in fact, one never reaches a final understanding, mainly because the problems themselves change and evolve with time and changing conditions. Thus, we will forever go on learning about street children and every year at the Annual Street-Wise Workshop, we will probably (and hopefully) change our understanding of the children and of their needs.

All children on their own, in all parts of the world, and in all times, raise issues about society, about family life, and about the nature of childhood. Perhaps we should consider each of these in a little more detail, especially in terms of what they can reveal to us about street children.

Society

In most instances of child dislocation on a large scale, we find extreme material conditions. The common themes in these extreme conditions are firstly, that parents and families are uprooted from their traditional homes and secondly, deprived of their traditional means of economic survival; be this because of war, oppression, inequality, industrialisation and urbanisation, or any other factors. These extreme conditions frequently result in severe shortages, shortages which comprise hard poverty (shortages of food, clothing, housing, money, schooling, health care and other necessities). Under conditions of scarcity, traditional or usual forms of social organisa-

tion come under pressure and sometimes break down. Many people and communities in these circumstances react with fairly well-recognised types of response and adjustment, and I will talk about the two extreme ones (Brooke Thomas, Paine & Brenton, 1989):

The first type of response is *adaptive* and consists of increases in creativity (exploration) and social support. That is, people band together, their social ties become stronger, they help each other and share what they have amongst all. At the same time, they try new and creative ways of living and surviving. They find new ways of making money, they make dwellings out of available materials, they try new, non-traditional foods, which are more available or cheaper, and so on. This increased social support and innovation has been described by some observers to exist in the social and family conditions in areas of extreme hardship in South Africa, like Crossroads (Reynolds, 1989). It is likely then, that some poor South African children who go to work in city areas do so from their own and their family's desire to "pull together" in this way to meet the basic needs of both the child and the family.

This "pulling together" by the family, parents and children, is regarded as one of the major factors involved in the prevalence of street children in Brazil (Sanders, 1987) where, in particular areas, studies have shown that children contribute to nearly half of their family's income, and that the family could not possibly survive economically without the financial contribution of the working children (Carraher, Carraher & Schliemann, 1985). This situation is almost certainly true, also, of some of the families of children we see working on South African streets.

This response of creativity and social support was probably also the reason why many young people left home, for example, during the period of American colonisation. They took it upon themselves to risk the future and they went to seek their fortunes. Once they had achieved success, they returned home with their profits, or they sent money home, to help improve the circumstances of their immediate and extended families (Libertoff, 1980). The same trend also occurred in post-industrialising Europe and the United Kingdom, at the turn of this century, when large numbers of young men and women left poverty behind them to seek a better life in the colonies in Asia, Australia and Africa. I am convinced also that some of the children we see working on South African streets do so out of a motivation to seek their fortune and find a better life than the one to which they would be destined if they stayed at home in a rural area or a poverty-stricken homeland. There is a Unicef report from Ethiopia, for example, which describes families who pool all their money to be able to afford the bus fare for one child to go the city and try and

either make a life for himself and/or be able to earn sufficient to send money or goods back to the family (Raundalen, 1987).

The second major type of response is *maladaptive* and involves a shift from a social- to an individual-needs orientation; that is, people become concerned only with themselves, with their own survival, and with the satisfaction of their own needs, regardless of the needs of other people, including the young, old, sick, or otherwise vulnerable members of the society. Social ties are eroded and break down, including the normal bonds of affection within the family, and the parental bonds of responsibility towards children. Antisocial behaviours such as theft and violence increase in such communities, as does social pathology of all kinds — like alcoholism, and child abuse and neglect. People feel helpless and hopeless; as if there is nothing they can do about their situation, "life is just the way it is". Under these circumstances, children are evicted from the home as unwanted or driven away by the cruelty or lack of concern of their caregivers. This picture certainly applies to many of the South African street children whom child care workers have come to know in the voluntary shelters.

Between these two responses lie all varieties of adaptation that cannot be as systematically categorised as the extremes. Sometimes the two types of response exist side by side, as I have seen in Winterveldt. We don't really know why some people respond in one way, and others in another way, but several social and cultural factors affect the development and maintenance of adaptive vs. maladaptive responses. The most important of these are supports for family life that arise in strong cultural traditions or religious affiliation. Amongst other things, these kinds of beliefs and systems of practice bind parents and children together in mutual help and support to deal with the hardships they experience. Political awakening and realisation, what is called "conscientising", also has the effect of maintaining group and community cohesion, by making people aware that their problems are not all the result of inevitable forces or their own failure, but, more usually, arise out of their systematic exclusion from opportunities by other powerful groups in the society.

Nonetheless, regardless of how children come to be on the street, whether to help their families or by eviction, once there they need help and protection to prevent them from coming to harm. Children are most especially harmed on the streets by the harsh physical conditions, by violence and harassment, by labour exploitation, by absorption into criminal networks, and by the denial of their right to receive an education that will equip them to achieve a better life. Street-Wise is, of course, attempting to stop the harm done to children on the streets, and to provide them with the kind of educa-



tion best suited to their abilities, their desires and their needs.

Family Life

The family, in one form or another, has existed from time immemorial, and in all societies, as the main socialising unit for children. In the 1960's there was a trend in Europe and North America to denounce the family and predict its demise. This has not occurred, although the forms of family life are changing radically as parents face new challenges in rapidly changing societies.

All over the world including in Africa, industrialisation and urbanisation have brought about the "nuclearisation" of the family (Clignet & Sween, 1971). In addition, in urban environments, divorce rates have soared and it is estimated that in the United States of America, and in South Africa, nearly half of all marriages will end in divorce. At the same time, serial marriages and serial relationships are on the increase (Brody Neubaum & Forehand, 1988), as are female-headed households. About one third of all Afro-American households (Kenyatta, 1983), and of all households in Africa (Kayonga-Male & Onyango, 1984) are estimated to be headed by women, without men. My own work in urban South African townships, indicates that about 20% of households are female-headed (these are usually multi-generational families), and that the father is absent from about 40-50% of the homes in which the mother and child(ren) live (Richter, Griesel & Etheridge, 1986). In rural areas, where migrant labour is the basis of the economy, men (and sometimes mothers, as well) may be absent from the majority of homes.

In addition to these changes, women have begun to enter the workforce in very large numbers, precipitating a crisis in child care, which cannot be resolved by available facilities. For example in South Africa, Cock, Emdon & Klugman (1984) found that more than 50% of black working women were

back at work before their babies were six months old.

We cannot turn the clock back; we cannot make happy "mommy-daddy+children" families simply happen. However, we must be aware that the changes in the family have brought with them innumerable stresses for which there are not yet sufficient societal supports, like good child care facilities for working women. In South Africa, for example, we have come across cases where stressed and desperate mothers have taken their teenage sons to the police station for a "hiding" because they cannot control their children, or asked that they be sent to a reform school to teach them a lesson. Some street children in South Africa are, in this way, victims of our society's failure to assist and support single parents in their care of their children.

Whatever the changes and the shortcomings of the family, there are very few instances which justify long-term institutional care of children. Throughout the world evidence has been found for the negative effects on children of being reared in institutional environments (Rutter & Quinton, 1981). The most important of the effects isolated is the inability of many previously institutionalised children to adapt to the open society. When they reach adulthood, many of them seek employment and housing within institutional settings, like prisons, mental hospitals and most commonly in the institutions in which they were reared.

In our own work with street children we must resist the temptation to want to replace a child's family, especially because we feel much more needed by the idea of a child on his own. It is my conviction that the major challenge to be faced by informal shelters for street children in the near future is two-pronged: Firstly, how to avoid becoming institutions which give rise to all the usual negative institutional effects on children and secondly, how to rehabilitate children into

family life, either their own families or suitable foster-families.

Childhood

Childhood has not always been a time to go to school and play, and young children have not always been as emotionally precious to parents as they are now. In fact, the degree of emotional investment that parents have in their children seems to be directly related to childhood mortality rates (Zelizer, 1985). It would appear to be a protective mechanism that the more vulnerable children are, the less parents invest emotionally in them. Today in the rich industrialised countries, most people are likely to have only one or two children, often becoming frankly sentimental. This was not true in the past, and is still not true in many poor countries. For example in Afghanistan in 1986, a third of all children died within the first five years of their lives. In the same year in South Africa, 10% of all children died before their fifth birthday (Unicef, 1988).

Today we hold the ideal that all children should be "allowed a childhood", implying a time free of responsibility, for learning about the world through play. However, in addition to playing, children in agricultural societies have always worked and have always carried responsibility for part of the household economy. They worked alongside their parents in the home and in the fields, and they learned the most important life skills through observing and participating in the work of the family and community. Many children in poor communities still work — they fetch water and firewood, clean the house, and look after younger brothers and sisters. No one would consider such work to be "bad" for children and, in fact, many Western social scientists have begun to argue that children in rich industrialised societies feel alienated because they are excluded from household and community work; as a result of which, some "psychologically aware" parents make their youngsters do some work in the home; not out of necessity, but for the "moral good of the child" (Goodnow, 1989).

There are, however, several conditions which make child work unacceptable, no matter where it occurs. Among these are: work which harms or endangers children; work which precludes the opportunity for formal schooling and/or training; enforced labour in factories or farms, and exploitative labour in terms of hours, nature of work or remuneration. Another one of the great challenges to the street children movement in South Africa is going to be the development of income-generating activities as part of education and rehabilitation programmes. For example, in Brazil all street children programmes include some kind of co-operative earning activities, in recognition and support of the children's need to work and assist their families. It is, in fact, a deliberate attempt to reinforce the child's place in family life (Unicef, 1989b).

Five Years Ago

For those who weren't around then, a glance at our August 1986 issue

The **Editorial** looked at the issue of unionised child care, reviewing a paper by Natal University's David Basckin which suggested that to end child abuse one had first to end *staff* abuse. "Perhaps," mused the Editorial, "management is fortunate that the undervalued child care workers don't stay around long enough to unionise."

An article from **Ernie Nightingale** drew the analogy between a family involved in a car accident (and the attendant rescue, medical and rehabilitative services) and a family involved in a crisis which may result in social trauma and separation. Some challenges are issued: Are we as well-trained as, for example, emergency room staff? Do we distinguish critical cases carefully enough, or do we send all our patients into a general ward? Do we discharge our patients once they are healthy? Do we have a system of out-patient treatment so as to avoid unnecessary separation from families?

'n Vertaling van 'n referaat wat deur **Peter Righton** by 'n onlangse NVK Konferensie afgelewer is, *Die Taak van die Kinderversorger*, dring aan dat ons nie dwangbuisse maar wegwysers moet voorsien. Righton waarsku dat die kinderversorger kan nie (en moet nie) ouer speel nie, alhoewel hy/sy baie van 'n ouer se take verrig. Die versorger moet eenvoudig een van 'n breë verskeidenheid volwassenes uitmaak ("Ek sou graag die term 'volwasse volwassene' gebruik...") Twee belangrike

take: 1. Om 'n innige en responsiewe omgewing vir die kind te skep; 2. Die konstante hernuwing en hersiening van sy intieme kennis van elke kind. Dit is moeilik bekombaar en dit hang van konstante waarneming en akkurate vertolking van ons waarnemings af.

Writer **Alan Paton** featured both in a review of his book *Diepkloof* (Paton spent thirteen years as head of a reformatory), and in his moving short story *Ha'penny*, which we published with his permission.

With **Dina Hatchuel** as our guide, we paid a 'visit' to Beechbrook, a multi-service children's agency in the USA. What was saving this agency from the widespread tendency towards de-institutionalisation was its firm commitment to *family*-based work. In fact Beechbrook only accepted children who had a stable parent or parent figure at home who could participate in the programme. Creative models included day services, 5-day and 7-day — and weekend-only — residential care.

The issue ended with a helpful feature *Working with Play* by **Bernard Altman** which emphasised the value of play in reaching many of our treatment goals in institutions. Not only are there natural motivational, developmental and communication potentials to be tapped in play, but given the opportunity, "children can use symbolic play to resolve or master conflicts which are otherwise passively endured."

PRINCIPAL

Othandweni Infants Home

The Durban Child and Family Welfare Society requires the services of a dynamic person with strong leadership qualities and fluent in Zulu to take up the position of Principal at our Children's Home in Lamontville.

The Children's Home, accommodating 120 children from birth to the age of 6 years, provides a home for abandoned babies and other children in need of care. The Home has a staff complement of 52, including trained nursing staff, child care workers and domestic workers.

The successful applicant will be responsible for the overall management of the home which will include personnel and financial management. A Social Sciences Degree, Management experience and training will be recommendations. Salary is negotiable and membership of Medical Aid Scheme and Pension Fund are offered.

Please apply in writing to: The Director, The Durban Child and Family Welfare Society, P O Box 47569, Greyville, 4023.

Purposeful, remedial and competence-building groupwork is the very stuff of residential child care work. In this month's article **Doreen Langley** of St George's Home in Johannesburg considers two further session plans

More Social Skills Groups

Last month I described a number of the sessions in a social skills programme for adolescent boys in a children's home. In this article I include further suggestions for this type of session.

I: Knowing your local community

Objectives: To be able to interact within local community. To be able to give directions. We have noticed with most of the boys in our care that they are unable to give clear directions as to how to get to a friend's house, a local club, even their own school. Often they are totally unaware of street names, area names or suburbs, and with some, even their left from their right! As we have recently moved into an area which is new for most of the boys, we decided to use these sessions to incorporate *life skills* as well as social skills — and to master this particular life skill before the end of this term.

Activity: The names of the following places will be written on slips of paper:

Primrose Library
Primrose Fire Station
Primrose Police Station
Primrose Methodist Church
Primrose Spar Supermarket
Bennies Shoe Store
Primrose C.N.A.
Primrose Post Office
Primrose Standard Bank
Primrose Wimpy Bar

Each boy (or pair, if they choose to work in pairs) will be asked to draw one slip of paper (already folded and placed in a box). The idea is for each pair physically to walk to the place they have drawn, noting on the way street names, left turns, right turns, robots, stop streets, etc. If the actual locations are not known, the boys must ask local inhabitants for directions and not anyone within the Group Home. On their return to the they must draw a map giving all details of "how to get there". Once all the individual maps have been completed we will then as a group attempt to draw one large map covering all the destinations. Hopefully other places of interest will have been noted on their journeys, for example, the tennis courts, Town Hall, Old Age Home, etc., and these can be marked on the map as well. We will encourage them to use a street map of the local area at this point. On completion of the map we will verify their accuracy by taking the combi on a tour

directed by the boys and their maps. This activity will have to be run over more than one session, but our aim is to make it a fun time together, to get the group to see how individual efforts can contribute to a group goal, and hopefully it will make them more aware of (and competent within) their own immediate environment.

II: The Island Affair

Objectives: To examine personal values and morals. To understand the moral aspects of decision-making. To envisage possible consequences of decisions. To learn tolerance of others' attitudes.

Activity: This session makes use of an imaginary case study to help group members see where their values lie. There are no specific formulas to apply beyond the principle of the worth of the person as a person.

An illustration is drawn on the Flip Chart:

- There are two islands in the middle of the ocean. On one there is a girl A and on the other there is a guy B. These two young people are very much in love, but there is no way for them to get together to be married. (Sharks in the sea, distances too far to swim, etc.)

- Also on the island with A is her mother C. Daughter asks mother: "What should I do?" (explaining the situation). Her mother replies: "You will have to wait. Things will work out."

- A remains torn emotionally because of her love for B and she doesn't know what to do. She then learns that also living on



"Your mother thinks it's time we had a chat about the 'Facts of Life' son."



her island is a man D and he has a boat.

- A goes to D and tells him her problem and asks if she can use his boat. He demands R100.00. "I don't have any money," says A. D then makes this offer: "If you will make love to me, I will give you the boat." A, really disturbed and wondering what to do, leaves D.

- After much thought, she returns to D and agrees to his proposition. Thus A gets the boat and goes to B.

They are making their marriage plans and A says "I have to be honest with you: in order to get this boat to come over here, I had to make love to a fellow on the other island." Upon hearing this, B stops, looks at A and says, "How could you do such a thing? I can't marry you."

- A leaves B and returns to her home. (Optional: Another character may be added to B's island. This fellow is E. He hears about the situation and says to A: "I don't care what you've done, I'll marry you.")

Discussion: Encourage the group to rate from Best to Worst the reactions of the people in the story. On the flip chart write down the suggested ratings such as: C best ...A ... B ...D worst.

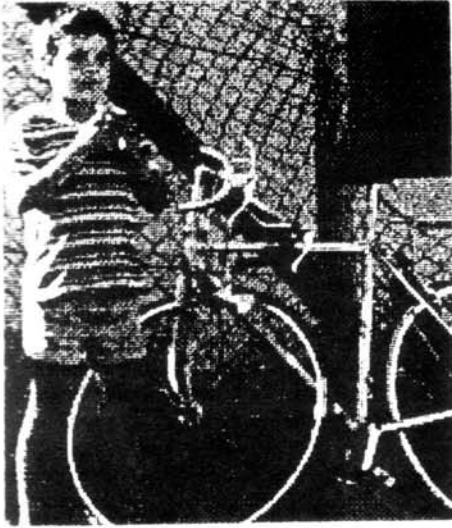
Ask the youngsters to justify their ratings. To promote discussion, a number of leading questions are helpful. "What was most important?" "How did you feel about A, B, C and D (and E)?"

"How would you define love?" "What could they have done?" "What would you have done as A, B, C, D or E?" "Why do you think A and B acted the way they did?" Use 'what if ...' situations.

Themes for closing may include:

- Love is more than emotions — it is responsible action.
- Wrong and right ... principles which are determined by more than motives and are necessary in an orderly society.
- A central issue: people are people not things, and they do not always conform to our own values and standards.
- It is essential to consider and build our values and standards now for the future. What would the boys, for example, expect from a future wife — and vice-versa?
- What about mistakes made in the past? How did the consequences of those mistakes affect their values?

The Editor would welcome contributions which develop this level of practice.



CHAPTER THREE

Jontin

PETER SLINGSBY

TUESDAY

Lungs (Part Two)

That's when I suddenly thought about Cyril and his bicycle and Jontin and his bum at the fire, and Hansie and his sock and Wesley's mother and Gareth and even Sancho's gang. I knew they were all at school (except Wesley's mother), and I wondered what they were doing, and I wanted to be with them whatever they were doing, even if Mr Gregory was chasing them around the field. I didn't want to be in this cell any more, in this game with Doppie and his knife.

Glezenti stood on the table, dead still, while Doppie held up his knife, and I thought I was going to mess in my pants. At first I didn't like Doppie, then he had scared me, but now I thought: he's gone nuts. We're locked in a cell with a guy with a knife who's gone off his trolley. "Now, Glezenti," he said softly, and Glezenti took his shirt off. He was standing on the table, shivering.

I mean, I was behind him, I could see his legs shaking. What next, I thought. All I could think of was the story Marc told me, about this time last summer when he and Jontin and Elrico were working in this old whitey's garden. This whitey had a big son, a teenager or something who kept shouting at them to work harder every time they just looked up — a real larney. Well, the story goes that the old guy went out and this son of his, they said he had red hair and funny green eyes, made them go in the garage and take their clothes off and show him their willies. They thought it was a big joke, but I wasn't in a joke now and I was wondering if I could get round the table to Bertram to ask him to stop Doppie from whatever he was thinking of doing next.

"Did I tell you to go through the window?" Doppie asked. Glezenti started to cry again. Doppie picked up his shirt and started to tear it up. "Did I tell you to?" he asked again, so quietly that I almost couldn't hear him. Well, we all knew that Glezenti was a bit deaf so he leaned for-

ward and said "What?" At that moment we heard footsteps outside and the door rattled. Glezenti was off that table faster than the lock turned.

One of the whitey policemen came in. He saw Glezenti sitting there without his shirt on and just said, "Get dressed." I tried to tell him about how Doppie had a knife but he just said, "Shut up, you. Your mothers are here to fetch you."

I felt so happy I wanted to cry. We piled out back into the charge office and there were our mothers, everyone's except Doppie's. They took him back to the cell and I walked home happily next to my ma while she gave me hell about getting involved with the police and stealing her money and all that. I was so happy I wanted to kiss her, and I did later on after she'd hit me around a bit with the piece of hosepipe she kept behind the cupboard. "Now go and get some firewood," she said, and I sang all the way down to an empty plot where I knew there were some dead trees, it was so good to be back. Marc and Jontin joined me and we had a great time breaking up branches the way a guy called Chris taught us.

That was last summer. This guy called Chris and some other guys came from the University and they organised a camp for some of the kids. They had these minibuses and they just drove in one day and rounded up a whole lot of kids. Then they took everyone home and asked their ma's if they could go. They were from some church or other and of course we spent a lot of time singing hymns and listening to long stuff about God and that.

Mind you, it was quite a good time. This big guy Chris, he was black like Gareth and them, he taught us how to break dead branches by putting them into the place where the branches joined on a tree and then swinging the dead branch around. We made big campfires every night and they cooked sausages and potatoes and cut up these big watermelons, and we had a good time in between the praying.

I remember now, those University guys

made one mistake. They gave us all one blanket each and we had to sleep in these big tents. What they didn't bargain on was kids like Jontin and little guys like Gawyn, Gareth's baby brother who was only four or something. I mean, those kids went one way at night and that was wet. Those University guys ran out of blankets before that camp was over. That was another thing they didn't bargain on — the swearing. I mean, our kids used to swear quite a lot I guess. They learned that from their parents. These University guys, they decided to have a puppet show about Christmas and Jesus and that.

They parked one of their kombis up on some planks so the lights would shine on this puppet show, and we sat in front on the sand. They had this Christmas music and everything.

Right in the middle of the show this sort of angel puppet with a halo on popped up and started saying something to Mary. I could see its halo was stuck onto its head with a bit of wire because you could see the lights flashing on the wire every now and then. Anyway, this angel had just come up and was praying or something when the halo fell off. It was just a bit of cardboard really, but it came whizzing down and landed on the sand in front of Gawyn.

Well, that was funny. This little guy who was only four or something, he thought that angel was real. He jumped up with this cardboard halo and tried to give it back to the angel. Of course the University guy who had the angel puppet on a stick or something, he was behind the screen and he couldn't see what was going on.

We were pissing ourselves laughing at Gawyn who kept on pushing this halo thing at the angel while the angel just kept on praying or something at Mary.

Well, what with the laughing those University guys must have realised something was up because suddenly the angel stopped praying and there was this sudden silence. Then right in the silence Gawyn aged four shouts at the top of his voice, "You stupid angel, take the f***ing thing!"

We had a good laugh about that but I can't say those University guys were too impressed. We got a half-hour lecture about swearing after the show; it went on so long they had to carry some of the little kids to bed because they'd fallen asleep. One of them was Gawyn, too.

That was a good camp even if they did take Wesley home. They reckoned they caught him smoking with Christine but we reckoned that Wesley being the kind of kid he was, it was a funny kind of smoking they were doing.

Anway, this big black guy Chris taught us a good way to break up wood so Marc and Jontin and I collected quite a good pile to drag home that evening.

When we got back my stepdad was sharing a bottle of wine with Ferdie, the policeman. Ferdie winked at me when I went inside — I winked back. There's nothing on TV on Tuesdays, so I went to bed early. The house was quiet because my mother had gone next door to watch "Dallas", and I slept like a log.

TUESDAY

Hansie

A funny thing happened at school. Lungs and Glezenti and another boy called Bertram got arrested by the police. I must say, I wasn't that sorry after the way Lungs had taken my sock from me.

Things were quiet at school. Miss Marsha didn't shout at anyone even once, and nothing happened to make me cry.

After school I went to see Auntie Rosa. Ma was working late and I knew that if I went home there was bound to be some trouble with Joey and I would get the blame.

Auntie Rosa and Uncle Geoff were very kind people. They were always pleased to see me. Auntie Rosa was my Ma's sister, so their son Robert was my cousin. He was O.K., that Robert, though he used to get very angry when I beat him at ker-rim.

I always beat him, though. I had a couple of games with him, but in the last one I took him off with a six-board and he wouldn't play any more, so I helped him feed Uncle Geoff's chickens.

I often wished that my father was like Uncle Geoff — you know, keeping chickens and talking to us as though we were real people, even though we were still kids. My Pa wasn't like that. He always came home late from work, then he'd just eat his food and go to bed. He used to play with me a bit, but after Joey was born he only played with him and not with me any more.

Still, at least he didn't drink very much. He'd have a couple of drinks on Fridays but then he always went to bed so early he never got drunk, not like some of the other kids' fathers.

My step-sister was scared of him, though. I could never work that one out. She was Ma's daughter, but not Pa's, and she was already seven or something when Ma and Pa got married. I never worked out why she was scared of Pa.

Uncle Geoff was a good man, I always thought. I thought I'd be like him when I grew up. He used to make kites and stuff for Robert, and if I came around he'd make me one too.

The only thing that worried me about Uncle Geoff was that some of the kids said he was Jontin's real father. Well, I asked Ma about that once but she got so cross that I never dared ask anyone again. Still, whenever I played with Robert I used to wonder whether he was Jontin's half-brother or not. If he was, then he was

surely also family of Elrico, though I wasn't quite sure how. Uncle Geoff and Auntie Rosa had to go to their church meeting in the end, so I went home and played with Joey after all.

TUESDAY

Jontin

My mother was kind to me. She didn't hit me if I peed in my bed. Not like my step-father. He was a mean old bugger. Why did he hit me if I peed in my bed? I couldn't help it. I just used to wake up and I was wet. It wasn't my fault.

That Lungs, he gave me his jersey. I was drying my wet clothes at school. He gave me film money too. He also gave money to Gareth and Cyril. I know where he got that money. He stole it from his mother. How could he steal money from his mother?

They came and took him away in the van. Cyril told me. They took Glezenti and that other guy in Sancho's gang too. It served Lungs right. If he stole from his mother he could steal from anyone.

I never stole money from my mother. She was kind to me.

She didn't hit me if I peed in my bed. It wasn't my fault.

ADMINISTRATION

Fear of Vacations

Manager's lament: "I have enough vacation time accrued to take off six months, but I just can't find the time. A new admission is coming in next week. The grant proposal is due by the end of the month. The mid-management team wants to review the orientation curriculum and the program supervisors are screaming for more staff. Plus, I've got a 3-day conference to attend, we're switching to a new payroll company and somewhere in there I have to fit in six appraisals. No way can I take a vacation now."

Many managers find it extremely difficult to take a vacation. They will groan about how much work they have, how tired they are, or how much time they have accumulated. But try to push them out the door and they stubbornly dig in their heels, hang on to their desks, and raise a mighty protest. It's as if the work must go away before they will. Studies reveal that nearly one-third of all managers never use the vacation time to which they are entitled. However, the reasons do not always reflect their virtue or loyalty. Many managers pass up vacations out of fear — the fear of losing control over the job or the fear of things breaking down in their absence.

Vacation anxiety may never be completely eliminated but with some sensible planning, it may be diminished enough to afford one that well-deserved rest. Some suggestions to follow:

- **Delegate responsibility.** Remember that not all tasks require personal attention. Decide who will handle the mail, who will chair the meetings, and who will respond to urgent situations.

- **Leave instructions.** Ensure that everyone is aware of the tasks to which they have been assigned. Provide them with a list of actions that they are and are not authorized to take.

- **Prepare a project status sheet.** List all major projects, including who's working on what, current status, and actions to be taken during your absence. Anticipate stumbling blocks and review with relevant staff before leaving.

- **Leave your number.** But only with one or two people who have explicit instructions not to contact you unless there is a major disaster. Be sure to define "major disaster."

- **Don't call in.** Remember that no news is good news. In addition, let the staff know that you have confidence in their ability to function without you. Successful leaders do not nurture dependence.

- **Remember that it will be there for you when you return.** Yes, that is what you were afraid of!

From: Rhem, J. (Ed.) (1988, July 25). **Vacation Vacillation.** *Administrator: The Management Newsletter for Higher Education.*



The members of the Natal Region of the NACCW discussed this issue over their first three Association meetings this year, and produced for discussion purposes these

Draft Guidelines for Child and Youth Care Residential Institutions regarding AIDS and the AIDS and Hepatitis Viruses

1. All children who are in need of alternative care should be admitted to appropriate child care facilities.

This forms a basic philosophical premise for the work undertaken in child and youth care facilities, and remains an underlying principle for these policy guidelines.

2. All children admitted into care should be cared for in a manner which presumes that all children are HIV carriers.

This principle implies the best standards of health and hygiene care, and remains the most important aspect in the prevention of the spread of this and other viruses.

3. A decision to test for HIV should be on indicators from a child's social and personal background.

As complete a history as possible should accompany a child on admission and District Surgeon reports alone should not be used in the decision making process.

4. Consent for testing should be given by the institution and should not be dependent on consent from the child although counselling services prior to testing are essential.

This remains a highly contentious issue and uniformity of opinion was not achieved. All children and staff should be fully informed about AIDS — the disease, possible methods of infection, its course, effects and the implications for the victim and care givers. When the background indicates a need to test, intensive and sensitive counselling should be given to the child (appropriate to age and mental ability) and every effort should be made to secure his/her consent for the test. It is argued that care facilities for children must include a holistic approach and treatment plans for individuals are only determined after a thorough assessment of all aspects of functioning. In keeping with the need for assessment the consent of the child (or parents) should not be compulsory. It is acknowledged that testing without consent may be considered to be a violation of a child's rights.

5. Education must be the focus of policy formulation and include specifically the counselling before and after a HIV test.

Such counselling should be undertaken by trained and experienced personnel and should be appropriate to the child's age and

mental capabilities. Educational programmes must be aimed at all children, all staff and all management members. A goal of education would be to establish a healthy informed and caring attitude at all levels of care as well as to remove prejudice, suspicion and fear and to limit the spread of the virus. Such educational programmes should include issues such as Sexually Transmitted Diseases and Hepatitis B.



6. If a child is found to be HIV positive the following people should be told within an atmosphere of care and confidentiality:

- the child
- the primary care giver
- the institution's medical officer/staff
- the principal
- the professional staff
- biological family

There was uncertainty whether the school teacher should be informed. It was decided that this was inappropriate but that we should urge Education Departments to develop similar policy and procedural guidelines.

There was also debate as to whether the management board should be informed. A major factor in favour of informing the board was the possible high medical cost which could be incurred. It was suggested that the Child Care Committee (or equivalent body) should be informed. No other child should

be informed.

7. It is a condition of employment that all staff be immunised against Hepatitis B at no cost to the staff member.

8. Boards of management should accept responsibility for ensuring that policies regarding AIDS are established and, in addition, ensure that procedural guidelines are determined for:

- all staff
- staff who are infected with the AIDS or Hepatitis Virus
- all children
- children who are infected with the AIDS or Hepatitis Virus
- the provision of counselling.

Research indications are that AIDS will have an increasing impact on child care practice and boards should be planning pro-actively with their staff and informed parties.

9. Infected children showing AIDS related symptoms deserve specialised care and therapy which may need to be provided in specialised units.

Although it is accepted that no child should be excluded from care, an institution and its staff may compound the trauma to the child if they feel pressurised but incompetent to care for him/her. Specialised units for the care of AIDS victims must become a reality.

10. All children have the right to be accepted and cared for without prejudice, and the right to appropriate treatment.

This is a fundamental principle of child care practice. To ensure that this right is protected it is necessary to reiterate that all staff should be educated and informed on the disease and on the effective and appropriate care that victims require. The child has a right to proper care.

11. Application forms for all staff should include a question phrased similarly to: "Are you aware of any infectious disease (including STD, HIV and Hepatitis) which you may have contracted, or of any symptoms presently unexplained?" and "Do you have any objection to undergoing a blood test if this is deemed advisable?"

All application forms must be signed, dated and witnessed as a true reflection of that person's knowledge at the time of applying.

12. Staff should be requested to inform the Principal of any illness or symptoms from which they may be suffering on the understanding that if they are able to perform their duties no discriminatory action against them will be taken.

Aids is not a notifiable disease. Employers cannot discharge workers for having AIDS but can do so if they are unable to perform their function which includes the safe care of children. Jeopardising the health and safety of a child in any manner should be seen as cause for instant suspension, pending an enquiry.

A tragic message from ex-children's home boy Anthony Anderson writing in 'Who Cares?' the English magazine published for youngsters in care

Rebuilding my Life

"Attitudes start at a very young age. A child's mind is like a computer which has not yet been programmed. The data it receives and stores is everyday life. The information may be correct. But if the input is wrong at the start, the mind, like a computer, will work with the information stored in it — and the end result is wrong."

As a child in care — I was separated from my five brothers and sisters — my strongest memories are of Spinney Walk, a private children's home. I thought life there was normal but I had not been anywhere else to make a comparison. My training was harsh. I remember we had to sit on potties and if we did not use them, we were smacked. The same applied to learning to fasten your shoes. You sat there with a pile of shoes till you got it right. There was very little individual care and attention as no-one had the time. There were twenty children from babies to 17 year olds. We slept seven to a room. One punishment was to be locked in the basement for two hours. I spent quite a few hours alone down in the basement. Most of the other children knew they had families and visited them on occasion. I had no-one as far as I was aware. I even started calling the woman in charge 'mum'. While the others were away visiting, their chores fell on us remaining at the Home. I felt neglected and used to seek attention in all the wrong ways. I was always in trouble — not on purpose, but it became a way of life for many years. I think now that then I had no feelings: they were all taken from me either by actions or attitudes towards me: it comes to a stage where the mind shuts off and cannot absorb important things such as affection or education. You try to like someone and trust them but when that trust is broken, the barriers go up. I've had chances in my life to change, I have had friends and people who cared for me, but I had so many knocks in those

early days that, like an apple, (which if you drop it will bruise — and no amount of time will remove that damage) the mind becomes rotten. I learned from a very early age to bottle up my feelings and not to respond fully, for fear of losing love and attention. If I ever showed warm feelings, I was pushed to one side — so I learned to control them.

When I was about 10, Mrs Knapp came on the scene as the new cleaner at the home. She started taking an interest in me. I responded with caution. She took me to her own home where I met her husband and children. They all tried to shower me with attention, which I still accepted with caution. Mrs. Knapp knew about my doubts but still she decided to foster me. She took me from the Home, gave me my own room and a place in her family. It was a new world and I couldn't understand the freeness of all this love and attention. I could not read or write: I attended a special school in an effort to catch up, but it was useless because my mind was unable to cope with the subjects. To express my gratitude and gain people's affection, I used to steal small items: I once saw an advert for Oil of Olay and stole a bottle to give to Mrs Knapp as a present and to make her pretty, as the advert stated. I stole a wall clock to give to her son Roger as a wedding gift.

From my early days this petty crime — though I didn't think of it as crime then — became part of my life. The items of property grew in size and value as I got older and realised I could buy things and, as I thought, friendship with it. I got very attached to Mr Knapp, who used to take the time to teach me things, like a father to his son. He involved me in woodwork and took me out with him on little jobs of work. I had a secret bond of affection for him. But he became ill and died a few months

later. Mrs Knapp put me back in care. At the time, I thought I had lost all the friendship and love of these people. I felt unwanted and lonely. I used to sit alone on the swing in the garden watching the road for Mrs Knapp to come for me. After about a week she took me back into her home. I understood what had happened but as usual put up barriers to blank it out. I stayed with Mrs Knapp to the age of 16. Those were the happiest years of my life. I think the world of her and cannot thank her enough for what she did for me. I think of her as my true mother.

I was growing up and needed to find an occupation. My social worker arranged for me to spend a year as a Community Service Volunteer in a home for the disabled. My task was to care for two men confined to wheelchairs. I did everything for them, bathing, feeding, shaving, dress and toilet needs. I became very close to all the residents and crime was a thing of the past. I was offered and accepted a paid post there, but due to change in management, it fell through. I returned to Mrs Knapp but at 17 I thought I knew it all. I resented being told what to do. She would give me advice but I rejected it and we had rows. In the end I ran away without even saying goodbye, to London to trace my family. Through persistent enquiry I found them and went to live with my mother. I was looking for normal family love and attention I thought other children had. I found the complete opposite. My mother was a bitter woman who hated authority. She was involved in crime as were my sisters. My older brother had died as a baby: the second brother of drugs. My father was an alcoholic. I felt confused and after a few months, asked to be put back in care. I lived in a Home for six months till I was 18 and then moved to a council flat on my own. Though I had been clear for the previous year or two of crime, I drifted back to it and in the end I was living comfortably on it. Things began to go down and down for me. I met a girl and we set up home together in my flat. We had a baby girl. I stopped stealing, trying to build a normal life for us for about three years. But it was not to be. I found out my wife was involved in crime and having many affairs. At first I didn't believe it — I wanted a normal upbringing for my child, unlike my own. But then I saw my wife out with my best friend. My dreams were shattered. I was devastated. I had no future, my world was in ruins, my family was gone. I turned to drink, cannabis and back to crime.

I am writing this from prison where I am now serving a long sentence for the deaths of two men. I did not mean to kill them during the course of two different incidents. I can never forgive myself for what happened: such guilt never leaves



I lost a great deal: my family, a normal childhood, my foster father, my education, my chance of a good job, my wife, child and best friend.

you. In prison I have been reflecting on my life and why it has come to this. I lost a great deal: my family, a normal childhood, my foster father, my education, my chance of a good job, my wife, child and best friend. To this day I still tend to keep myself, my thoughts and feelings to myself.

But it is wrong to bottle it all up because one loses out. To succeed in life you have to join in and become part of society. I

realise this because when I worked with the handicapped people I got great pleasure in caring for them: they could not fend for themselves. I applied for a full-time job with them, but I was a few months too young to get it.

Among the thousands of people in the prison system, I have now found one person I can trust, confide in and feel secure with. I have no pride in myself but I am trying to rebuild my self-esteem and hope one day to lead a much better and more constructive life. I know I will carry my load of guilt for the rest of my life but I can lighten it by giving of myself for the benefit of others.

For those of you in similar circumstances, I am sure there is someone out there somewhere who is prepared to listen to you.

All I can say is, go out and find that person and do not be afraid to express feelings to them openly. In this way, you will clear your mind and begin to make room for other things of importance to enter.

LETTERS

Smartening up Conference

I believe we should look at the cost effectiveness of the recent Durban Biennial Conference, and challenge future planning committees. This is in *no way* to criticise the organisers of the Durban conference, but is it realised that a conservative estimate of the overall cost of the Conference would be R175000? This figure is based on some 350 delegates at an average of R500 per person (transport, accommodation, conference registration fees, time spent away from work, and food.)

The question to be asked is: Has the child care profession (and each of us as child care workers) received value for money? Has it made us better child care workers? The equation we must balance is between the money spent on the one hand and the knowledge gained leading to improved child care practice in our children's homes on the other. Could this amount of money have been better used? These are difficult questions to answer, but very worth while considering, especially in times of high inflation and rising costs.

Time used and wasted

It is an accepted management principle that time is money. The start of the Durban conference was delayed by 40 minutes — and this proportion of Conference time for 350 delegates was worth R4750. Could we afford to lose that amount of money, especially as we did not go on to make up that lost time? Starting late does not reflect well on our organisation, and because of the delay our guest speaker had to shorten his address.

Related to time, do we work hard enough at the conference? A 21-hour conference every two years for a professional organisation is not very long, considering that we are dealing with important issues for a significant group of future adults of South Africa. We do not want delegates 'nodding off' during the afternoon sessions, but finishing the day at 4pm does seem to be rather early. In the afternoon sessions thought must be given to more group discussions so as to combat 'tiredness'. Management studies tell us that a person's optimum attention span is about twelve minutes, so long papers should not be the order of the day.

Entertainment

Entertainment is worthwhile but should it take up prime conference time? Surely a better slot would be at the evening function?

If we do invite our children to perform at the next conference can we show the good manners of not getting up and walking out while the performance is running. I'm sure that in no culture this is acceptable. I wonder how we would feel if we as Child Care Workers were putting on a show for the children and some of them walked out in the middle of the performance? Shouldn't we be good role models for our children?

Conference themes and speakers

I agree that a Conference should have a theme but spending such a high percentage of the time on one subject, however important, may not be very cost effective especially as there are other pressing topics which could have been discussed. The question of overseas speakers versus local speakers needs to be put into perspective. We need to keep in touch with what is happening in the rest of the world, but we could make more use of the local presenters, for example, in topics such as management.

The Constitution

'God so loved the world that He didn't send a Committee!' How long have NACCW members been trying to agree on new wording for the Constitution? Is it now three years? There was an uproar at Conference when a state department said it would take another two years to change the country's Constitution; is our organisation a better example? I wonder how much time (and therefore money, remembering that time is an expensive commodity) has been spent on trying to word a new NACCW constitution? Surely we have enough confidence in the people we elect as Regional Chairpersons to rewrite our constitution, and if they do miss out a few 'Ands' and 'Buts' will it really matter to the care we give to our children? If we are not careful we will end up like the person who tried to design a horse but ended up with a camel with three humps!

If we do have a chance at the end of the Conference to air our views, but some of us need a few hours to think over what has been said before a proper evaluation can be made. I strongly recommend that before plans are considered for another conference a proper evaluation should be completed regarding the previous one. At the end of each day evaluation forms must be handed to delegates so that they can complete them for the organisers.

Again I stress that these thoughts are NOT to criticise or hurt the organisers of the Durban conference as they are only my thoughts — and who's to say that an English 'Pommy' is right?

Chris Smith,
Teen Centre, Cape Town

News

BORDER

Training

The Border Region In-Service Training takes place every Monday between 9 and 11am. The BQCC Module 1 course has 27 students enrolled.

First intake of coloured children

The King Williams Town Children's Home is full and is having to turn away applications almost weekly at present. The trend is that these children who are being placed are more severely disturbed with corresponding behavioural problems. We are struggling at present with a staff shortage and are looking for a coloured child care worker to fill our on-campus post. This has now become priority for us as we have coloured children in our units. One of our group homes will shortly be without staff and we are needing a married couple to fill the post.

WESTERN CAPE

Regional Meeting

A meeting was held at Porter School for boys in Tokai on 13 August. Guest was National Director, Lesley du Toit, who

was in Cape Town for the week. The conference presentation was given for the benefit of those who were not able to attend the conference.

New Children's Home in Western Cape

Masingee Children's Home has opened in Mfuleni in Blue Downs area. Regional Director, Vivien Lewis and Regional Chairman, Leon Rodrigues went to visit them and introduce the NACCW and its services. They were accompanied by Marcelle Biderman-Pam and Harold Malgas. Training for the staff at this home is envisaged soon. The Principal is Mrs Amelia Toswa and the social worker is Mrs Buwiswa Ngewu. The telephone number is 909-1397.

People

The Region welcomes back their chairman who attended the 3rd International Conference on Child and Youth Care. Also congratulations to Mr Harold Malgas, whose wife gave birth to a baby girl recently. Congratulations to Ashley Theron on his re-election as National Chairman of the NACCW. Welcome back to past executive member, Rose September, who has been studying in the USA for the past two years. She is once again teaching the BQCC course and already has several teaching commitments in the region.

NATAL

New Natal Regional Chairperson

At the end of July Clive Willows resigned as Chairperson to go into private practice. The Executive Committee, colleagues and

friends salute Clive for his commitment and service in the field of child care. We welcome Mrs Zeni Thumbadoo who was elected as the new Chairperson at the Regional Executive committee meeting held on the 9th August. Zeni has worked for eight years as resident social worker at Lakehaven Children's Home. She is a member of the ICC and serves on Umtepepo Black Community Projects Unit. International Children's Day is Zeni's special interest. She is married with two children.

Training Courses

BQCC Module 2 and 4 are both in progress. Module 2 started on the 7th August and Module 4 is to begin on the 27th August. Both are presented at St. Philomena's Home in Durban.

Child Care Workers Forum

A weekend workshop is planned for 7/8th September at St Monica's Children's Home. The workshop will address child care worker related issues. The contact person is Anne Pierre, telephone 031-28-4187.

Pietermaritzburg Children's Homes

The amalgamation of Hilltops and Mary Cook is a reality! Pietermaritzburg Children's Homes programme provides a progressive range of services to children. An admission, assessment and treatment unit is available as well as a small unit catering for those children needing intensive behavioural management programmes. Long-term substitute care in community type houses is also available.

CHILD CARE WORKERS

Pietermaritzburg Children's Homes require preferably qualified and experienced child care workers for live-in residential positions.

For further information and application forms please telephone (0331) 42-2526.

The following books are now available at the Westdene-Rondebosch Bookshop P.O. Box 279, 18 Main Road, Rondebosch, 7700. Tel 689-4112.

Choices in Caring by Mark Krueger & N Powell. **R76,95**

Careless to Caring by Mark Krueger. **R49,95.**

Job satisfaction for Child Care Workers by Mark Krueger **R49,95.**

Ottery School of Industry Open Day 14 September

The purpose of this event will be two-fold: to enlighten the public on the functioning of the School of Industry, and to raise much-needed school funds.

The day's events will start off with a fun run and a gymnast display. There will also be a number of rugby and soccer matches as well as boxing.

The school's workshops will be open to the public on the day and the daily activities will be displayed. Items produced by the workshops will be sold and larger more expensive items will be auctioned.

Refreshments and lunch will be served at the various stalls where there will be fun and games.

Contact person: Robert Prince (Media and Publicity Co-ordinator) Telephone: 73-3030.

NACCW Diary

SEPTEMBER 1991

WESTERN CAPE

- 03 09:00 Sanca Course **Libertas Centre, Goodwood**
 04 11:00 Regional Exec. Meeting
 04 09:00 BQCC Module 2 **Annie Starck Village**
 05 09:00 BQCC Module 4 Porter
 10 09:30 Sanca Course **Libertas Centre, Goodwood**
 10 09:30 CCW Forum **Masikhule Children's Home**

- 11 09:00 BQCC Module 2 **Annie Starck Village**
 12 09:00 BQCC Module 4 **Porter**
 17 09:00 Sanca Course **Libertas Centre, Goodwood**
 18 09:00 BQCC Module 2: Test **Annie Starck Village**
 19 09:00 BQCC Module 4 **Porter**
 25 08:30 PPA **Durbanville Kinderhuis**
 26 09:00 BQCC Module 4 - test **Porter**
- TRANSVAAL**
- 02 09:15 BQCC Pretoria **Abraham Kriel Kinderhuis**
 04 09:00 BQCC Johannesburg: Black languages **TMI English group TCF**

- 04 09:00 BQCC East Rand **Norman House**
 09 09:15 BQCC Pretoria **Abraham Kriel Kinderhuis**
 10 09:00 PPA 1991 Group **NACCW Offices**
 11 09:00 BQCC Johannesburg: Black languages **TMI English group TCF**
 11 09:00 BQCC East Rand **Norman House**
 12 09:00 PPA 1990 Group **NACCW Offices**
 16 09:15 BQCC Pretoria **Abraham Kriel Kinderhuis**
 18 09:00 BQCC Johannesburg: Black languages **TMI English group TCF**
 18 09:00 BQCC East Rand **Norman**

House

- 23 09:15 BQCC Pretoria **Abraham Kriel Kinderhuis**
 25 09:00 BQCC Johannesburg: Black languages **TMI English group TCF**
 25 09:00 BQCC East Rand **Norman House**
 26 09:30 Child Care Workers' Support Group **Arcadia**

NATAL

- 04 09:00 Principal's Group
 11 09:30 Regional Executive **St Philomenas**
 13 09:00 Child Care Workers' Forum
 13 09:00 Social Workers' Group
 20 09:00 NACCW Regional Meeting
Venues to be announced