

Die **Kinderversorger**



EDITORIAL: EDGING OUT THE OLD CRITERIA	2
INSTITUTIONAL ABUSE: A REVIEW OF THE LITERATURE	3
LOOKING BACK AT 1986	6
VOLUNTEER LILLIAN BRUMMER HANGS IN	7
MISCONCEPTIONS ABOUT CHILD CARE WORK	8
MULTI-CULTURAL STAFF TEAMS: GARY WEAVER CONTINUES	9
BARRIE LODGE'S LETTER TO A KID	12
KERSPITWERK VIR DIE AKTIWITEITSGROEP	13
BOOKS: PEOPLE AND VIOLENCE IN SOUTH AFRICA	15
1991 BIENNIAL CONFERENCE: A PEEK AT THE MENU	16

Cover Photograph: Acknowledgements to W. Suschitzky

Journal of the
National Association of
Child Care Workers

NACCW/NVK



Copyright © 1991 The National Association of Child Care Workers

Editorial Offices: P.O. Box 23199, Claremont 7735, South Africa. Telephone/Fax (021) 88-3610. The Child Care Worker/Die Kinderversorger is published on the 25th of each month except December. Copy deadline for all material is the 10th of each month. Subscriptions: NACCW Members: R15.00 p.a. Non-members: R25.00 p.a. Agency or Library Subscriptions: R30.00 p.a. post free. Commercial advertisements: R3.00 per column/cm. Situations Vacant/Wanted advertisements for child care posts not charged for. All enquiries, articles, letters and subscriptions to be sent to the Editor at the above address.

Editorial Board Members: Merle Allsopp BA, HDE, NHCRC; Marcelle Biderman-Pam BA (SW)(Hons), Annette Cockburn LTCL, Dip.Ad.Ed.(UCT); Reneé van der Merwe BA (SW) (Stellenbosch). United Kingdom: Peter Harper MSc (Clinical Psychology); USA: Dina Hatchuel BSocSc (SW) (Hons) PSW, MSocSc.
Editor: Brian Gannon

Rediscovering valid criteria – and edging out the old ones

It has been reassuring and refreshing to read Gary Weaver's material on multi-cultural child care work. (The second part of this article is published this month, page 9.) For so long children have been grouped in the apartheid society according to ideological rather than clinical criteria — and for so long we have been directing our frustrations and energies at this wrong classification — that there comes a time when we need to be called back to child care work, not so much in the 'new South Africa', as in the real world. To use a hospital analogy, it is as if the days of wards incomprehensibly set apart for white, Anglican, English-speaking males are over, and we may at last find ourselves able to work once more on an orthopaedic ward or a surgical ward. The Pietermaritzburg Children's Homes project (reported on in our April issue) offers an object lesson in applying appropriate criteria for the placement of children: they have identified groups of client needs on the one hand, and on the other the specific child care units in the town in which these client needs will be best served. Right now virtually the entire child care community in South Africa is anxious to learn about the potentials and pitfalls of cross-cultural child care work. Several institutions have already begun non-racial programmes, sometimes starting with the staff group and then admitting children of other races. This year's Biennial Conference focuses directly on the issue, and our guest-speaker Gary Weaver will travel across the Atlantic to

address himself specifically to cross-cultural practice.

Confusion

In practice, the old criteria are breaking down. In theory, chaos reigns and one looks in vain to the state for guidance. A short review of what is happening (or not happening) illustrates this. One provincial administration asks white institutions to help by admitting black children and even provides some procedural guidelines for this. Another provincial administration refuses to allow blacks to be admitted to institutions for other races. Yet another provincial administration actually places black children in white homes — and their outraged head office then threatens to remove the children. A white cabinet minister assures a "white" children's home that it may admit children of all races and still receive the "white" capitation grant. Another children's home is told that black children will only draw the "black" grant — about half of the "white" grant. A state department informs an institution of legal opinion that the Group Areas Act does not apply to the children in a children's home since they can hardly be considered as the *occupants*, a term which in law applies to the person responsible for the property. Another state department says admit the children anyway; they are grateful for the help. A Commissioner for Child Welfare refuses to place black children in a white institution because the Group Areas Act is still in force.

Leadership

The child care service in South Africa deserves better than this. Fragmented and abused as it has been over the years, it has never been unwilling to go more than the extra mile for this country's children. Few professions have been prepared to work so long and so hard for so little. Now, as we stand on the threshold of a new period in our history, the child care service says generously and unambiguously: "Here we are. How can we help?" In answer to this offer, we do not expect prevarication and double-talk. We expect direction and leadership.

Conference Theme

This year's conference title is *Old Limitations, New Challenges: Towards Unifying Values and Practice in Child & Youth Care Programmes*. Probably now more than ever, as it prepares itself in any event for multi-cultural practice, the child care service stands united before the own-affairs Janus* and expects clarity and coherence through this time of transition. This is no time for the state to be in disarray. We child care workers, at least, care enough about the kids to do it properly.

* Oxford English Dictionary: **Jan'us**, n. Ancient Italian god, whose temple was closed in time of peace, guardian of doors and gates, represented with faces on front and back of head.

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

National Executive Committee Nasionale Uitvoerende Raad

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

National Treasurer/Nasionale Tesourier: John Saxey AIAC, FICB(SA), P.O. Box/Posbus 3212, Cape Town/Kaapstad 8000. Telephone/Fax: 021-72-9402.

Members/Lede: Roger Pitt (Border), Clive Willows (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

Publications Department: Brian Gannon BA(Hons), MA, AICC, P.O. Box 23199 Claremont 7735. Phone/Fax: 021-88-3610

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

This review provides an introduction to the social work, child welfare and child care literature relating to maltreatment in residential facilities. The major theories, research results, and state and federal policies addressing the phenomenon in North America are presented. Issues which are addressed include: the scope of the problem, definitions, and the relationship to familial maltreatment. The problems of identifying and reporting institutional maltreatment are discussed, especially as they relate to the accuracy of incidence data. Potential causes of maltreatment are described including the role of victims, perpetrators, organisational structure and environment.

Institutional Abuse: A Review of the Literature

Jane Levine Powers, Andrea Mooney and Michael Nunno

Each year an estimated one and one-half million children experience abuse or neglect in the United States (USDHHS, 1988).

Recently, there has been a growing public concern and awareness of the need to protect children from maltreatment, not only within their families and communities, but also within the residential environments in which they are placed. The levels of care in these residential environments range from temporary shelters to long-term treatment facilities, secure correction institutions, and foster and group homes. These facilities serve a wide range of children and have varying goals and objectives. Some children have been placed by the judicial system in the care and custody of the state because of adjudications of child abuse and/or neglect, others have been placed because of violent or aggressive behaviour in their communities — while still others have been placed by their families or communities in order to ensure the necessary levels of care and treatment (USGAO, 1985).

Placement does not necessarily ensure that a child will be protected: "Despite the best intentions of programme managers, all too often children are victims of maltreatment in the very institutions which are operated to care for and serve their needs. These children are largely voiceless and at the mercy of adults who operate the institutions or agencies" (Besharov, 1978). Since at least half of all children entering foster care have been abused or neglected (Kline, 1982), it becomes all the more horrendous that they experience "re-abuse" while in those settings designed to protect, nurture, and supervise them. Reports and their subsequent investigations reveal that institutional maltreatment can take a variety of forms, ranging from violations of some specific state regulations, such as denying a child a home visit, to more heinous acts, such as prolonged isolation, physical injury, and invol-

vement in sexual activities. Although the problem of abuse and neglect in out-of-home care is acknowledged, methods for its identification, reporting, investigation, intervention and prevention have been slow to develop (Nunno & Motz, 1988).

Numbers of Children in Care

The precise number of children in out-of-home care is difficult to establish and often seems contradictory as methods for record keeping and tracking vary among states and among institutions. Sometimes it is unclear which levels of care are being reported (i.e., whether the numbers include children in institutions, foster, and group care). With these limitations in mind, however, certain trends have been identified. While child placements in large residential institutions steadily declined between 1900 and 1960, the mid-1960's saw a phenomenal increase in the number of placements in both small group homes and foster family care as a result of the deinstitutionalisation movement. Placements in government-sponsored group homes, designed to divert children from institutions, rose from fewer than 6,000 to over 79,500 from 1965 to 1972 alone (Thomas, 1982). Rindfleisch and Rabb (1984a) report an increase in the number of children and youth using residential facilities from ten to twelve per 1000 children and youth in the population from 1961 to 1980.

Over the past decade, there has been a substantial decline in the number of children in out-of-home settings as a result of federal and state initiatives supporting permanency planning, adoption and general child welfare reform. For example, on a national level, in 1977 there were an estimated 400,000 to 500,000 children living in out-of-home care (Harrell & Orem, 1980). By 1983, there was a significant drop in the number of children in placement to 269,000, in part because of

the push to get children out of care and into community-based organisations. In one state from 1978 to 1985, there was a twenty-nine percent decline in the number of children in care, from 54,242 to 38,741. Most of this decline can be attributed to a reduction in family and institutional care, since during this time period, the actual number of children in group care increased by 12%. The decline also reflects changes in agency policies aimed at reducing the number of children in residential care as part of an effort toward prevention of placements (NYS Council, 1988).

More recently, the trend appears to be changing and the numbers of children living in out-of-home care are once again on the rise. Nationally, by 1984 there was a 2.5% increase to 276,000 children in placement (USDHHS, 1986). Specifically, in one large urban area from 1984 to 1988 there was an increase from 16,000 to 24,000 children in care (SSC, 1988).

Defining Institutional Maltreatment

When the problem of child abuse and neglect was first identified, it was perceived to occur within the family context with parents as the perpetrators (Kempe et al., 1962; Fontana, 1971; Helfer & Kempe, 1974). The concept of child abuse and neglect was expanded by David Gil (1975) who suggested that it occurs at three levels: intra-familial, institutional and societal.

Research indicates that maltreatment of children in out-of-home care settings can be similar to abuse or neglect that occurs in the home: the nature of maltreatment can range from isolated acts of inadequate supervision without serious injury, to severe beatings, sexual abuse, and in some cases, fatalities (Vera Institute, 1981). Some common characteristics shared by victims and perpetrators in both familial and residential contexts have been identified (Blatt & Brown, 1986; Agathonos, 1983; Durkin, 1982). The inhumane conditions and inadequate treatment programs of institutions for the mentally retarded have been well documented (Talbot, 1980; Blatt & Kaplan, 1966). Atrocities committed at institutions, such as Willowbrook, were exposed in the early 1970s and received a great deal of media coverage and publicity.

Eliana Gil (1982) was the first to identify three distinct forms of institutional child abuse. The first, similar to familial abuse, is the overt physical, sexual, or emotional abuse committed by a child care worker or foster parent. The two other forms are unique to out-of-home care settings: (1) program abuse, and (2) system abuse. The former occurs when programs operate below accepted service standards or rely upon harsh and unfair techniques to modify behaviour (e.g., misuse of medication as a form of restraint). Despite the development of extensive child care regulations, program abuse still occurs (Thomas, 1980). Class action and individual suits filed against residential facilities on behalf of institutionalised children have addressed

various forms of program abuse including the rights to receive or refuse treatment, have access to counsel and courts, and receive and make phone calls, visits, etc. (Soler et al., 1988; Horowitz & Davidson, 1984).

System abuse in Gil's scheme is perpetuated not by a single person or agency, but by the entire child care system stretched beyond its limits. This form of maltreatment is related to shortcomings of agencies and their inability to care for each child, for example, misplacement and misdiagnosis due to inadequate assessment resources. Prolonged treatment and unnecessary removal from home are also viewed as a form of system abuse in out-of-home care settings (Burt, 1979; Thomas, 1982; Besharov, 1988). The foster care system has been the target of many of these criticisms because of certain practices, such as keeping children in inappropriate environments when other facilities are available (e.g., Fanshel & Shinn, 1978), or moving a child from home to home which prevents them from forming long-term, emotional attachments to nurturing adults. Although in theory, foster care is supposed to be a short-term remedy designed to protect children from harm while parents have time to respond to treatment, in reality more than fifty percent of all children in foster care are in this temporary status for over two years and more than thirty percent are away from their parents for six years. (Besharov, 1988).

Incidence and Reporting of Institutional Maltreatment

Although the primary intent of child protective intervention is to protect children in placement from abuse, neglect, or sexual exploitation, not all treatment professionals, child advocates, and other concerned with the quality of residential child care, share the same perceptions of the problem. There is wide disagreement over what constitutes institutional maltreatment and consequently, which incidents should be reported. Many administrators and treatment professionals believe that the incidence of harmful acts and omissions in their facilities are exaggerated, and object to being treated as part of the problem when they believe they are part of the solution (Rindfleisch & Rabb, 1984a).

Thomas (1982) believes that the abuse of children in care remains a largely unrecognised problem in our society. He describes the contradiction between the historical emphasis on child placement in the United States, as a means of enhancing the well-being of children, and the lack of interest in the protection of children after they have been placed. According to Thomas, the public dismisses (if not ignores) most negative actions taken against children in residential placements because of the belief that the problems of the children are caused by inadequacies in their families, and therefore removal from the home is the most efficient and effective means for providing better developmental opportunities.

Thomas claims that the failure to recognise the problem of residential child maltreatment reflects the underlying assumption in our society that children are better cared for after placement than in their own homes or communities.

Rabb and Rindfleisch (1985) believe the failure to make major improvements in protecting children in care reflects in part the absence of operational definitions and guidelines for substantiating events of abuse and neglect. The lack of such definitions and guidelines for what constitutes abuse and the absence of clearly defined public policy for handling institutional maltreatment, leads to disagreement about what situations should be reported.

A national survey of child welfare institutions was conducted to examine the extent of the problem of institutional maltreatment (Rindfleisch & Rabb, 1984a). Within 1,000 facilities serving approximately 44,000 residents, 1,710 incidents of child maltreatment were reported in 1979, representing a reported incidence rate of four per 100 residents. This is slightly more than double the estimated familial rate of roughly 1.8 per 100 children (USDHHS, 1981). These results were confirmed by another study which found the reporting rate of institutional maltreatment in New York state's mental health facilities to be three times that of the state's general population (NYS Commission on Quality of Care, 1987). In addition, Kerness et al. (1983) studied sixteen residential facilities and also found an extremely high rate of under-reporting of institutional maltreatment cases. A review of incident reports showed that eighty-five percent of reportable cases (i.e., incidents which were clearly within the definition of abuse and neglect by state statute) were not actually reported for investigation. These findings corroborate Thomas' position that institutions must be necessarily held to higher standards of child caring than are parents (Thomas, 1980). That is, incidents which would not be considered abusive or neglectful in a familial situation (such as poor nutrition which does not necessarily cause ill health) may be considered abusive or neglectful in a residential facility.

Overall findings of the Rindfleisch study showed that institutions may be reporting no more than one of every five suspected incidents of institutional child maltreatment to state child protective services (CPS) authorities. Furthermore, nearly half of all states perceived institutional maltreatment to be an issue of low priority, in part because of the lack of CPS resources.

The general absence of clarity and consensus about what constitutes institutional maltreatment and the failure of administrators to recognise it as a problem contribute to under-reporting and inaccurate incidence data. Other factors also influence the under-reporting of institutional maltreatment. Reports of maltreatment tend to originate from outside institutions, and since facilities are relatively isolated, a good deal of abuse or neglect is not seen and thus

not reported (Grayson, 1988). Shotton (1984) points out that children who are abused at home have increased visibility and a greater likelihood of being reported given their contacts with neighbours, school teachers or concerned persons in the community. Children isolated in institutions are much less subject to external scrutiny, have fewer outside contacts and are therefore less likely to be reported.

Internal institutional policies also contribute to under-reporting, as cases are handled informally and not referred to the appropriate agencies for investigation. Administrators tend to deal with incidents as failures in an individual worker's performance as opposed to an infringement on a child's well-being and rights (Rindfleisch & Rabb, 1984a). Institutions may be reluctant to report maltreatment because they fear damaging their reputation, and the possible loss of their credibility, referrals, and licence (Ohio Dept. of Human Services, 1986), reprisal, including loss of employment (Horowitz & Davidson, 1984). Besharov (1987) cites several cases where adverse actions were taken against employees who reported abusive conditions despite laws granting immunity from liability for good faith reporting. In a recent study, Rindfleisch and Bean (1988) found a relationship between the staff's commitment to residents, the type of incident, and their willingness to report abuse and neglect in residential facilities.

Causes of Institutional Maltreatment

As is true of child maltreatment in familial settings, the abuse and neglect of children in residential care is a complex, multi-faceted problem. In order to understand its causes and prevent it effectively, it is necessary to examine the interaction between the residential environment, the staff, and the children in care. A focus on any of these factors in isolation will lead to an incomplete understanding of the problem and will, in all likelihood lead to ineffective preventive measures (Blatt, 1988).

Even under the best of circumstances, working conditions in residential facilities can be extremely difficult and stressful (Sundram, 1986). Direct line staff who have the most contact with children have the least training and experience. Child care positions in residential facilities are characterised by poor salaries, meagre benefits, long working hours, and undesirable schedules (e.g., weekends, nights). A study conducted by New York University found that one of the most frequently mentioned job-related causes of stress in the child care field was low pay. In a review of the research literature on job satisfaction and child care workers, McClelland (1986) reports that a "large proportion of workers in these centres perceive pay as being low and find it dissatisfying." In addition to being underpaid, child care workers feel that they have limited career paths and few opportunities for professional development and advancement within the organisation.

Generally, child care workers are poorly trained, inadequately screened and hired with little attention to their educational and social backgrounds. Newly hired staff are often thrown into the work and forced to carry out the duties of full-time staff without adequate training and orientation. Inadequate care and treatment from poorly trained or untrained staff can be more damaging to children than the reasons for their initial treatment referral (Lester & Sanders, 1987). New workers, who lack experience and training, may not know how to handle the difficult, sometimes explosive situations with provocative youth they are likely to encounter. The combination of inexperience, lack of training, and frustration can easily lead to abusive incidents. Realistically, many residential facilities operate under severe time constraints and cannot afford to provide staff with extensive training periods, which consequently increases the risk of the occurrence of maltreatment.

Frequently, the administration puts conflicting demands on child care staff and is unresponsive or unavailable to staff needs and concerns (Durkin, 1982). Workers are told to reach certain objectives without adequate training or knowledge. In some instances, they are asked by supervisors to implement programs and treatment plans that are incompatible. The most highly trained staff, such as the directors and clinicians, are available on a very limited basis and are often removed from direct contact with youngsters, and are inaccessible to direct line staff in need of guidance (Sundram, 1984). Like an abusive parent, child care workers are overstressed, isolated and without a sufficient support system. Power over children becomes their only way of gaining a sense of significance (Mercer, 1982); and the children they work with become the most available outlet for their frustration (Sundram, 1984).

Stress is a major factor frequently cited as contributing to the maltreatment of children within both familial and institutional contexts. Blatt and Brown (1986) examined environmental stress factors related to institutional child abuse and neglect. They found that staffing levels (staff to child ratio), seasonal changes in schedules (e.g., abuse reports increased in the spring and fall when school ended and began), threatened staff layoffs, and changes in physical location to be contributors to incidents of institutional maltreatment. Isolation from the community, an experience frequently cited by researchers as a major factor in familial maltreatment (e.g. Polansky et al., 1972) is another form of stress and sponsored projects in the states of Iowa, Utah and Massachusetts sought to address the isolated nature of institutions by creating oversight criteria and citizens' review committees to examine day-to-day care of children, all of which opened the facility to the community (Kline, 1982).

Poor working conditions experienced by line staff are further complicated by a lack of clear agency policy. A number of re-

searchers point to the failure of agencies to make behavioural expectations clear to staff as one risk factor for abuse (Mercer, 1982). Likewise, the failure to plan and develop clear programme goals can also contribute to abuse. For example, a lack of recreational and leisure activities for children can lead to boredom and acting-out behaviour which requires more staff discipline (Grayson, 1988).

Child residents of institutions are not a random sample of the general child population, but a subset of children who are placed because of mental retardation, emotional problems, substance abuse, and/or previous familial maltreatment. Many of these children have severe behavioural problems: they are angry, difficult to manage, and provocative (Grayson, 1988). In one study, Blatt & Brown (1985) found that youngsters who were subjects of institutional maltreatment reports were more difficult for facility staff to work with, that is, were more often reported as assaultive, suicidal, violent and dangerous, and more in need of one-on-one supervision in comparison to the other children in care. They were also more likely to have run away from the facility, to have destroyed property, or set a fire.

Within both institutions and families, abuse often results from the combination of children who are difficult to manage and caretakers who lack sufficient skills and resources to manage them (Fontant & Besharov, 1977; Green et al., 1974). According to Sundram (1984) most incidents of abuse in residential facilities result from acts of frustration. Hirschbach (1981) suggests that some institutional abuse is caused by frustrated attempts to treat children who are not treatable. He argues that sadism does not produce abuse or neglect in residential settings, rather the maltreatment results from frustration and the inability of providers to handle their deep anger at youth who remain elusive and defiant.

Investigation of Institutional Maltreatment

In 1984, the United States Child Abuse Prevention and Treatment Act was amended, and called for states to have "a statute or administrative procedure requiring that when a report of known or



... all too often children are victims of maltreatment in the very institutions which are operated to care for and serve their needs

suspected child abuse or neglect involves the acts or omissions of the agency, institution, or facility to which the report would ordinarily be made, a different properly constituted authority must receive and investigate the report and take appropriate protective and corrective action" (45 CFR Section 1340.14(e), 1985). Despite this federal initiative, most states have not established a separate investigatory system for out-of-home care and continue to place the protection of institutionalised children in the hands of their child protective systems. A study by Rindfleisch and Hicho (1987) reported that only twelve states have statutes which explicitly address institutional abuse, while twenty-one states appear to rely solely on interpreting their existing familial statutes to include responsibility for handling institutional abuse and neglect. States continue to "stretch" familial abuse statutes to encompass institutional maltreatment and to provide an *ad hoc* approach to

investigations (Rindfleisch & Rabb, 1984a; 1984b).

Thomas (1982) outlines general guidelines for state child protective services agency to facilitate the investigation of child abuse and neglect in residential placements. New Jersey was the first state to develop a specific investigation process for out-of-home care (Smiles, 1982). Other states such as Ohio, New York, Vermont, Montana, and Colorado have developed specific procedures and/or units for out-of-home care investigations. Two recent consensus reports call for the investigation of out-of-home maltreatment to be handled by units other than child protective services (Besharov, 1988; American Public Welfare Association, 1988).

Nunno and Motz (1988) report that the use of familial investigating procedures ignores the basic differences between familial and state care of children and contributes to the low substantiation rate of existing reports of institutional maltreatment. They suggest forming a state-level institutional abuse team which would develop policy, define procedures, and recommend legislation specific to the problem of institutional abuse.

Such a team would not only help to define institutional abuse, but would also develop procedures for identifying, reporting, investigating, and monitoring the problem. The team would also help determine whether the agencies involved in the investigation and treatment of abuse and neglect responded adequately and in a timely manner (Motz & Nunno, 1988).

Conclusion

This paper has reviewed major child care and social work journals, private publications and newsletters regarding the maltreatment of children in out-of-home care. The literature suggests that maltreatment of children in these care settings cannot be viewed solely from the perspective of individual acts of abuse or neglect on the part of the child care worker, but must be understood as resulting from a number of interrelated program and system factors. The background, needs and resources of the child, the skills and talents of the caretaker, the supervision the caretaker receives, the support, resources and policies of the institution, and the perception of the community towards caregiving all determine the potential for maltreatment.

A number of studies reporting on the child care system in the United States show that the incidence of maltreatment may be double or triple that of familial maltreatment. Even with this potentially high reporting rate, the literature details difficulty in defining the problem and some reluctance for traditional child protective services to offer specialised investigation and assessment resources.

A copy of the Bibliography for this literature review is available from the Editor. This article, the first of two on the subject, is reprinted with kind permission of the *Canadian Journal of Child and Youth Care*

5 YEARS AGO

For those who weren't around then, a look at our May 1986 issue

The philosophy of Lakehaven Children's Home stressed the child care worker as a significant adult in the lives of the children, and the staff development programme reflected this. **Zeni Thumbadoo** described the twice-yearly in-service sessions for which staff overnights at a venue away from the institution. Self-awareness as a basis for teamwork was an important focus, from which the team then moved on to an evaluation of the Lakehaven programme in a positive and non-threatening environment.



Part of the Lakehaven Children's Home staff group in session during their staff weekend

Eighteen specific (and very concrete) proposals emerged from the discussion, which indicates that while staff morale may seem to be a very abstract concept, it is made up of very practical fundamentals. Some examples at this time were: more child care worker posts needed; a staff flat is needed; greater emphasis on security in the children's home; more drivers needed; a more efficient financial system needed; the Board of Management must be more involved; more information about the children to be shared with staff ...

Die artikel oor die voorkoming van dwelmmisbruik wat deur **SANRA** saamgestel is, bevat voorstelle vir ouers om hul kinders se vatbaarheid vir dwelmmisbruik tot 'n minimum te beperk. Jong misbruikers vind dit moeilik om uitdrukking aan hul gevoelens te gee; hulle het 'n onvermoë om probleme te herken of die hoof te bied; hulle het lae selfagting wat dikwels onder rebelse gedrag en grootpraterij verberg word ... die tipe probleme waarmee kinderverorgers besonder hulpsaam kan optree. Tien hulp-middels op weg na

tienderjarige volwassenheid word aangebied.

Reporting on the staff training programme at Bellefaire in the USA, **Dina Hatchuel** highlighted child care worker skills at key times during the day. The skills remained constant: communication skills, group facilitation skills, listening and observation skills, organisation and planning skills, and counselling skills. Bedtime, waking time and mealtimes were focussed on. Discussion and proactive planning around such routines makes us mindful of *children's needs* as against the *time and efficiency demands of the institution*. What emerges from this article is the strong emphasis placed on individual differences: some children like this, others don't; some children need this; others need that; some children can do this, others can't.

Basing her discussion on the STEP principle of 'problem ownership' **Sharon Bacher** wrote on the management of a tantrumming adolescent. A careful analysis, within the institutional setting, of 'who owns which problems' pointed up clear tasks for which staff could plan and prepare for when the youngster tantrummed. Inevitably this involved the boy himself, the staff — and also the group "who almost seem to enjoy the angry outbursts and through them to channel some of their own hostility towards the staff."

A contribution on *The Family: Life Cycle and Functions* was one of the **Student Papers** published in 1986. The five stages in the family's life cycle are outlined before a discussion on family functions. A quote: "It is often hopefully stated that children from healthy families marry and have healthy families in turn; in residential care we try to prevent the converse from happening." In drawing the connections between parenting and child care, Beedel is quoted: "The residential unit accepts the transfer of the family's responsibilities onto itself and attempts to provide for the child mainly good experiences of care, comfort and control, nurturing, and the development of personal integrity."

The issue ended with the classic *Letter to a Kid* by **Barrie Lodge**. Any attempt to dig out excerpts would have done violence to the piece — so please turn to page 12 and (re)enjoy the original!

Questions arise like: What is the child feeling right now? How does he view these problems? What does she see in her world? How does it feel to live in a children's home/cottage? Where is the child's family? Is there a family?

In long term counselling, some further questions may be: How does this child handle separation, loss, rejection, abandonment? Do I make a difference? Are my visits worthwhile for the child? For me? What are the effects of institutional life? Can I achieve anything with this child? If I can, how do I do it? Do I continue visiting this child? Do I want to? Will I have to terminate (with some legitimate reasons) because I know I am getting nowhere? Even with regular supervision? Is this child's condition irreversible? Am I wasting my time? What is there in it for me?

No doubt, like me, you will be in touch with the above questions because you have asked yourself similar questions?

It can seem as if you, as a voluntary counsellor, have been dropped on a wild and strange, unfriendly, deserted island and nobody cares much about your survival. You also realise that your training may not be adequate and that you do not have sufficient practical experience. It feels scary and overwhelming: The children's files read like horror stories and to make it even worse, they are continuing stories ...

Take a look at the life of any one of the children we see regularly for counselling. The child who has spent the major part of his/her life in care is often uncertain about why he/she came into care, why changes in placement were made, why other children moved on and why staff left; he/she may not know the names of some of the people who have looked after him/her, let alone their current whereabouts; the same is true regarding the children who shared his/her life for certain periods. Nor does he know what the future is likely to hold since long-term plans are not always clear.

Some children also do not always know until the end of each term where they will be spending the school holidays — or next term.

The most damaging effect on children who are 'vulnerable' or 'at risk' is probably on their self-awareness and their sense of identity. The child has no single person who shares his own most basic and important memories — no one to confirm whether these memories are in fact accurate or figments of his imagination, no one to polish up a fading memory before it is too late. Such deprivation seems so damaging that I am not at all sure that we can ever fully make up for it 'artificially'.

Now we can increase our understanding of what we are really dealing with and of our child's world. Consider carefully, not only does the child in long-term care have no reliable past; equally devastating, he has no predictable future except that he will come out of care at the age of eighteen.

So I ask: What is my role as voluntary counsellor? What can I do?

From the perspective of a voluntary counsellor working for the Children's Foundation, Lilian Brummer reflects on work with children — even in adverse situations ...

'Hanging In'



A relationship can help

There is strong evidence of the importance to the child of having at least one dependable and lasting relationship, (not always possible, as voluntary counsellors, like child care workers, have the reputation of coming and going ... ?) Although prolonged and early separation and residential life are disturbing and potentially damaging experiences, this is not inevitably so. The opportunity to maintain continuous, frequent and regular contact with an adult outside the institution can help many a child to make good the damage and to cope. This is so even when his own family has been indifferent or rejecting, and when he has never lived permanently with a parental substitute (such as a host family) i.e., only for weekends and holidays. What seems crucial is that someone cared sufficiently to maintain a stable, enduring relationship.

It looks then as though — at least in our type of society — a child needs to feel that he/she matters as an individual; that he/she is valued for his/her own sake and not only by someone who is paid for the job of caring for him/her fairly and impartially. If lasting and unconditional love and loyalty from an adult are never experienced, then the child may fail to develop these qualities; also the later he learns to establish such relationships, the more difficult and longer it will be before he learns to trust adults and eventually to reciprocate affection. Thus a vicious

circle is likely to develop; not having known a secure relationship, the child fails to learn the responses appropriate and expected in such a relationship. (Pringle 1971)

In thirteen years of counselling, it is my experience that in spite of a lack of interest, lack of responses, the closed and sometimes unreachable children, we cannot give up. We need to 'hang in', to stay with the child, even in such adverse situations.

I have often felt frustrated, ready to give up and turn to 'more rewarding' work. So, what then has worked for me, has kept me in voluntary counselling work?

Every time, the answer must be because I want to be a voluntary counsellor. I want to be there for the children, however small the return on my investment. I believe that I do make a difference and that difference is vital — even if I can offer the child just one stable, enduring relationship.

Doing things together

We need to be in touch with our reality in the helping process and also with the reality of the child and his world. It can take years to build a trusting relationship with a child. Children in care have learnt to mistrust and are hurt badly. How can we build a trusting relationship? We respect the child, respect confidentiality, be friendly, warm, caring — manifested by smiling, eye contact, and non-verbal attending behaviours; showing concern and interest, and making the child feel valued.

Going for long walks, sitting outside on a blanket munching apples in the garden, sitting in the car listening to music (even if it isn't your particular taste of music), going to the park, looking at school books at regular intervals, teaching social skills, basic skills e.g. sewing on a button, fixing a hem etc. Playing games, reading stories, telling stories, both you and the child, and sharing jokes etc. Doing the "Life Story" book with a child. (See the excellent book *Working With Children — Some Ideas*)

Working continuously on building and upgrading skills, having regular supervision, doing reports, attending courses and workshops. Using continually the resources available to us: The Children's Foundation, their Library, the Voluntary Counsellors Co-ordinating Committee and contributing to the Newsletter.

Skills and resources

I believe in the work we are doing. I salute our voluntary counsellors for their commitment. Our vision and mission is to recognise in *Today's Child, Tomorrow's Adult*.

We are committed to the highest possible standards of care and treatment for the children.

"Nothing can melt such human and social problems faster than the willingness of one individual to involve themselves voluntarily in helping another individual overcome their problems." (Schindler, Rainman and Lippert 1975)

Can you ever doubt your value or the value of your work?

Child Care Work: Some Misconceptions

Anthea Browne, a Second Year Child Care Student

The profession of child care is usually seen by the public as the kind of job that has great benefits attached to it. I'm sure every child care worker must have come across at least one person who has exclaimed enviously at the fact that child care workers not only receive free board and lodging and do not have transport costs since they live where they work, but in addition they actually get paid for just "looking after children". To a person outside the profession, child care may seem like the "big break" that they've been waiting for, the type of job where they could "get away from it all". However, when one enters the turbulent waters of the child care field, one soon sees the job in a very different light!

As I have come to learn, child care is a planned and goal-directed process. One not only needs clear aims but also total commitment and dedication in carrying out those aims. It involves far more than merely looking after children! Each child that one works with needs a specific treatment plan which the child care worker must continually be aware of and carry out. Simply "looking after children" does not help children to learn and to grow.

Agents of change and growth

The child care worker has a far more specific and important function than just seeing that each child's physical needs are met, which in itself is very demanding. Child care workers are agents of change and growth and this can only be achieved by careful assessment and planning. One also needs to know that no matter how much care is given to a child, one can never "cure" him of his past experiences and circumstances. All the love in the world will not take away the memories and the hurt that each child has experienced and no matter how much work is done, often there is nothing that one can do about a family's circumstances. This could become quite a burden for someone who enters the child care field with the expectations of loving all the children and "making everything better". One can only hope to help each child come to terms with his circumstances, and understand his situation more clearly so that in spite of everything that has happened to him, he will grow as an individual capable of living happily and independently one day.

This growth and change process has a two-fold nature in that the child care worker is also challenged to grow and

change. However, for all of us this involves self-awareness and risk. One needs firstly to be in touch with oneself, to know one's strengths and weaknesses, aware of the areas needing improvement; and secondly, to be bold enough to risk being hurt, suffering rejection or embarrassment.

Building trust

All this isn't easy for an adult child care worker. More so, it isn't easy for a child who has already suffered hurt and rejection and has little trust in adults. It is the child care worker's responsibility to rebuild that trust in the child through building a relationship with the child. No-one likes the feeling of vulnerability, but it is the child care worker's task not only as far as he can to prevent the child being hurt again, but also putting himself at risk. There are many other misperceptions of child care work, notably the availability of free board and lodging. Living day in and day out at one's place of work also brings with it many disadvantages. Child care workers have very little or no privacy. Not only the children but also other staff members are aware of everything they do — from a phone call they receive to a mistake they may make in connection with their work. There is also very little freedom for social life for a child care worker due to their long hours of work, the responsibility they have, and not having their own home to go to when they're not working. Due to the demanding nature of residential child care work, the free board and lodging can hardly be seen as a consolation.

Child care involves far more than 'loving children'. It involves self-sacrifice, risking oneself, being prepared to treat and manage troubled children, as well as giving all of one's time and energy. Child care is a profession that demands constant personal awareness and growth, total commitment, and the full use of one's growing professional knowledge and skills for it to be a successful and fulfilling career.



UNIVERSITEIT VAN
PRETORIA

KURSUS

Speltherapie:

Die onontbeerlike vaardigheid in Terapie met die Kind

'n Agt-dag-kursus
12 tot 24 Junie 1991 of
20 tot 28 November 1991.

*Aangebied deur die Departement Maatskaplike Werk.
Telefoon: 012-420-2395*

Wie sal baat?

Terapeute wat met die kind werk, insluitende maatskaplike werkers, opvoedkundiges, arbeidsterapeute, verpleegkundiges en sielkundiges.



Universiteit van Pretoria
0002 Pretoria Teleks 3-22723 SA Telegr PUNIV Tel (012) 4209111

Male Child Care Worker

Male Child Care Worker with 8 years experience seeks senior non-residential child care post in Cape Town area. Phone Mr Rae on (021) 61-2990.

Cape Town Position Wanted

Young woman seeks position as Child Care Officer in Western Cape Region. Has 11 months experience at Tenderden Place of Safety. Please contact Katheryn Reid on ph. (021) 753727.

Where are you, Annah?

We received a money order for R25.00 from the Strydom Square post office for a subscription to *The Child Care Worker* from **Annah Zanele Masuku**. That is all we know about Annah — and we need your address in order to send you your copies of the journal!

The second of part of the article by **Dr Gary Weaver** who will be a guest-speaker at the NACCW's Biennial Conference this July

The Multicultural Child Care Staff: Meeting the Needs of a Diverse Client Population

Multicultural Meetings

As the staff becomes increasingly diverse, meetings become more complex. All multicultural meetings seem to be endless exercises in frustration for everyone. Some members seem to be unable to "get down to business" while others are just plain "pushy". It often takes forever to agree on anything including such basic tasks as selecting a leader or setting an agenda. While these groups may be very creative, it is almost impossible to implement their innovative plans.

We unconsciously learn appropriate group behaviour during childhood by observing adults interacting in groups or participating in our own groups. Because this learning takes place tacitly or implicitly, we assume everyone shares our rules regarding behaviour when, in fact, they are only appropriate to those in our own culture. The multicultural residential staff meetings that emphasise verbal, and especially written, communication frustrate most non-mainstream people. There is little effective content in communication. The structure impedes the free flow of emotions and no real trust is established between participants. While mainstream supervisors might tell staff members to "put it in writing" first, the nonmainstream person wants to begin by talking face-to-face.

Leadership

Who should be the leader of a group and how is that person selected as leader? It depends upon one's culture. Among "to be" people, such ascribed characteristics as age, family background, and gender are considered while they may seem irrelevant factors for "to do" people. Among mainstream people, leadership is determined almost exclusively by what the person does, not by who the person is. In small, homogenous communities, a leader must gain the respect of all, based upon status, character, and communication skills developed during years of experience. A leader is expected to maintain group harmony and show a genuine concern for each group member. These aspects of a person's personality can only be revealed through informal discussions if group members do not know each other well. Of course, this takes a great deal of time.

In complex, heterogenous societies, a leader is the person who can best organise and manage the group in such a way that tasks are effectively and efficiently accomplished. A leader keeps the group on track while facilitating the sharing of ideas offered by group members. This person can easily be selected by finding out who has the skills to moderate, facilitate, and manage the group. Most should have these abilities and selecting the leader may be only a matter of taking a democratic vote or allowing anyone to volunteer to take on the role.

A fairly unstructured, open-ended discussion is preferred by most "to be" people as meetings progress to accomplishing specific tasks. Time is nonlinear and goals and objectives are revealed through the interaction of group members. To quantify and schedule time and tasks is overly restrictive for them. It does not allow for ideas simply to emerge and directions to change in the give-and-take of conversation. An agenda should change with the group and serve the group, not control it. A somewhat Dionysian, deductive approach to problem-solving should be modelled by a good leader.

Among mainstream people, the leader is responsible for determining the agenda based upon the tasks at hand. It is sequentially laid out with clear goals and objectives. Often a time limit is included to indicate when discussion of a topic ought to be exhausted or when an objective should be met. This linear, task-centered, Apollonian, inductive agenda could be developed by any good group manager. Reaching an agreement among members takes much time because consensus in the group is desired to maintain harmony and unity among all members. This is unnecessary in mainstream groups because people are together only for the specific objectives or tasks of the group. As long as a majority agree, a decision can be made. After a predetermined length of time, a leader might simply ask for a show of hands to resolve a matter.

Conflict

Among residential staff there are bound to be disagreements and not simply misunderstandings based upon cultural differences. But, how do we know when it

is just a disagreement and not a full-blown conflict? How should it be resolved? Is it just a matter between the disputants or should third parties be involved? When is it time to begin negotiations and when is it irresolvable? We unconsciously learn the answers to all of these questions during childhood. However, when the staff is culturally diverse, there are many different answers.

Mainstream people tend to assume that there is a short distance between an emotional, verbal expression of disagreement and a full-blown conflict, whereas for black Americans there is a much greater distance (Kochman, 1981). Stating a position with feeling is a sign of sincerity for most black Americans. However, it might be interpreted as an indication of uncontrollable anger or instability for white Americans and, even worse, an impending confrontation.

Arguments are presented differently in each culture. Mainstream Americans expect an argument to be stated in a factual-inductive manner (Glenn, et al., 1977). The facts are presented first in a fairly unemotional way to lead to a conclusion. The greater the number of relevant facts at the onset, the more persuasive the argument. Black Americans tend to be more effective-intuitive. They begin with the emotional position followed by a variety of facts somewhat poetically connected to support their conclusions. The mainstream presentation is often viewed as insincere and impersonal by black Americans while the black presentation is perceived as irrational and too personal by white Americans. Arguments are many times lost because of differences in style, not substance.

Conflict Resolution

Picture George Will debating Jesse Jackson and the differences in argumentative style become quite obvious. Will would begin with facts communicated with few nonverbal cues and almost no emotion. In his pedantic way he would present his argument and then expect Jackson or the audience to react. Jackson would emotionally state his conclusion and then poetically tie together facts to support his position. He might even encourage the audience to join in by showing their approval or repeating phrases.

Most theories of group behaviour and conflict are based on psychological and sociological studies that fail to consider adequately the dynamics of cross-cultural perceptions and communications. Often this theory is based upon the content or substance of disagreements. To prevent multicultural staff meetings from degenerating into full scale conflicts that distract from positive problem-solving, attention must be paid to the cultural dynamics of organisational behaviour. In close-knit communities, if harm should come to another, and you could prevent it but do not, then you are held indirectly

responsible for the harm. The assumption of indirect responsibility permits and even demands that third party intermediation step in to resolve disputes. Intermediaries must be associated with the disputants and they strive to bring about compromise so that everyone wins. After all, they must continue to live and work together after everything is settled.

When others in the community do not assume their responsibility to intervene, they are held accountable for perpetuating the conflict. There is no way that the disputants can resolve their disagreements without losing face unless others assume this role of intermediary. In fact, this is exactly what President Carter did during the Camp David negotiations between Israel and Egypt. Many in the Middle East have accused the United States of denying its responsibility in their conflict because it has since decreased its role as a third party intermediary.

In complex, urban societies there is no assumption of indirect responsibility and disputes are resolved by the parties directly involved. Recently, President Reagan suggested that Jordan and Israel ought to work out their differences among themselves without any role for the United States. In "to do" cultures, if a matter must be resolved by intervention, the judge or jury must appear neutral or uninvolved. Resolution is often determined by a decision of right or wrong based upon the facts or merit of the case. Compromise is seldom a desired goal.

Among a multicultural staff, disagreements are perpetuated, exaggerated, and escalated by the diverse, unconscious as-

sumptions regarding the dynamics of conflict and conflict resolution. Often people get locked into conflict cycles (Long and Duffner, 1980; Powell, 1989) which terminate in power struggles. Only by understanding how people from different cultures perceive conflict can we prevent disagreements from erupting into open conflicts or spiraling into counterproductive power struggles. At the very least, supervisors ought to understand these dynamics of organisational behaviour to manage effectively the multicultural staff and break out of conflict cycles. Without this awareness, the supervisor's reactions, based upon his or her culture, may actually make matters worse.

Discussion styles

Whites might view Jackson as unstable, demagogic, and manipulative and Will as controlled, reasonable, and persuasive. Blacks might view Jackson as sincere, charismatic, and a very capable leader. An indication that Jackson is a good leader is the constant rapport with the audience while whites would view this as manipulative or demagogic. Among blacks, Jackson is no different than the black, Southern Baptist minister who expects and encourages his congregation to "testify". In suburban, white, Presbyterian churches the congregation listens to the sermon in complete silence. During staff meetings these differences in argumentative styles add tension to any disagreement. As a black staff member presents his affective-intuitive argument other black staff may join in with comments of encouragement, agreement, and

support. To whites, the blacks may appear to be on the verge of a confrontation and united in a clique. In reaction, whites sometimes withdraw into a superfactual-intuitive mode in an effort to calm things down. The white emphasis on facts, logical presentation, and lack of emotion comes off as cold, condescending, patronising, and further evidence that whites do not really want to hear the views of blacks.

In most "to be" cultures, people try to keep a lid on disagreements to maintain harmony within the community or group. This internalisation of negative feelings means that when they erupt their expression will be very emotional. And, because everyone knows everyone else, any conflict affects the entire group.

If a Mexican offends a friend, nothing may be said. Because they know each other so well, there is an unspoken and perhaps unconscious assumption that the offender will intuitively sense the other person's hurt or anger from subtle, non-verbal cues. If the offended person must explicitly verbalise feelings, the offender was obviously too insensitive to "read" the offended's feelings.

The verbalisation of feelings may appear to be an uncontrolled explosion of feelings. For the Mexican it means "I tried to keep a lid on it. I couldn't take it anymore. Now I've exposed my feelings to you and everyone else. I've laid my cards on the table. Let's begin to settle this matter." To an Anglo this explosion means it's "the end-of-the-rope" and there is no hope for settlement.

The commitment to a personal relationship is so strong that the Mexican would rather lose an argument than lose a friend (Diaz-Guerro, 1975). The whole person is unconditionally accepted as a friend — good and bad, rational and irrational. An argument is no grounds for terminating friendship.

Most Anglo's friendships are conditional on the rule that friends remain rational. An emotional expression of anger is equated with irrationality and consequently the termination of a relationship. Of course, when Anglos abruptly withdraw from a relationship after an outburst of genuine anger, many Mexicans begin to doubt the sincerity of the friendship in the first place. Black staff may sincerely express disagreements that whites might interpret as indications of anger and imminent conflict. Mexicans might assume they are beginning the process of negotiation with their emotional outburst while Anglos believe that the situation is beyond resolution. If the supervisor is not familiar with these assumptions and attributions there is no way to interpret and analyse the situation and to engage in appropriate action. Rather, the supervisor reacts according to his or her culture-specific assumptions regarding conflict.

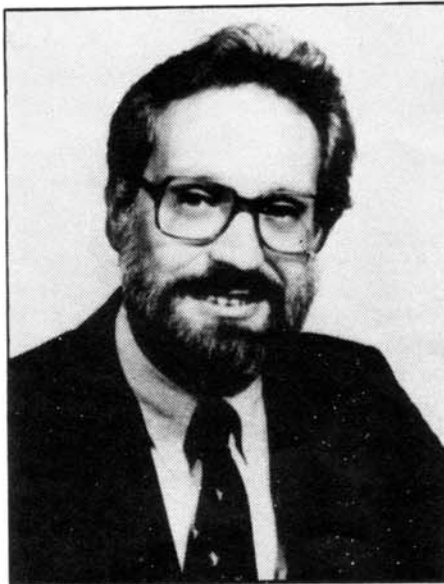
A supervisor might tell two staff members to resolve a dispute among themselves.

CONFERENCE GUEST-SPEAKER

Gary Weaver

Gary Weaver grew up in Manitowoc, Wisconsin in a labour class family. His father was half Native American (Indian) and mother Irish-German. He has a twin brother who is with the military in Alaska and a younger brother who teaches high school in Wisconsin.

He studied at the American University in Washington and the National University of Mexico with post-doctoral studies at The Washington School of Psychiatry. While a student, he worked as a resident counsellor at the Episcopal Center for Children for about six years. Since then, he has lived in Iran and taught at the University of Colombo in Sri Lanka. He was active in the Civil Rights Movement in the US and founded and directed a university-level education program for low-income black and hispanic students. While director, he met his wife Marte, a black American. They have a thirteen-year-old daughter, Alia, and ten other "children" who have lived with them from Gambia, Kenya, Uganda, Iran, Greece,



Germany and the US. They are students who have lived with their family from nine months to nine years or more. Their Native American "son" is featured in Norman Powell and Mark Krueger's book, *Choices in Caring*.

The nonmainstream staff could view the supervisor as incompetent and irresponsible for not taking on the role of intermediary. And, if the conflict escalates, the supervisor might be blamed.

The Benefits of Cultural Diversity

Only by understanding the internal cultures of others and the dynamics of cross-cultural communication can we minimise cross-cultural conflict among the multicultural residential staff and, in turn, better meet the needs of children from various cultures. Through this understanding we may also develop new approaches to problems in child care.

If we group people together with similar personality traits and give them a problem, they will come up with a few solutions. When we present the same problem to a group composed of various personality types, they come up with more solutions that are more creative. In fact, the synergy of the mixed personality group will produce even more creative solutions than the total of those grouped according to similarity of personality. The whole is indeed greater than the sum of the parts.

Multiculturalism offers the potential for this "cultural synergy" (Moran and Harris, 1981). Diversity can be used to enhance problem solving if the emphasis is placed upon managing the impact of diversity, rather than attempting to eliminate it by forcing everyone to fit the cookie-cutter mould of the dominant or mainstream culture. This management necessitates a full understanding of multicultural organisational behaviour.

Through our interactions with others who are culturally different, we discover not only their culture, but also our own. As long as we surround ourselves by those who share our culture, we tend to take our own culture for granted and fail to realise its impact on our personality, values, world views, ways of thinking, and behaviour. When we are involved with those who are culturally different, we raise our own internal culture to the conscious level. Only with this self-awareness can we transcend the cultural prisons we were born into.

References

- Adler, N.J. (1986) *International dimensions of organisational behaviour*. Boston: Kent Publishing Company.
- Brislin, R.W. (1981). *Cross-cultural encounters*. New York: Pergamon Press.
- Dias-Guerrero, R. (1975). *Psychology of the Mexican: Culture and personality*. Austin: University of Texas Press.
- Glenn, E., Witmeyer, D., & Stevenson, K. (1977) Cultural styles of persuasion. *International Journal of Intercultural Relations*, 1(3), 52-66.
- Hall, E.T. (1976). *Beyond culture*. Garden City, New York: Anchor Press/Doubleday & Company.
- Kochman, T. (1981) *Black and white*

styles in conflict. Chicago: University of Chicago Press.

- Long, N.J. & Duffner, B. (1980). The stress cycle or the coping cycle? The impact of home and school stresses on pupils' classroom behaviour. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom: The education of emotionally disturbed children* (fourth edition) (pp. 218-228). Belmont, CA: Wadsworth Publishing Co.
- Mehrabian, A. (1968). Communication without words. *Psychology Today*, 2(4), 53-55.
- Moran, R.T. & Harris, P.R. (1981) *Managing cultural synergy*. Houston: Gulf Publishing Company.

- Powell, N. (1989). The conflict cycle model: A useful concept for child and youth care workers. In M. Krueger and N. Powell (Eds.) *Choices in caring: Contemporary approaches to child and youth care work*. Washington, D.C.: CWLA.
- Tannen, D. (1984). *Conversational style: Analysing talk among friends* Newark, N.J.: Ablex Publishing Corp.
- Weaver, G.R. (1975, March). American identity movements: A cross-cultural confrontation. *Intellect*, 377-380.
- Weaver, G.R. (1987) Contrast cultures continuum. In G.R. Weaver (Ed.), *Readings in cross-cultural communication* (pp.226-228). Needham Heights, MA: Ginn Press/Simon & Schuster.

The Child Care Workers

Jenny Kander from *The Compassionate Friends*

(Author of *So will I comfort you* —Support for Bereaved Parents, their Families, Friends and Counsellors)

Why can I not find the words
To say how moved
how deeply stirred I am
By the quality-love
Of the child-care workers ...
Marvellously nurturant, tough?
I need to offer tribute, say
"I love you for your courage:
The beauty of your giving
Moves me to tears".

Struggle-weary child-care women
Face the missing, discarded grief
Of the blunted youngsters,
The raw wounds of the rest
And ask,
"Is it worth the pain
When we feel we do not
Make a difference?"

And yet they carry on
Giving of themselves and of their skills.

This is why I cannot find the words
To say how moved
How deeply stirred I am.
How possibly can tribute paid
Be adequate
When the compassion that I see
Reveals the face of God?

Dedicated to Aderyn Exley

How does a child feel about being removed from home and being placed in a children's home? In this open letter **Barrie Lodge**, the Director of St George's Home in Johannesburg, speaks openly, honestly and compassionately, offering reassurance and challenge to a child entering the children's home

Letter to a Kid

Dear Kid,

You must not expect that when you leave here we will plant you out into a neat, clean middle-class world filled with angels, apart from your parents and your neighbourhood and the hurt and the tough experiences or, later, away from the battles of work and unemployment and survival. The bars and the bottle stores are not going to disappear, neither are the people that you know. Those who hurt others, or get involved in petty crime, or bully or push or tease or commit adultery are not going to disappear. It would be easy if we could promise to bring you into this children's home and keep you until all these things go away and then only let you go back. But this would be unrealistic. All that we can say to you is:

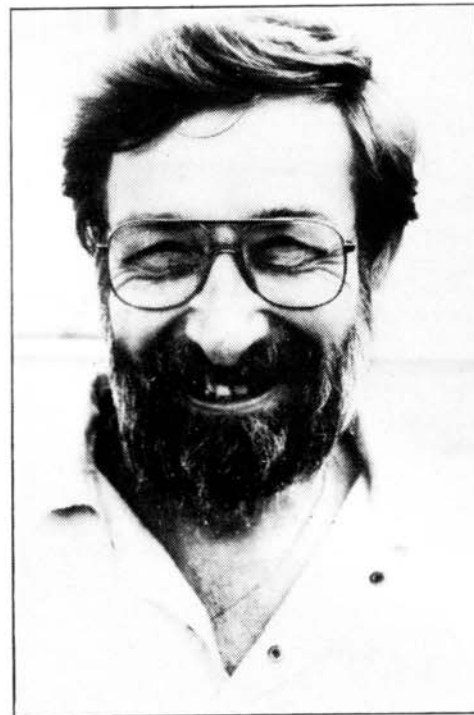
Here is a place for you to rest a while, a place where you can gather your resources and gain strength before you go on your way. While you are here we will feed you and clothe you and support you at school. We will help you to make way where you stopped growing, where you froze in the classroom and in your making of friends. We will accept you for what you are, the way you are and even though you may not feel too good about yourself and the way you were before, it doesn't matter to us. You are OK kid, and you matter to us; you count here. We know how it is to feel screwed up and sore. If you need to wear big boots and act tough to cover up your smallness and your scare inside, it's OK. Maybe we can help you, and you can drop the smokescreen and be the real big you that we know is really you.

While you are here you will find that we won't try to take the place of your Mom and Dad, for no matter how much they may seem to have let you down, we know that inside they are the ones that really count, the ones whose love is the ache you have, the longing that hurts. Instead, from us, you can expect that we will want to be your friends, to accept you, warts and all.

We will warm to you and the tangle that the others have been wringing their hands over, or shouting about your ears, or blaming on you. We will not meet you head on; instead we will turn around and walk your path with you. While you are here, we will show you that we can feel what you are feeling and that we can respond to you, instead of reacting to what might be going on inside us. We don't need you to give anything back to us, nor to show that you love us, because we are big enough to not want you to meet our needs while we are busy with the important thing in our lives here — meeting yours! We don't ask you to make us feel good — we don't want you to owe us any emotional debts.

While you are here we will not be blown about by the whirlwind that you can make and which you know has turned everybody else around on their heels. We will set boundaries that you can handle, and we will hold you to them because we care enough to be firm. While you are here we will not always protect you from the consequences of your own decisions, even if we have to stand by knowing that you have chosen a way that will not be easy for you. While you are here we will not stand over you and constantly hold you in check. Instead we will build conditions around you that will eventually lead you to stand on your own and to be a decision maker for yourself. Our lessons are not for our own comfort now, but for you, later, when we are no longer here. For us it is not important that others may look at us as parental figures. They don't understand that it would be easy for us to form you to the way we want you to go, yet we choose the less comfortable and more difficult way, and that is to stand by you as you make your own choices, and interpret with you the consequences of what you have chosen, to allow you to learn from that for life.

Look kid, the world has not been very kind to you, and you have not really managed to come through all that hardship without some scars. We want to



“We will not meet you head on; instead we will turn around and walk your path with you”

understand what hurt you and what you are really experiencing inside there, and why it is that you are finding it difficult to handle it all. If we can understand this together, you can learn to cope with it. So we would rather that you looked at what we can show you, and practise the skills that we can teach you, so that you can go back into your own world and live out a life in an ordinary street and neighbourhood with the man in the vest smoking a pipe over his barn door, the shop on the corner and the auntie who smells of peppermint.

It won't be easy, but we can teach you to cope, then you will become your own man with your own roots and your own identity. You can learn how to see others and how others see you. You can feel deep down that there are things that you would rather not do, although others are doing them. You can learn to put away your own socks without anyone standing over you. You can walk tall without an adult breathing down your neck making threats and brandishing sentences. It's better that you go out there and show them that you are a man and feel the wind in your breeches and smell the cabbage cooking in the passageways, because out there it is your world.

We are here for you kid, and we care.

Love ...

Louise Ferreira van die Jubileum Plek van Veiligheid doen verslag oor 'n opdrag wat as deel van een module van die Basiese Kwalifikasie in Kinderversorging (BKK) aangepak is

Kerspitwerk vir die Aktiwiteitsgroep

Bepanning

Die samestelling van die groeplede word bepaal volgens die aktiwiteit (moelikhedsgaad). Tydens die bepaling van geskikte kandidate is beide Maatskaplike Werkers, Superintendent en Hoofversorgingsbeampte betrek. Verder is die beoogde aktiwiteit in aanmerking geneem om leiding ten opsigte van die keuse van groeplede. 'n Openheid dat die groep kan voortbestaan sal gelaat word. Die beskikbare gereedskap en materiaal is aangekoop. Daar is besluit dat 'n artikel gemaak sal word om die kinders se slaapsale te verfraai en dit vir 'n uitstalling te gebruik. Kerspituitgawe — Kerspitontwerpe deur Alma Schwabe is gebruik. Die week reeks van Ma- So- waar die gepaste dag se werksaamhede uitgebeeld word, is afgetrek. Groeplede is Karen, Reneé, Magda, Ronel, Annette en Louisa. Omdat die kerspitsteek redelik ingewikkeld is, het ek besluit om tydens die eerste groepbyeenkoms aan die kinders die beplanning uit te lig en op 'n snipper materiaal te leer hoe om dié steek te werk en die basiese beginsels naamlik: Skoon hande, sit posisie, konsentrasie asook die lewenswaarde naamlik: "om dit wat jy begin te voltooi en nie tou op te gooi nie". Gesien in die lig van die lede se ouderdomme en verstandvermoë was dit belangrik dat die lede maklik kan aansluiting vind bymekaar en 'n groepsgebondenheid daaruit kan voortspruit. Verder was dit nodig dat 'n groot uitdaging gestel word naamlik Kerspitwerk wat vreemd vir die kinders is en waaruit hulle selfvertroue kan ontwikkel ten opsigte van hulle selfbeeld.

EERSTE GROEPSESSIE

Kinders is geroep oor die interkomstelsel. Die doel van die byeenkoms is uitgelig. Almal het uitgebars van die lag aangesien hulle bang was dat hulle gestraf sou word. Die aanknopingspunt naamlik dat die Superintendent ook iets positiefs met die kinders kan doen en nie net daar is om slaie te gee of te raas nie is beklemtoon. Die spanning is onmiddellik verbreek. Aangesien Suster Swart se dogter vriende van die groeplede is, is sy spontaan betrek by die groep. Haar naam is Louisa.

Plek: Mev. Ferreira se kantoor.

Stoele is in 'n sirkel geplaas vir al die lede. Ek self het van stoel tot stoel beweeg om die kinders toudys te maak.

Vergadertye is uitgestip. Doel van die groep is omlin en dit het byval by al die lede gekry.

'n Belangrike punt in die beplanningfase naamlik skoon hande, sit posisie, konsentrasie en die feit dat ons dit wat ons begin moet voltooi is ingeskep by die kinders.

Naam van die groep: Hulle kon nie 'n gepaste naam vir die groep vind nie en dit is vir huiswerk gegee — naamlik dink aan naam. Lappies, naalde en gare is uitgedeel en die oefenproses is verduidelik. Daar is tussen die groeplede beweeg en elkeen is toudys gemaak.

Interaksie tussen die lede: Al die lede was spontaan en leergierig. Interessant is dat Louisa wat goed kan naaldwerk doen nie die groep oorheers het nie. Karen het baie vertel van haar moeder en naaldwerk voor die televisie. Sy het haar leer brei maar nie borduurwerk nie. Magda was ingenome met haar sukses om die steek reg te kry. Sy het genoem dat sy van naaldwerk hou en dat hulle voorskote maak by die skool. Ronel was deurgaans baie stil, maar het gekonsentreer op haar werk en was telkens tevrede as sy op haar suksesvolle pogings gewys is. Reneé — Dit was vir haar belangrik om die steek reg te kry en sy het baie gekonsentreer. Annette — Naaldwerk was nie vreemd vir haar nie. Sy hou daarvan en is besig om in die skool 'n voorskoot te maak.

Groepleier se betrokkenheid: Die doel en sekuriteit is verduidelik. Terugvoering van die groep oor die beplanning is verkry. Leiding aan elke individu in die groep is gegee en ondersteuning. Prys en aanmoediging het 'n belangrike rol gespeel. Dit is aan die groep uitgelig dat die groep sal voortduur totdat elke lid se artikel voltooi is en sou hulle as 'n groep verder wou funksioneer kan die groep gaan uiteet en Kersfees artikels vir gesinslede maak.

Evaluasie: Dit het byval by almal gekry. Die beplanning is goed afgerond en daar is byvoorbeeld nie gesoek vir naalde en skêre nie. Die groeplede het mekaar goed geken en dit was onnodig dat hulle, hulself aanmekaar voorstel. Die feit dat 'n Superintendent ook aangename dinge doen en inisieer, was vir hulle 'n ontdekking omdat hulle bang was dat hulle iets verkeerd gedoen het. Dit het enige spanning uit die weg geruim. Die lede is

goedgekeur — die aktiwiteite het by almal byval gevind. Die moeilikhedsgaad is toe binne bereik van al die dogters. 'n Primêre groep is reeds gebore naamlik deelname, betrokkenheid en behoort aan mekaar. Entoesiasme en geloof in wat hulle kan bereik is beklemtoon.

TWEDE GROEP

Vorbereiding: Die prentjies is in die rame geplaas en dogters is 'n keuse gelaat oor watter prentjie hulle wou uitwerk.

Die stoele is rangskik en voorsiening vir die groepleier is gemaak. Die kinders het my die oggend voor skool voorgekeer en tyd en byeenkoms bevestig. Net na ete — ongeveer 1 uur voor die tyd was hulle weer by my sodat die groepleier 'n aanvang kon neem. Daar is egter by die gereelde tyd gehou.

Interaksie tussen die lede: Al die lede was teenwoordig. Karen was 'n paar minute laat aangesien sy ook by die suster se groepleier ingeskakel is. Reneé het opgewonde vertel dat hulle die dag ook naaldwerk by die skool gedoen het, sy het vir die juffrou die kerspitsteek gewys waarna juffrou verbaas was en vir haar erkenning gegee het. Sy het vir juffrou vertel van die groepleier en wie dit vir haar geleer het. Sy is op 'n stadium uitgeroep vir 'n oproep en het aan die groep vertel dat dit haar pa was. Hy het verskoning gemaak waarom hy nie Sondag kon besoek nie. Iets van die kar het gebreek. Dit was duidelik dat sy hom óf nie geglo het nie óf dit nie saak gemaak het nie.

Sy het later laat blyk dat sy baie bekommerd oor haar suster is. Sy het vertel van toe sy nog klein was, het hulle baklei, die deur in haar suster se gesig geslaan het waarna sy 'n beroerte aan val gehad het. Ek het haar gerus gestel en erkenning gegee dat sy soveel omgee vir haar boetie en sussie. Sy het baie goed gevorder met haar artikel. Magda het deurgaans opgewonde en gelukkig voorgekom. Sy het baie goed gevorder en baie erkenning is gegee. Sy het genoem dat sou sy teruggaan huistoe sy vir haar pa sou vra om vir haar naaldwerk te koop — sou hy nie wou nie — sal sy dit in elk geval met haar eie sakgeld aankoop. Sy het deurgaans onderlangs met Ronel gesels. Dit was duidelik dat daar tussen die twee dogters 'n mate van kompetisie is. Ronel het baie meer ontspanne voorgekom en haar totaal ingeleef in die maak van die artikel. Haar werk was baie netjies en op 'n hoër vlak as die res van die groep. Sy het ook op 'n stadium haar bene opgetrek. Nadat die groeplede reeds opgepak het, het sy gevra om eers klaar te werk sodat meer as die helfte van haar artikel reeds voltooi is. Sy was glad nie aktief betrokke by geselskap nie — maar ook nie geïsoleerd nie. Louisa was opgewonde oor haar prentjies. Dankbaar dat sy in die groep betrek is. Sy het haar naaldwerksak, en

voltooid artikel aan die groep gewys. Mededeelsaam deur haar gare tot beskikking van die groep te stel. Sy het vertel van godsdienste en het interessante vrae en antwoorde aan die kinders gestel. Sy het hier en daar ook vir Karen aangemoedig.

Waar Karen die vorige dag 'n leier was, het sy vandag aanmekaar gepraat en nie eintlik haar aandag by die artikel bepaal nie. Sy het ook deurlopend gegiggel. Ek moes aanmekaar haar knope afknip en haar werk weer begin. Ek het vermoed dat dit iets te make het met die verloop van die vorige groep waar sy in was.

Atmosfeer en interaksie: Al die lede was opgewonde en hulle was onmiddellik tevrede om 'n keuse te maak. Wat opmerklik was, was dat hulle nie nors of afgunstig oor die prentjies was nie. Hulle was angstig dat die groep in aanvaang moes neem.

Die rolle in die groep het vandag verander: Reneé was spontaan en het baie van haarself, nie net verbaal nie maar ook taakgerig, gegee. Magda was gelukkig en die feit dat sy iets regkry was vir haar belangrik. Sy was deurgaans Ronel se ondersteuner en hulle het onderlangs gesels. Ronel: Verbaal stil maar sy het die beste werksprestasie gelewer en het vir haarself 'n doel gestel waarby sy uitgekome het. Karen: waar sy voorheen 'n leier in alle opsigte was, was sy vandag oppervlakkig en haar aandag was nie by dit waarmee sy besig was nie. Annette was meer spontaan en die aktiwiteit was belangriker as verbale kommunikasie. Louisa: 'n Baie gemaklike, nederige dogter wat as 'n leier deur die groep gesien word. Dit is opmerklik hoe hulle navolg wat sy doen. 'n Goed aangepaste dogter in alle opsigte en dit was sinvol om te beleef dat haar kennis van godsdienste en haar ervaring daarvan baie goed oorkom.

Evaluerings: 'n Redelike groeps-groei. Die dogters gesels spontaan maar daar is 'n kompetisie element teenwoordig ten opsigte van hulle kerspitwerk. Die groep spreek reeds uit dat hulle met dié groep wil voortgaan — al sou die artikels klaar wees — wat duidelik daarop dui dat die drie stappe naamlik deelname, betrokkenheid en behoort aan mekaar gevestig is.

Beplanning: Konsulteer met Suster Swart oor die vorige groep ten opsigte van Karen se gedrag. Tyd, plek en aktiwiteit is veranderd.

DERDE GROEP

Ronel het vandag meer gesels en het spontaan voorgekom. Sy het verbaliseer dat sy van naaldwerk hou en dat dit nie vreemd is nie. Sy het baie goed gevorder met haar lappie.

Magda het meer spontaan voorgekom, alhoewel sy nie hardop gesels nie. Haar vordering is ook merkwaardig. Sy het met

ander kleure gare begin eksperimenteer. Annette het vandag meer gesels. 'n Snaakse manier van "ronde klanke" is waargeneem wat later irriterend is. Haar vordering is ook baie goed. Reneé het baie gesels en was vrolik. Sy was ingenome met haar werksprestasie. Alhoewel Karen van die groep en afleiding hou, vorder sy nie so goed soos die ander dogters nie. Sy het baie aansporing nodig en is geneig om slordige steke te maak. Sy kry haarself dan baie jammer. Dit is by suster vasgestel dat sy tydens haar vorige groepe ook volwasse voorgekom en klaar wou kry. Sy erken dat sy seksueel gemollesteer is, maar dit verwerk het. Dit is vir Louisa lekker om deel van die groep te wees en sy gebruik ook vrylik van die groep se gare.

Groep-leier: Hulp is verleen — alhoewel baie minder — die kinders kan self probleme uitsorteer en uitskakel. Erkenning vir al die kinders vir hulle werksprestasie. Baie aanmoediging vir Karen sodat sy beseft dat ek vertrou in haar stel.

Evaluasie: Die groep het sowat 30 minute langer geduur aangesien lede gemotiveer is om hulle artikels klaar te maak. Groepsgebondenheid, deelname, ens. is gevestig en hulle spreek die vertroue uit om elke middag groeie te hou.

VIERDE GROEP

Die tyd is met een uur vervoeg aangesien Pick 'n Pay — Alberton — die kinders om 3.30 nm. besoek het met "Cedric the Crow". Die reëlings is spontaan aanvaar. Die groep het ook 20 minute langer geduur. Die laaste groep se tyd is ook verander na 2nm sodat aan almal die geleentheid gegee sou word om hulle artikels te voltooi. Daar is aan hulle verduidelik dat die groep nie die volgende week sal vergader nie. Foto's van hulle en hulle voltooid artikels sal geneem word.

Interaksie tussen die lede: Met die aanvang van die groep het Annette gevra wat ek sou doen as ek 'n vriend afgesê het en hy weer begin aanlê? Ek het genoem dat ek hom sou ignoreer. Haar reaksie was dat sy die seun geslaan het. Al die lede was nog nie gereed nie en die gesprek was tussen my en Annette. Ek het haar daarop gewys dat dit nie aanvaarbaar is nie. Dit is duidelik dat Magda en Ronel redelike goeie vriende is. 'n Kompetisie element bestaan tussen die twee lede. Ronel het haar eers op die grond en later op die stoel tuisgemaak. Slegs Reneé en Karen het nog nie by die stamsteek uitgekome nie. Ronel vorder baie goed en noem dat sy die dag by die skool genoem het dat haar stokperdjie naaldwerk is. Ek wys Annette daarop dat sy kan praat sonder om klanke "rond" te maak. Al die kinders spreek die vertroue uit dat hulle aan die einde van die jaar in 'n kinderhuis geplaas sal wees. Dit kom eer-



der oor dat hulle die realiteit van hulle toekomstige versorgingsposisie begryp. Karen het in 'n klip getrap en haar voet is seer. Sy moet deurgaans gemotiveer word om met haar artikel aan te gaan. Louisa konsentreer en is baie stil.

Evaluasie: Die groeie was aanpasbaar volgens die dag se reëlings. Al die lede vorder binne hulle vermoë en dit is vir hulle belangrik dat hulle die naaldwerk-artikels sal voltooi.

VYFDE GROEP

Karen was nie teenwoordig nie omdat sy 'n tandartsafpraak het. Al die lede het beseft dat ek nie die volgende week hier is nie. Hulle is voorberei daarop dat hulle kerspitaktiwiteite vandag ten einde loop. Die groep besluit dat sou hulle artikels nie vandag klaar kom nie, hulle volgende week elke middag sal werk. Ronel bied spontaan aan om die dogters te help as hulle sukkel. Die groep het vir twee ure gewerk waarna ek agtergekome het dat hulle moeg is en nie meer hulle aandag by hulle werk kan hou nie. Daar is saam besluit dat 'n groeifoto met hulle voltooid artikels volgende Vrydag geneem sal word en daar dan koek gebak sal word. Hulle vra weer dat hulle groep behoue bly en slegs ander aktiwiteite onderneem.

Evaluasie: Groepsgebondenheid is geskep. Hulle gee om vir mekaar. Die doelwit n.l. dat hulle 'n artikel moet voltooi is by hulle ingeskerp en gevestig. Die dogters het vandag meer gekonsentreer om hulle werk te voltooi en vrylike kommunikasie is toegelaat.

Hulle het self agtergekom na twee ure dat hulle moeg word en die groep is spontaan afgesluit.

Beplanning: Kontroleer of dogters artikels voltooi het. Koekbak aanstaande Vrydagmiddag.

SESEDE GROEP

Die dogters het geweet waar om hulle naaldwerk te kry aangesien Mev. Ferreira voorsiening getref het daarvoor in haar afwesigheid. Ronel het gesê sy is klaar met haar artikel behalwe vir kraletjies wat met Mev. Ferreira se hulp aangewerk moes word. Ek het haar gevra om steeds by die groepie te bly aangesien sy behulpsaam kon wees met haar groepie. Ronel wou graag 'n nuwe artikel begin — voordat sy dus begin het, het hulle ondermekaar uitgeklaar of Mev. Ferreira sou raas indien sy 'n artikel sonder haar toestemming sou begin, met die uiteinde — sy sal nie raas nie. Ronel het begin met 'n nuwe artikel en goed gekonsentreer op haar werkstuk. Sy is 'n baie spontane dogter en gesels oor allerlei.

Reneé was baie spontaan. Sy het my baie uitgevra oor my werk en veral die skakelbord en tikmasjien het haar baie geïnteresseer. Sy het ook gesê sy dink sy sal baie van tik hou — ek moet haar leer. Sy het nadat die groepie verdaag het aangebied om die los garetjies op die mat op te tel en het ook die naaldwerksak gaan bêre in Mev. Ferreira se kantoor.

Magda het 'n fout gemaak en haar half vererg — gesê dat sy dit haat om foute te maak.

Magda was stil maar het tog soms met die ander dogters gesels. Sy het gesê dat sy nie lus was vir naaldwerk nie — sy was moeg en die moegheid het sy toegeskryf aan 'n harde dag by die skool. Magda het haar lappie teruggesit in die naaldwerksak en om 5+- minute daarna dit weer uitgehaal en stil aangegaan met haar artikel. Annette was baie stil. Sy konsentreer baie op haar werk. Haar raampie het op 'n keer losgegaan waarna ek haar gehelp het om dit weer vas te maak. Sy het baie min met die ander groeplede gekommunikeer en ook net teruggeantwoord as ek haar iets gevra het.

Karen het met kere baie gegiggel. Sy het aan Magda erken dat sy ook nie daarvan hou om foute te maak nie.

Karen het aanhoudend gesels en dit verg motivering om haar doelgerig te maak, tog was sy effens teleurgesteld toe die groepie moes verdaag, aangesien daar dogters was wat moes leer vir 'n toets die volgende dag. Sy het half weggekrui gesit en toe ek haar vra om op 'n plekkie te sit sodat ons almal mekaar kon sien was sy ook half teleurgesteld — maar het tog verskuif.

Louisa kon die groepie nie bywoon nie aangesien sy die middag huistoe moes gaan.

Evaluasie: Die dogters was oor die algemeen baie spontaan en doelgerig. Voortspruitend uit onderlinge gesprekke is dit vir my duidelik dat Mev. Ferreira totaal en al hierdie dogters se vertroue gewen het. Dit dogters moes hulself tuismaak op die mat in my kantoor, aangesien daar nie spasie is vir ekstra stoele nie. Die groepie dogters is baie oulik en hulle artikels lyk pragtig en hulle vorder goed.

Die groepie het ongeveer 3.25 nm verdaag aangesien daar dogters was wat leerwerk gehad het.

SEWENDE GROEP

Karen is weer tandarts toe. Reneé en Ronel het onderhandel om met die Kombi, Pretoria toe te ry. Slegs Annette en Magda het gebly en aan hulle werk gewerk. Ek het hulle vir 2 ure besig gehou en die groepie verdaag.

Evaluasie: Ek was teleurgesteld dat die kinders nie almal teenwoordig is nie. Ek besef egter dat hulle nie weer 'n geleentheid sou kry om Pretoria toe te gaan nie.

Beplan: Dra sorg dat die kinders hulle artikels voltooi: moontlik nog 2 groepe.

AGTSTE GROEP

Al die lede is teenwoordig. Die groep duur ongeveer 2 ure. Bespreek die sinvolheid daarvan dat hulle die aand verder aan hulle aktiwiteit werk. Hulle is gaande daarvoor. Gaan reël dit met die versorgingspersoneel. Keer terug na die groep en wys hulle om kraletjies te werk. Sou hulle werk klaar wees sal ek van hulle en hulle lappies foto's neem die volgende oggend.

Interaksie: Die lede gesels tussen in maar hulle konsentreer meer op die werk omdat hulle ander groepsaktiwiteite wil begin.

Karen gesels nog baie — maar konsentreer meer op haar werk. Annette wil haar lappie voltooi en prat ook heelwat minder.

Louisa gesels hier en daar maar konsentreer op haar werk.

Reneé vertel opgewonde van haar geskenke wat sy gekry het en noem dat haar ma vir een maand nie sal besoek nie. Sy verlang na haar.

Magda konsentreer self — is stil en werk. Ronel het haar lappie voltooi en 'n tweede een begin werk.

Evaluasie: Daar is by die doelwit uitgekomen. Al die kinders het die nodige sekuriteit en ruimte in die groep ervaar. Hulle is self nou angstig om hulle lappies te voltooi sodat daar iets anders gedoen kan word.

N.B. Die kinders oorhandig aan my twee kaartjies wat hulle vir my gemaak het — wat as 'n blykie van dankie gesien kan word.

BOOKS

Broader View of Violence

People and Violence in South Africa
Brian McKendrick and Wilma Hoffmann (Eds.) Oxford University Press
Cape Town. 1990.

"All types of violence, whether between individuals, between groups, or between nations share two features: violence tends to evoke counter-violence; and violence in one setting or relationship tends to spread to others", so says Glaser (1986). Whether you agree or disagree with the above statements, is of little importance. What is of great importance is that you beg, borrow or dare I say, "steal" a copy of *People and Violence in South Africa* and tackle it. Don't be daunted by its apparent length nor the "technical jargon", relax and read the book. *People and Violence in South Africa* offers an extremely interesting in-depth look at violence in South Africa.

McKendrick and Hoffman have chosen to broaden the view of violence normally presented to the public. We only have to read the local newspaper, listen to the radio or watch television to be bombarded with violence and war. However, the editors have also included rape, wife-battering, child abuse and elder abuse in their spectrum of violence in South Africa — and the overall impact in frightening!

A chapter written by Chris Giles is of special importance to child care workers. He deals with violence in group care institutions. I would challenge fellow child care workers to turn to page 391 and the following pages and to consider whether they are adequately caring for the children in their groups as defined by Giles. Look at the paragraphs on abuse in and by institutions and the subsequent paragraph on corrective measures. Are you doing all you can, given the limitations within yourself and your environment?

The last section of the book deals with the means of reducing violence and is well worth careful reading. Beg, borrow or buy a copy of the book, lend it to fellow workers and add to your knowledge.

Debbie King
Child Care Worker
Bramley Children's Home, Pretoria

The 1991 Biennial Conference at a Glance

The Draft Programme for the July 10-12 Biennial Conference (just in case you wanted a peek at the menu) looks something like this ...

WEDNESDAY 10 JULY 1991

09:00 OPENING SESSION

Welcome of Delegates

OPENING ADDRESS

Towards Unifying Values and Practice in Child and Youth Care Programmes
Prof. H.W. Vilakazi, Department of Sociology, University of Zululand

09:30 KEYNOTE ADDRESS

Child and Youth Care Institutions: Melting Pots or Cookie Cutters?
Prof. Gary Weaver, International and Intercultural Communication, The American University, USA

11:15 WORKSHOP CHOICES

Delegates to choose ONE of the following :

W1A. Small beginnings in preparation for cross-cultural child and youth care: Listening to the children, the child care

workers, the parents. *Workshop by Border Region of NACCW*

W1B. Children: A primary target group in any development strategy. *Vivien Lewis talks to Dr Mamphela Ramphele, Deputy Vice-Chancellor, University of Cape Town*

W1C Transformation of a child care programme for integration. *Presentation by the Lakehaven team*

W1D Old limitations — new challenges: Meeting future needs. Report on a national survey of unmet needs in residential care. *Panel presentation by Transvaal Region of NACCW*

2:00 WORKSHOP CHOICES

Delegates to choose ONE of the following:

W2A. Facing the barriers to cross-cultural understanding and communication. *Dr Gary Weaver*. Please note that this presentation is repeated on Thursday in session T1 allowing half of the conference delegates to attend during each session

W2B. Changing Practice: Lessons from our neighbours. *Mrs B. Matswetu of Zimbabwe with the Natal team*

W2C. Child care beyond barriers of race. *Presentation by the Child Care Workers' Forum, Western Cape Region*

THURSDAY 11 JULY 1991

09:00 WORKSHOP CHOICES

Delegates to choose ONE of the following:

T1A Facing the barriers to cross-cultural understanding and communication. *Dr Gary Weaver*.

Repeat of Wednesday's session W21 allowing half of the conference delegates to attend during each session

T1B Two presentations during this one session:

1. Perceptions of childhood: Culture, conflict and change. *Paper by Bert Neethling of Street Wise, Johannesburg*
2. Bricks and mortar: Building alternatives for new realities. *Panel presentation*

T1C Small beginnings in preparation for cross-cultural child and youth care: Listening to the children, the child care workers, the parents. *Workshop by Border Region of NACCW. (Repeat of W1A)*

11:15 WORKSHOP CHOICES

Delegates to choose ONE of the following :

T2A Old limitations — new challenges: Meeting future needs. Report on a national survey of unmet needs in residential care. *Panel presentation by Transvaal Region of NACCW. (Repeat of W1D)*

T2B Repeat of W1C or W2B

T2C. Child care beyond barriers of race. *Presentation by the Child Care Workers' Forum, Western Cape Region (repeat of W2C)*

T2D Cross-cultural child and youth care in a changing South Africa: dealing with culture, prejudice and change in our institutions, staff and children.

Workshop presented by Port Elizabeth Region of NACCW

14:00 BIENNIAL GENERAL MEETING OF THE NATIONAL ASSOCIATION OF CHILD CARE WORKERS

19:00 EVENING FUNCTION
Hot and Cold Buffet. The Mermaid Restaurant.

FRIDAY 12 JULY 1991

09:00 PLENARY SESSION
Chairman of Session: Clive Wil-
lows

KEYNOTE ADDRESS

Working with a Multi-Cultural Staff
Dr Gary Weaver, The American University, USA

11:15 PANEL: PRESENT AND FUTURE POLICY-MAKERS
Towards Unifying Values and Practice. Old Limitations? New Challenges?

12:00 YOUTH PRESENTATION

14:00 Session Chairman: Ashley Theron

KEYNOTE ADDRESS

Looking Ahead: Preventing Crisis in Cross-Cultural Practice in South Africa
Dr Gary Weaver

14:45 Resolutions and thanks

15:30 CLOSE

Registrations for Conference are already being processed. Please ensure that you register early. Final programmes available at Conference.

Diary for June

WESTERN CAPE

04 09:00 BQCC 3 Porter School
05 09:00 BQCC 1 Annie Starck
06 08:30 Editorial Board Regional Offices
06 09:00 BQCC 3 Porter School
11 09:30 Forum
11 09:00 BQCC 3 Porter School
12 09:00 BQCC 1 Annie Starck
12 08:30 PPA 1 Regional Offices
13 09:00 BQCC 3 Porter School

19 08:30 PPA 2 Holy Cross Home

TRANSVAAL

03 09:15 BQCC Pretoria
Abraham Kriel
05 09:00 BQCC Joburg TMI
05 09:00 BQCC East Rand
Norman House
05 09:00 Supervision Course TMI
12 09:00 BQCC Johannesburg TMI followed by Regional Meeting TMI
12 09:00 BQCC East Rand
Norman House

Followed by Regional Meeting at TMI

12 10:30 Regional Meeting TMI
14 09:00 Supervision course TMI
17 09:00 BQCC Evaluation Pretoria *Abraham Kriel Kinderhuis*
18 09:00 PPA NACCW Offices
20 09:30 Regional Executive Meeting NACCW Offices
21 09:00 Supervision course TMI
26 09:00 BQCC Evaluation Johannesburg Venue to be announced

Phone Number

The telephone for the NACCW's Publications Department in Cape Town will be changing some time during June 1991 to ...

(021) 788-3610
THIS IS THE NUMBER FOR BOTH TELEPHONE AND FAX.

Please note that this is a **Mornings only** number from 08:30 to 13:00