

Die **Kinderversorger**



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Journal of the
National Association of
Child Care Workers

NACCW/NVK

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The Lizard sheds its tail ...

Six months ago the NACCW was in a truly perilous situation, faced with the bitter choice between staff retrenchments with severe cutbacks in activities and expenditure — or sinking without trace. Recentralising is never a progressive organisational step — it becomes too easy to lose touch with our grass-roots membership and with local issues — although a number of sponsor companies regarded our move as an intelligent way to ride out an economic storm, and still be there to benefit and serve child care in the future. Today the Association can be satisfied with its showing. As much as 1992 might have been our 'annus horribilis', it was also a surprisingly productive year for child care, and ironically will probably be remembered as one of our best years.

1. In May the NACCW was admitted as an associate member

of the UN-based organisation FICE (the International Federation of Educative Communities, an NGO of UNESCO and UNICEF) and, in representing that organisation in this country, it became FICE South Africa. In that same month the NACCW was accepted as a member of AIEJI, the International Association for Workers with Troubled Children, which also has an African Bureau.

2. Training. In this issue there is a remarkable list of hundreds of students who have completed NACCW courses, and who graduate in their various regions at this time. Even the number of courses on offer (eleven) was impressive — and perhaps most promising of all are the forty new trainers who completed the Certificate in the Training of Caregivers, and who are now available to complement the NACCW's small staff in its training task. 1992 also saw the final planning of the new UNISA Certificate in Child and Youth Care which will begin in 1994. Much of the material for this has already been prepared.

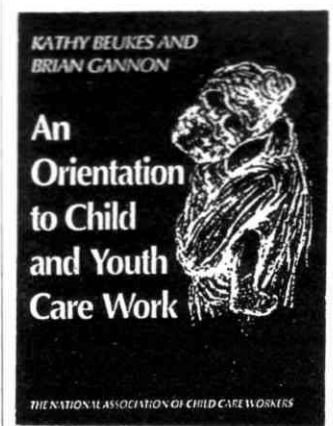
3. From the point of view of their professional status, 1992 was significant in that it saw the finalisation of structures for registration of child and youth care workers. At its founding in 1975, the NACCW set itself in its Constitution the task of registering child care workers. There

has been, over the years, an independent spirit in the field of child care work, with strong resistance to any idea that child and youth care workers should be registered as some sort of 'sub-species' of other helping professions such as social work or psychology. Provision is made for registration in three categories, namely A: Child and Youth Care Worker for those able to undertake direct care roles; B: Child and Youth Care Administrators for those in organisational leadership and management roles; and C: Child and Youth Care Practitioners, for those who work with children in ancillary services or supportive roles (such as supervisors, educators and researchers). Clear criteria for registration in all categories have been established in terms of qualifications, training and a code of professional ethics, and also in this issue is a list of the first people to register. (All current members of the NACCW received a copy of the booklet which outlined the structures and requirements for registration. Further copies are available from NACCW offices.)

4. 1992 also saw the preparation for the first All Africa Conference (the NACCW's 9th Biennial Conference) to be held at the University of the Witwatersrand in Johannesburg from 6 to 9 July. The theme of

Conference is to be Children and Youth at Risk: Perspectives and Practice in Africa — with three sub-themes relating to HIV/AIDS, Community Perspectives and Residential Perspectives.

So, while in many ways 1992 was a year of trauma for our Association, in retrospect, it was in many ways a year of solid growth and progress — and like the lizard who sheds its tail in a tight corner the NACCW lives to fight another day



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Conflict among staff can be very trying, but it does not have to be destructive. Administrators can manage conflict and create a positive force out of the daily clash of ideas, opinions and personalities



When friction flares: Handling staff conflict

"Aside from the harm an uncontrolled conflict does to an organisation, your inability as manager to control it may lead to your overthrow, either by angry contestants or by impatient bystanders."

— THEODORE CAPLOW

"Your job in resolving personality conflicts between your staff members is to make the person involved in the conflict aware how his or her behaviour is adversely affecting others, and how it is thereby adversely affecting the operation."

— THOMAS L. QUICK

"It is not best that we should all think alike; it is difference of opinion which makes horse races."

— MARK TWAIN

These are the times that try administrators' souls — when arguments erupt over the clean-up of shared space, when staff meetings turn into acrimonious debates over lousy working conditions, when workers every day find new pretexts to prolong their personal feuds. Wouldn't it be wonderful if you could wave a magic wand and all this disharmony would disappear? Unfortunately, in a demanding, interaction-intensive profession such as child and youth care, where pressures and feelings run high, conflict is inevitable. There is no way a director can, or even should, drive all conflict out of the life of the program. The challenge is how to manage dissension so that it

contributes to the growth, and not the deterioration, of the organisation. The following are some guidelines for accomplishing this.

ENCOURAGE HEALTHY CONFLICT

Asking a programme administrator to foster conflict is like asking a yuppie to shop at a cheap supermarket. However, in a creative organisation, the clash of ideas and opinions keeps the organisation growing and improving. In a creative organisation, the types of healthy conflict described in the "Signs of Healthy Conflict" box (below) happen all the time. As a leader in your organisation, there are a number of steps you can take to promote healthy conflict:

Don't let your ego run amok At a recent meeting of agency board members there was a lively debate about the provision of new services within the agency. After much discussion, the Director took the floor and stated that she thought it inappropriate to provide the new services at this time. After her statement, the discussion sort of petered out until finally a motion was made and passed to shelve the recommendations indefinitely. This director had no intention of throwing a wet blanket on the debate — she assumed she simply was expressing her views as one member of the board. What she failed to take

into account was that the opinion of the leader of any organisation is packed with positional power. As a leader, unless you work hard to undermine your authority by behaving like a fool, your opinions may exert an overwhelming influence on discussions.

If you want your staff to express their opinions, be it in meetings or in one-to-one discussions, you must exercise discretion in expressing your own opinions. This is not easy.

Most administrators I have met over the years tend to be 'take charge' people. They care deeply about the success of their programmes and take it personally when things go wrong. Their egos are heavily invested in their work, and they like to have things done their way. 'Take charge' administrators often unintentionally put a damper on the clash of ideas in their programme by jumping in with a position on every issue. Particularly if an administrator has strong verbal skills, he or she can easily dominate any discussion.

If you value the expertise and insights of your staff members, you need to keep your ego in check. Resist that very natural urge to voice your opinion on anything and everything — at least until everyone else has had their say.

Beware the peacemaker Often within families there is an unspoken rule that one should not express angry feelings. On the surface this creates a placid appearance. But the result is that anger continues and festers, potentially causing long-term emotional difficulties for family members.

The same scenario can play itself out in organisations. When emotions erupt at the agency, a

peacemaker (maybe the director, maybe not) will rush in and urge everyone to calm down and keep their angry feelings in check. Once again, this may still the waters, but it often leaves conflicts unresolved. Suppressed anger can eat away at staff morale and, if allowed to intensify, can result in an even greater explosion later. A wiser (though often less pleasant) course for an administrator to take is to foster an environment where the true expression of emotions is tolerated. In the long run this results in a better working climate because conflict can be brought out in the open where it can be dealt with and resolved. On the other hand, you don't want to create a haven for hotheads and chronic complainers. You need to follow three basic rules in dealing with expressions of anger.

1. **Don't answer anger with anger.** If you respond to anger in kind, emotions can quickly escalate out of control.
2. **Listen.** When a staff member is letting off steam, don't interrupt, argue or explain. Let them get the feelings out of their system as much as possible before you intervene.
3. **Ask questions.** To move a discussion toward a constructive stage, ask specific questions to clarify the cause of the problem and then start the exploration of solutions.

Don't take things personally You want to create an atmosphere in your programme where all staff members feel free to voice questions, concerns and objections — where healthy conflict flourishes. You want your staff members to be confident that they can confront you openly over organisational issues and not worry that you

Signs of healthy conflict

Conflict among staff in an agency can be constructive if it ...

- generates new ideas, new perspectives
- provokes an evaluation of organisational structures
- brings individuals' reservations/objections into the open
- heightens the debate about pending decisions or problems
- forces the re-examination of current goals, policies or practices
- focuses attention on problems inhibiting performance at the centre
- energizes staff — gets them actively involved in the life of the organisation

will hold this against them. You can, of course, tell people that you welcome their critical comments, and write them memos assuring them that this is true. But the bottom line is that people won't believe this until you demonstrate your tolerance in real life.

In part, this requires a significant 'selling job' on yourself. You must believe that you and your agency will benefit from the clash of ideas and opinions. When a debate flares, you must truly view this debate as an opportunity to improve the programme. If you are not comfortable with conflict and criticism, your body language will surely send out warning signals to staff members that their comments are not being well received.

You can also demonstrate that you welcome open discussions by rewarding people who take risks by saying what they think. At the end of a heated, maybe even emotional, debate in a staff meeting, acknowledge that the discussion may have put many participants under stress, that you appreciate everyone's honesty and openness, and that you believe that the programme will be the better for having dealt with the issues. If individual staff members appear to be particularly upset by a confrontation, take pains to reassure them in private that you bear no grudge toward those who disagree with you. Thank them for expressing their views. Smile and behave normally toward them.

DISCOURAGE UNHEALTHY CONFLICT

Not all conflict is positive. A dispute over an organisational issue which is ignored by the director can deteriorate into acrimony and bring down staff morale. A personal feud which erupts between two or more staff members can distract participants from doing their jobs. One important challenge for any director is to distinguish between healthy and unhealthy conflict. When conflict exhibits manifestations such as those listed in the box on the right, you need to intervene.

Don't allow conflict to escalate Often it is tempting to ignore a minor flare up among staff members and hope that it will fade

away. Sometimes this may work, but more often than not the "hands off" approach backfires.

An outbreak of hostility can eat away at staff morale and productivity. The longer you allow it to rage out of control, the more likely your credibility as a leader will be undermined. You must act quickly to contain damaging conflict. It is especially helpful to intervene before a private feud has boiled over into a public feud. Once positions have been taken in public, it will be harder to get disputants to back down for fear of losing face.

Be a mediator, not a judge

When faced with a conflict among staff members, you may quickly develop an opinion about who is right and who is wrong. Your temptation will be to end the dispute immediately by playing the role of the judge and declaring a winner. More often than not, you end up being the loser in this case, no matter how wise your decision. The winners believe they were right all along, and therefore owe you no thanks; and the losers end up bitter because you made a stupid or biased decision. You are better off in the long run to play the role of an impartial mediator working with both parties to hammer out a compromise that all can support. In this case, both parties feel they had a hand in shaping the outcome and will be more committed to making it work.

Match your response to the severity of the conflict

In the case of a minor squabble between two or more staff members, you may find it sufficient to communicate to the individuals involved that you recognise that a problem exists and that you expect them to work out a resolution themselves. Give them a deadline; check back to make sure they followed through. If the individuals can't work out their own problem, you may need to bring them together in your office and force them to confront the issues causing the conflict. Ask each individual to state their perception of the problem and then their suggestions for a solution. Your role is to lead them to agree on a solution.

You must believe that you and your agency will benefit from the clash of ideas and opinions. When a debate flares, you must truly view this as an opportunity to improve the programme.

In some cases such a face-to-face thrashing out of the issues may work. When emotions are running high, however, a confrontation may actually escalate the conflict. When one angry staff member confronts another in your presence, this may cause both parties to intensify their feelings. In order to save face, they may harden their positions. In this case, you may need to play more of the role of a third party intermediary. Interview each party to the conflict in private and ask them to explain the facts of the dispute as they see them. Then present to each disputant, in as objective a manner as possible, a description of the other party's position — they are much more likely to agree to a "clarification of the facts" with you than with the other party. In some cases, this clarification process may be enough to end the dispute. If not, ask each party to propose potential solutions. Find commonalities among the solutions and see if you can gain agreement on those points by proposing them to each dis-

putant separately. If necessary, suggest solutions of your own. In any case, work step by step to an acceptable compromise.

Focus on behaviour, not personalities

Your job as a leader is to make the organisation succeed. Your concern in any personal feud, therefore, should not be on trying to bring harmony to a relationship gone sour, but on preventing the conflict from interfering with the functioning of the organisation. As a caring person your natural inclination will be to want everyone on your staff to be on friendly terms at all times. However, unless you are a trained psychologist, you are not likely to be successful in changing people's attitudes toward each other.

But in focusing on behaviour patterns you are more likely to have success. Point out to the disputants how their behaviour is hurting their own performance as well as interfering with the performance of others. Don't allow yourself to get caught up with their personal issues. Focus your attention on changing their detrimental behaviour.

Conflict is as normal a part of the life of a child care centre as jelly and custard. By being out front in dealing with conflict as it occurs, a director can create a positive force out of the daily clash of ideas, opinions, and personalities.

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Signs of unhealthy conflict

Conflict among staff in an agency can be destructive if ...

- one person or faction is bound and determined to emerge victorious
- focus of the debate changes but the adversaries remain the same
- discussion never moves from complaints to solutions
- staff members start taking sides
- parents, community groups or other outside parties get drawn into the debate
- continuing acrimony starts to erode staff morale
- dissension continues even after a decision is hammered out
- debate focuses on personalities, not issues

KAREN VANDERVEN

Learns a personal lesson
for all child care workers



DO ... OR DROWN!

Acknowledgements *Journal of Child & Youth Care, Canada*

A well-known finding from research on women's and men's adult development is that men have been more assertive and proactive in careers, knowing "how to play a winning game" in work, because, as boys they were more likely than girls to be active in physical activities, especially team sports. Indeed, sports for people of all ages are a way of developing discipline, engaging in relationships, solving problems — and they serve as a metaphor for the lessons of life. Are there messages in the world of sports — now happily more open to people of both sexes and of all ages — that might advance our work in child and youth care? I would say yes ...

The challenge

The brochure said "Bahamas reef scuba diving trip ... Step off the boat into crystal-clear shell-filled water." As a life-long sea-shell collector, I could not resist this. I had to go. There was just one obstacle: the scuba diving certification which requires completion of a challenging knowledge and skill-training course.

I blithely signed up for a scuba course and immediately met my nemesis: the requirement to be able to swim under water for 75 feet. "I will never be able to do it — I could just as easily swim 75 miles," I joked unhappily. But with images associated with the brochure in my head, I set out to try.

I practiced holding my breath on land, tutored by helpful friends who were singers or

who, for some other reason, had practiced the fine art of breath-holding. I walked along the street carrying heavy bags while holding my breath and evading curious stares — until I got to my arbitrary goal of the next telephone pole. Then I practised under water, trying each time to go a bit further, to hold my breath a bit longer, but coming up far short, wheezing like a whale with whooping cough.

"You can do it!"

My first several tries to pass the test were unsuccessful. "You can do it, Karen," insisted Larry Cohen, an excellent athlete and classmate (and, incidentally the brother of child and youth care work's own George Cohen).

"And try swimming on your side rather than using the breast stroke." The instructor said, "When you think you have to come up, do five more strokes. You can always do that." So I went back and practised these methods. One night at class I said to myself "Do or drown" went under, started down the pool, and after doing five more strokes two and a half times, came up — at the other end! It had been a long time since I felt such a sense of achievement — I worked for this.

As we seek to advance child and youth care work, then what do sports encounters like this — small incident as it was — suggest? Reflecting on the scuba experience the following life lessons can be learned:

Sense of mastery from meeting a challenge. The under-

water test was something truly difficult for me that did not come overnight. Applying this to the youth with whom we work brought home once again the fundamental premise that we get *true self-esteem* not from attending a brief group session with someone telling us we are special, but rather from actual achievement or something that we had to work hard for. We need to make sure that our youth encounter experiences have these ingredients in them, in contrast to the all-too-frequent dreary, unchallenging milieu in which the major activity is the scratch of the pen on the point chart.

Initiative and goal directedness. The having of *something identifiable to work towards*, and to take the initiative to set such a goal, is a compelling driver and motivator. Once again we are reminded of the energising effect — for ourselves and those with whom we work — of deciding to "go" for something we want and then going after it. And we probably already have learned — if we don't set our own agenda, we'll be part of someone else's!

If one approach doesn't work — don't give up, look for another. Part of being able to reach a goal, either with an individual youth or group, or in the field as a whole is to be able to see where an alternative approach may be possible and to look for it — perhaps under advice from others. I never dreamed that one could swim faster underwater on one's side

until Larry suggested it.

Persistence. This is the quality whose power I think we so often forget, despite the numerous inspirational books that say if you *keep* trying, you are quite likely to get what you want. I think that this is so important in our work today in child care.

As we define our goals, we will persist in striving for them, and ultimately reach them! As we do this we can remember that we are serving as role models of this process for children and youth as well.

Curiosity. Curiosity, to me, is a key to advancing and enriching our work. What else is out there that is new and different, that we haven't thought about and that can open new vistas and connections? Those deep reefs had to be explored. What are the "hidden reefs" of our field that we can seek?

Mentors. From the literature on women's career development we know that career effectiveness is facilitated by mentors — supportive persons who pass on knowledge and tips on getting ahead. Without the mentors in my diving adventure who were of both sexes — the breath coaches, Larry — there would have been no diving. It is important for all of us as we seek to advance the field that we both actively seek mentors, and serve as mentors to others. Thus, life's lessons that we all learn, and which somehow our field is all about, empowers all of us.

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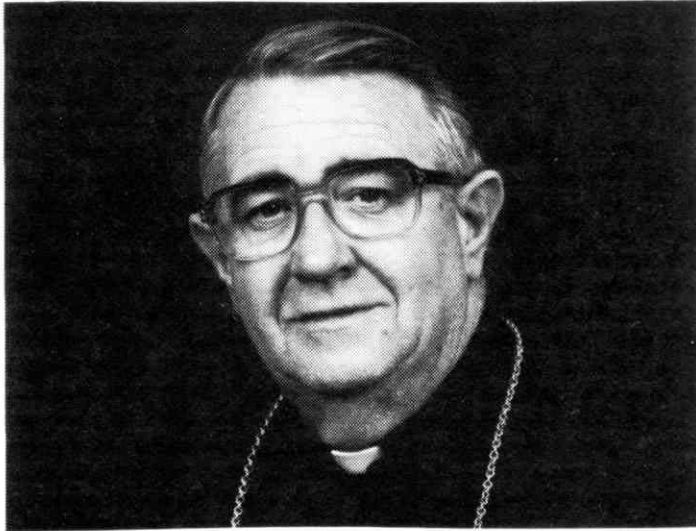
The 3rd student group is beginning this month. It's not too late to join them, but move fast! Telephone any NACCW office for info.



The Diploma in
Child Care
Administration

PEOPLE

*Boys' Town's Father Orsmond
retires after 35 years as Director*



Tribute to a Giant in Child Care Work

The story of Boys' Towns in South Africa goes back to the late 1940's when as a teenager, Reginald Orsmond saw the film *Boys' Town* featuring Spencer Tracy and Mickey Rooney. The idea of starting a similar Boys' Town in South Africa became an obsession to the extent that he entered the priesthood in order to fulfill this dream, and was ordained a Priest in 1954. The dream became a reality in 1958 when on the 18th January he and 26 boys from Nazareth Homes throughout the country descended on a village called Magaliesburg, 60 km from Johannesburg. Some of these boys he knew from his previous contacts with them at Nazareth House in Johannesburg. In reality, Boys' Town has its roots in the Orsmond family home in Troyeville, Johannesburg, where nine boys who had "outgrown" Nazareth House, had spent the previous year.

Beginnings

The first year at Magaliesberg was a critical one, with threats of closure in the first three months, no money and few friends. Had it not been for the Dominican nuns of Oakford — who owned the property — the concept of Boys' Town in

South Africa would have died there and then.

Although Reginald Orsmond, then 27, had no qualifications other than his priestly studies, he was allowed by his Bishop to start this crazy plan where boys would rule themselves. It was not a project of the Catholic Church, nor was it going to be funded by this Church. Orsmond was on his own. The state was sceptical (and conservative) about this new "American" fad — who had ever heard of kids ruling themselves? It was, they thought, tantamount to the "blind leading the blind"! And so it took two years before Boys' Town was registered as a "children's home for Catholic boys aged 12 to 18." (It was only in 1983 that the state finally dropped the "Catholic" tag and allowed children of all denominations to benefit from the Boys' Town programmes.)

New methods

Meanwhile back at Magaliesberg there were 26 boys who had moved into a suspicious and often hostile Afrikaans-speaking rural community — in the days when the "ducktail" was the threat and rock 'n roll and Elvis were king. These youngsters, mostly from

deprived and neglected single-parent families, settled down to a pattern of schooling. Classes ranged from Std. 6 to Std. 9 — with one full-time qualified teacher who often had to wait months for his salary.

But they were exciting days for both Reginald Orsmond and the 26. There was no school uniform and there were often half-day holidays for no rhyme or reason; there was the excitement of being pulled out of class to watch the birth of a calf, and the thrill of going to town with "Big Daddy" when he tried to raise money to keep the place going.

But most of all there was the unique Boys' Town system whereby the boys made decisions about their own affairs and were given responsibilities that would frighten the pants off many an adult. Here for the first time was the opportunity to show what you were made of — and to win the respect and recognition you had always wanted from your peers. In the background was Reginald Orsmond pulling the strings this or that way, guiding the system which he added to and modified as he went along. In those days there were no formal child care courses or textbooks to guide him; his innate understanding of human nature and his belief in the underlying potential of every youngster became his model.

Growth and struggle

By the end of 1958 there were 40 boys at Magaliesburg, and the numbers were to grow to 60 and then to 105 — despite the lack of money and publicity. Only a fire in 1959 brought some attention from people on the Reef, but by the mid 1960's Boys' Town was bankrupt! — and no one was telling. It was in 1967, that the decision was made to separate the child care and fundraising functions and to operate Boys' Town on business principles. Father Orsmond would continue with the child care programme while colleague John Hayward would find the money to fund the programme. This proved a master-stroke and saw John Hayward open Liaison Offices in Johannesburg, Cape Town and Durban and turn the organisation around financially from a deficit of R60 000 in January 1968 to a profit by mid 1969. It was then that Reginald

Orsmond and John Hayward began to dream bigger dreams — of a Boys' Town for each of the various population groups in South Africa.

But in all these years Father Orsmond realised that he could not be 'all things to all boys' — and that love wasn't enough for many of them. Also, as the peer-group system became more successful, more and more "problem" or "difficult" boys were referred to Boys' Town, and the record for the number of applications in one day (13) still stands today!

Family Homes

Now that Boys' Town had "arrived" on the child care scene, and with increasing referrals of troubled youngsters, Orsmond felt that there was place for the care of deprived and neglected boys in less structured surroundings than those offered at Magaliesburg. And so came the concept of the "Family Home" which Orsmond insisted be in the community, with none of the tell-tale signs that would identify it as a children's home. In 1974 a house in Ednam Road, Rondebosch, Cape Town, was bought where up to ten boys from the city would be cared for by a husband and wife team. Boys would attend local churches and schools, and some managed to keep the same girlfriend as before! In the same year 1974 Boys' Town sent Reginald Orsmond to the birthplace of the concept — the now famous Boys' Town Nebraska U.S.A. — to look at their programmes, as well as child care programmes in the U.K. and Europe.

Support

November 26th, 1975 was a tragic day for Orsmond when, arriving by train in Durban, he was told that one of his old boys had burnt down his beloved Boys' Town in Magaliesburg — an event that had many a stranger crying on the phone, and saw the South African public rally to the aid of the cause as never before. It was rebuilt in eighteen months. The year 1976 saw Boys' Town moving into the community with two more Family Homes, one in Glenwood, Durban and another in Kenilworth, Cape Town, with the introduction of a part-time Principal and Social Worker at each of these.

The dream of another Magalies-

burg-like project bore fruit in 1978 when the same Dominican nuns offered him the buildings of school they had recently closed in Tongaat on the Natal Coast. This was followed in 1979 by the offer of the Crossroads property at Philippi where the third large project was to be established to serve children of the Cape Province. The year 1980 was to be a drastic one in the life of Reginald Orsmond and was to tear him in two. Firstly he was a priest, and then he was Director of Boys' Towns — and a choice had to be made! And so it was, that all he had learned about human nature over a span of 22 years, he would now be using in a different capacity and field: he was elevated to Monsignor in the Catholic Church. What a change it was to be! He continued as Director of Boys' Towns, but now he had to delegate much of that work.

Bishop

By 1983, the House in Rondebosch proved too small for our needs, and soon was sold and replaced by Alpha in Claremont. To care for Transvaal children who no longer needed Magaliesburg but were not quite ready to go home, the Observatory Family Home was born in 1983.

This year 1984 saw Reginald Orsmond achieve the accolade and reward for both his dedication and commitment: he was appointed Roman Catholic Bishop and boys of Boys' Towns from all parts of the country came to see the pomp and ceremony that accompany such an event. However to his friends and ex-pupils he remains "Father" rather than "Your Grace" or "Bishop"! The unrest of 1985 and subsequent years saw Boys' Town Philippi being cut-off from services and communities, and in 1989 was relocated to Macassar. Macassar saw the need for an after-care centre to serve its graduates, and the Belhar Centre was established in 1986 with nine ex-Philippi boys. The dream to serve Black children came true in 1988 with the merger with Proccess, a street children's organisation in Hillbrow. At the same time, ground was being sought on the reef to establish another Magaliesburg-type project to house the 50 children who

came with the merger. Today, a dozen of them are located at the Chamber of Mines College at Randontein, waiting for the establishment of Boys' Town Kagiso — either at the College or down the road on a site donated for this purpose.

Reginald Orsmond, although retiring after 35 years as Founder and Director of Boys' Towns, remains a giant within the organisation and in child care. In November 1988 the NACCW honoured him with an award in appreciation "for sus-

tained and committed service to child care in South Africa". His knowledge and wisdom will be passed on to those in the Boys' Town organisation who walk in his size-12 footsteps — a tough act to follow and an immense void to fill.

BRIEF REPORTS

Two local child care services

New Al-Ma 'un Children's Home in Cape Town

Al-Ma 'un Children's Home was started by Al-Ma 'un Child Care Society and came into operation at the end of September 1992. The Home was established with the object of providing a home for those neglected and abandoned children who could not be accommodated within the community on an immediate basis. The Home is situated on the corner of Park and Castletown roads, Wynberg, and caters for children who have been removed from their parents by social workers, who have been abandoned, or who have no parents for a number of reasons which might include social problems, child abuse, economic problems and housing problems. In this regard, the increasing rate of child abuse — often combined with drug and alcohol abuse — is alarming. Al-Ma 'un Children's Home follows a policy of providing accommodation and care for these children, and promoting reintegration into the community within a two-year period. Where the children have been removed from their parents, attempts are made to rehabilitate the family and return the child when appropriate. Foster and adoptive parents are sought where this is not possible or where the child has no parents or guardians.

Whilst in the Home, the child

is accommodated on the premises and cared for by the dedicated child-care staff. They attend school within the community and have voluntary tutors to help with homework. As the Home is run along Islamic principles, the children receive a sound religious education and upbringing. The children also take part in recreational activities and sport.

A psychological treatment programme is offered by the social worker to assist in the overall growth of each child. The social worker conducts individual therapy with certain children as well as group work sessions. Work is also done with parents, and prospective foster parents are recruited with the aim of returning the children to the community as soon as the hurts of the past are healed and conditions are suitable.

We at Al-Ma 'un Children's Home trust and hope that a good and prosperous relationship will prevail with all other Homes and Institutions.

Community Child Centre at the Johannesburg Children's Home

A future South Africa faces many challenges, perhaps the greatest of which is meeting the needs of the youth. If one looks objectively at the South Africa of the past, unquestionably its greatest sin was the total inadequacy of its preparation of the youth of our disadvantaged groups. There is little purpose in apportioning blame; what we as a society must do is use every available resource to redress past inadequacies. It was with this vital concern in mind that the concept of the Johannesburg Children's Home Child Centre evolved. Careful research has been un-

dertaken and major interested bodies consulted in order to identify vital needs which the J.C.H. Child Centre can be directed towards meeting. The following critical areas of need have been highlighted:

1. Education

- Remedial Clinic
- Pre-school and primary school education for black children
- Day-care facilities for babies and toddlers up to nursery school age.
- After-care facility for school-going children
- Programmes for the identification and development of gifted black children.
- Drop-in centre.

In addition we plan to offer accelerated learning programmes, career guidance, bridging programmes, literacy programmes, language competence courses and programmes to assist with examination preparation. These programmes are targeted at the Johannesburg community at large.

2. Therapeutic services and outreach programmes

Our therapeutic services will cover a range of facilities such as:

- Family therapy
- A unit for incest survivors/ Crisis Line?
- Legal services for abused children and their families
- Bereavement counselling service

We also plan support groups for parents in distress, children who have witnessed excessive violence, and unmarried mothers. Our community outreach programmes will offer, *inter alia*, mother and toddler groups, 'Good and Bad Touching' programmes, sex education programmes and parenting skills groups. There will also be a Library and Resource Centre We intend offering music, drama, art and dance therapy for disadvantaged children.

The National Executive Committee, Regional Executive Committees, NACCW staff and the Editorial Board of *The Child Care Worker* congratulate the many child care students who completed NACCW courses in 1992 and who graduate at this time ...

The Graduates

Basic Qualification in Child Caree (BQCC)

Border

Anne Young - Distinction
Sister Bernard Fantisi
Ruby Botha
Sister Clare Sangweni
Magdaline Roji
Doris Gujulwa
Nontsikelelo Jacobs
Margaret Thandazo
Nobantu Malibiji
Samantha Kruger
Vivienne Audie - Distinction
Lesley-Ann Reddy - Distinction
Amanda Olivier - Distinction
Charmaine Ogle
Constance Manise Mgcaba
Nomsa Mabel Mandoyi
Moiria Freitag
(People with Distinctions have obtained distinctions in all four Modules.)

Eastern Cape

E. Atherton
E. Badenhorst
H. Barlow
A. Brown
L. Conwood
M. Evertse
M. Didloft
T. Faleni
S. Ferreira
N. Goeda
M. Gwatyuzza
K. Heard
L. Hunter
C. Jaca
W. Janse Van Rensburg
M. Jinikhwe
C. Michillies
X. Magula
P. Makasi
B. Makunga
S. Ndatana
G. Ownhouse
M. Peter
M. Squire
S. van der Walt
M. Williams
B. Windvoegel
M. Xola
H. Zaiman

Kimberley

Millicent Pulane Ruwana
Nomazizi Nokhanyo Jantjies
Daphne Dibolelo Bessenar
Euphememia Sebakarvane
Lekhobo
Blondina Magdelene Govender
Sonia Matilda Henn (Distinction)
Thandeka Pretty Sonaba
Sheila Keitumetse Mthobi
Phillip Sehurutsi
Melanie Elizabeth Kivedo (Distinction)
Susanna Maria Swanepoel
Solomon Maribe
Monica Vuyiswa Moko
Caroline Nthabiseng Moshou
Miriam Christine Langeveld
Mageret Jany Esau
Estelle June Benjamin
Cecil James Bernard Links
Katy Jenkins
Maggie Sophia Julies
Gwen Johanna Popham
Hendrina Johanna Elizabeth Booyesen (Distinction)
Moses Johannes Signeur
Peter Katz
Derek Swartz
Suzette Turton
James Jantjies
Thomas Bok
Mildred Gantane
Iris Pretorius
William Sitole
Mary Pholo
Aaron Sebolai

Natal

Jean Esme de Clark
Melany Chantelle Johns
Vanessa Abrahams
Lucia Bhengu
Darlene Cigarmony
Helena Petronella du Preez
Barbara Tholakele Luthuli
Christina Niniza Mthembu
Lorna Walstroom
Hendrina Francina Jacobs
Elize Francina Myburgh
Pamela Jean Davies
Paola Reggiani
Reggiswindis Thobile Hlengwa
Dorcas Fikile Shabangu
Sunitha Bissoon
Irene Naicker
Corine Nicolai
Ruth Hayes

Makhosazane Isabel Gumbi
Vanessa Abrahams
Coseleni Johanna Chiliza
I.W. Cronje
Emily Annastasia Mzimela
Mabel B. Kumalo
Petrosia Vidima
N. Cynthia Ngubo
Christina Nqache
Constance Ntombela
Cheryl-Lyn Doney
Laila Ramnarayan
Ronel Trollope
Jerome Thamsanqa Zulu
Simon F. Shandu
Muntukaqaiwa Shange
Mzikayifani F. Shange
Doris Phakathi
Thandiwe Bekezile Mchunu
Vivian Gumede
Minah Lindeni Dlodla
Florence Nano Dlamini
Joyce Phumelele Blose
Ruth Thembi Mdlolo
Nomusa Shezi
Helmi Van Vuuren Beyers
Barney Van Rensburg

Attendance Certificate Shirley Hattingh

Southern Cape (George)

Geldina Swart
Maritha M. Gerber
Susan Mocke
Christine Olivier
Annette Stokes
Valerie-Ann Klein
Thelma Cloete
Bernadette Manchest
Imelda Maree
Susan Maree
Cynthia Olivier
Mev. O.I. Brand

Transvaal

Sarie Smit (Distinction)
Adina Menhard
Wendy Rubenstein-Norman (Distinction)
Alicia Vtshima
Bongani Mbambo
Lottie Geyer (Distinction)
Marie Gouws
Hlengiwe Leocardia Mchunu
Dian Honey
Nolphia Seanego
Colleen Vorster (Distinction)
Joyce Sigoza
A.C.L. Combrink
Aelwyn Michael
Oscar Fakude
Mary-Ann Palayandi
Lorraine Buthelezi
Matodzi Elizabeth Ramunyandi
Vevelyn Tshiyembe
Gillian Judy Grootboom
Malerato Margaret Letebele
Dian van Rhyne
Abel Makhubedu
Stanley Bongani Malekela
Henock Bapela
Marlene Hammond

Susie Lakey
Valmaïs Dreyer
Ralph G. Dreyer

Western Cape

Ingrid Abels
Adam Adams
Graham Andrews
Wilfred Arendse
M. Arkeldien
Joyce Arnolds
Martin Bailey
Gladys Barker
W. Basson
Leonard Berry
Denise Davids
Marcia Fitchen
Maureen Floris
Walter E. Fortein
M. Johannes
Judith Madden
Eugenia Mashuba
Henry Pedro
Stanford Platijies
Mary-Anne Prag
Hendrik Rooi
Johannes Solomons
Cyril van Niekerk
Vivienne van Sensie
Jenny Wilkenson
Lyn Winter
R. O'Connor

Diploma in Child Care Administration (DCCA)

Linda Darlow
Sister Jacinta Teixeira
Sister Irene Maher
Sabitha Samjee

Problem Profile Approach (PPA)

Transvaal

St George's Home
Barrie James Lodge
Mary Elizabeth Mynors
Millicent Gladys Matilda Elford

Epworth Children's Village
Glynn Zachon
Marie Anne Waspe

Abraham Kriel Kinderhuis
Mev Elsa Wouds
Franeen McDonald
Niema Marais
Annieta Els
Marietjie Mostert

Western Cape

Oranjia Children's Home
Clea Duval
Jean Mausebaum
Lauren Fine
Anne Barends

Durbanville Kinderhuis
Ds. Richard Black
Madeline von Waltsleben
Etta Mostert
Johanna Meyer

Heatherdale Children's Home
Lynne Edwards
Basil Arendse

Problem Profile Approach: Extension Course for Policymakers (PPA-X)

Natal
Kushmiri Wroots
F. George
A. van der Byl
Michael Davids
Jackie Davids

Transvaal
Leonie van Rooyen
Priscilla Jansen
Ivda Smith
Bridget Goliath
Sharon Rademeyer
Patricia Nyatumba
Eugene Nelson
Judy Smith
Trevor Bailey
Madeline Audrey Junies
J M Fourie

Programming: for Treatment and Development of Children and Youth

Border
Corrie Theron
Sarah Burger
Sr Bernard
Heather Brownlee
Nicki Hutchison
Linda Darlow

Natal
Jill Willows
Mandy Goble
Vanessa Lewis
Zeni Thumbadoo

Certificate in the Training of Caregivers

Natal
Ruth Hayes
Mertrude Makhaye
Sandy Naidoo
Himla Makhan
Sabitha Samjee
Mathilda Morolong
Ernest Alfred Nightingale

Elizabeth Antoinette Meyer
Dudu A.C. Mofokeng
Zeni Thumbadoo
Molly M. Myeza

Port Elizabeth
Cecil James Wood
Sharon McNicol
Myra Margaret Evertse
Berrington Makunga
Carol Potgieter

Transvaal
Lee Loynes
Knox L. Mogashoa
Milly Eford
Marie Anne Waspe
Barrie James Lodge
Jackie Orbell
Kathy Beukes
Gaynor Morgan
Jacqui Michael
Justin Mackenzie

Western Cape
Basil Arendse
Merle Aillsopp
Pumla Mncayi
Corsten Lazarus
Francisco Cornelius
Sr Cora Maria Kritzinger
Mark Tomlinson

Border
Sarah Burger
Vuyelwa Nomabele Mbete
Corrie Theron
Lesley-Ann Reddy
Hermanus Daniel Van Eck

Development and Stimulation of Deprived Children

Pietermaritzburg
Jilleth Moyo
Zethu Mchunu
Agnes T. Radebe
Christina N. Mthembu
Philisiwe Lydia Nene
Busi Tshabalala
Zethu Sikhakhane
Duduzile N. Mhlongo
Thulisile Buthelezi
Jerome Zulu

Durban
Acquinetta Mkhize
Maggie Maphisa
Grace Lihle Zwane
Violet Nzimande
Thelma Dlamini
Patience Gasela
Primrose Gasa
Mary-Anne Mseleku
Rachel Malihga
Angeline Mbonambi
Julia Khaula
Busie Ngcongco
Sabelo Ngcobo
Lillian Ralane

Allison Ross
D.W. Motloun
C.M. Lehgolo
A.M. Skenjana
A.M. Mofokeng
A.T. Jacobs
E.T. Mokdena
F. Hlatshwayo
Sr. Baptista
P. Mbhense
Sr Pauline
B. Mkhize
M. P. Hzuza
B. Hlatshwayo
T. Gubevu
B. Mahaye
T.T. Sibiyi

Introduction to the Management of Sexual Abuse In Residential Care

Natal
Elaine D. Meban
Lesley Finlay
Corine Nicolai
Vanessa Lewis
Angela Studd
Susan Bishop
Angela Tsotetsi
John Bower
Annette Beukman
Mandy Goble
Sultan Khan
Zenuella Sughantha Thumbadoo
Parvathyamah Naidoo
Carolyn Chatterton
Thandi Mthombeni
Thelma Johnson
Caroline M. Teise
Meena N. Haridas
Yvonne Raymond
Anne Pierre

Transvaal
Bev Kee
Ann Botha
Mary Freer
Knox Mogoshoa
Dikeledi Kgosi
Motatlhegi Mashishi
Marie Waspe
Jackie Schoeman
Adrienne Ashmole
Lilian Isaacs
Mina Motaung
Abel Makhubedu
Joyce Mkuwane

Advanced Counselling Course

Transvaal
Joyce Aber
Kim Castle
Pam Janit
Elizabeth Bracks

Sandy Brenckel
Heidi Burkhalter
Melinda Coombes
Milly Eford
Fiona Lejeune
Ann Read
Joyce Sigoza
Lu-Anne Swingewood
Sheldeen Wetter
Lilian Brummer
Shereen Hiebner
Anthony Knight
Joan Brauer
Trish Burnett
Thomas Burkhalter
Gai De Villiers
Cassandra Leggat
Bev Nicolay
Megan Ryan
Shirley Streak
Jean Tucker
Liza Williams

NACCW/SAIMR Aids Course

Transvaal
Jackie Schoeman
Bev Kee
Sandra Butler
Gillian Grootboom
Maggie Guercio
Malcolm Montgomery
Janine Youens
Tania van Vuuren
Malerato Margaret Letebele
Gaynor Morgan
Joan Brauer
Colleen Friday
Dian Honey
Edna Alderson

Consultative Supervision in Child and Youth Care

Border
Sarah Burger
Nomabele Mbete
Sister Bernard Fantisi
Corrie Theron
Grace Adams
Nicola Hutchison
Sister Clare
Linda Darlow

Natal
Priscilla Marais
Sabitha Samjee
Kulwanthi Makhan
Busisiwe Magwaza
Shanta Harilal
Meenaaz Adams
Juanita Mackay
Fanny Swartz

The use of limits is essential to prepare a child for the reality of life. Parents should encourage a child to work out his own solutions to problems posed by a limit, and give him understanding and guidance in finding alternative behaviour planning.

Limit setting is involved in the weaning process, toilet training, sexual expression and gratification, excessive dependency and independence, and aggressive impulses that exploit others.

Setting limits

Limits have value in that they

- 1) help the infant establish identity apart from his surroundings;
- 2) provide control for external stimuli as well as internal tensions and feelings;
- 3) stimulate the urge toward mastery of functions normal to a developmental period;
- 4) develop character through identification with the fair use of strength and firmness of the parents; and
- 5) promote personality development in areas such as values, standards, and conscience formation.

People who try to make things easy for children by not limiting their actions may produce children who are slaves to their own impulses, and they then have to test each situation anew to find limits and controls. True choice is a fatiguing process and the experience on which a child bases his choice is often insufficient, thus the child must depend on adults to teach him discipline and shortcuts for the formation of good habits.

Punishment

Punitiveness as an adult attitude, on the other hand, is one in which there is consistent and excessive ventilation of personal aggressions on the child and this is sometimes confused with discipline. In some cultures the parents may feel that in order to correctly rear a child it is necessary to hurt him. Henry IV in his letter to his son's tutor stated that it had come to his attention that the child had not been spanked and that from personal experience he knew it was necessary to spank them frequently in order to correctly rear children. The French are sometimes referred to as the most spanking people on earth and their word "fuisseur" comes from this. A child's

Limit Setting

Dr Beverly Sutton

Director of the Children's Psychiatric Unit, Austin State Hospital, Texas

From *Child Care Work in Focus*



response to punitiveness is usually some combination of the following:

- 1) behaviour that invites punishment;
- 2) longing for retaliation which may or may not be directly expressed; and
- 3) self-judgement.

In the pre-school years children occasionally need punishment such as spanking to condition them against potential physical danger that may be very traumatic — such as busy streets.

Except for these relatively rare occasions, children respond better to limits that are firm but not punitive. Such limits can be enforced by a temporary isolation from the group, taking away a privilege, or giving extra work to retribute.

Inducing guilt-feelings

One very subtle form of punitiveness is the deliberate stimulation of the child's guilt feelings or feelings of worthlessness, by saying such things as "Aren't you ashamed? Are you so dumb that you can't understand this?"

The ideal attitude balance between a parent and child is defined as a situation of mutual respect. The mutual respect balance exists when each person is respected in his right to achieve the masteries and pursue the satisfactions of a particular developmental level, until that pursuit infringes upon the rights of another person to do the same.

At the point of infringement limits are set which are sufficiently firm to insure the rights of each person on an on-going basis.

According to the Johnson-Czerek equation, children will live up to the expectations of others to their biological capacity.

Infringements
The following are some common limit infringements:

Over-submission: the adult gives in to the child's immature demands without sufficient regard for his own rights and needs. The child will then usually be excessively demanding, have temper outbursts when his demands are not met, and have little consideration for others.

Over-coercion: the adult directs and redirects the child's activity without regard for the child's right to initiate and pursue his own interests and activities. The child will usually show undue reliance on outside directions, dawdle, forget, day-dream, and present active or passive resistance.

Perfectionism: parent withholds acceptance of the child's behaviour, expecting the child to be more mature than can be comfortably achieved at the child's developmental level. This child will usually be striving, preoccupied with physical, intellectual, and social accomplishments, and because of the discrepancy between expectations and abilities at that developmental level, will often feel a low self-esteem.

Neglect: parents or adults who have little time for consideration of the child's right for attention and assistance at each level of development. The child will usually be incapable of forming

close, meaningful relationships or to get satisfaction from them. He may be impulsive, and because of his lack of close relationships fail to learn self-control through this relationship.

Hyperchondriasis — the adult is consistently fixing attention on the functions of the child's body and judging each minor ailment and sensation with a great deal of exaggerated anxiety. The child will tend to be excessively complaining and anxious about all body sensations.

Over-indulgence: adults constantly showering a child with goods and services irrespective of a child's needs, will produce a response of boredom, lack of initiative or capacity for persistent efforts.

Distrust: if an adult anticipates failure or inadequacy on the child's part, the child will fulfil this anticipation to his biological capacity.

Rejection: adult who allows no acceptance of a child within a group will produce bitter, hostile, anxious feelings in the child with low self-esteem.

Punitiveness — adults who excessively inflict personal aggressions on a child thinking this represents 'discipline' will produce behaviour in a child that invites punishment, longing for retaliation and low self-esteem.

Seductiveness: adults who consciously or unconsciously stimulate the child's sexual feelings will produce a child who is prematurely and excessively preoccupied with sex, hostility and guilt.

Multiple infringements

Children are resilient and can absorb some infringements without manifesting symptoms. And most adults are flexible enough to correct themselves if the relationship deviates from a mutual respect.

However, the infringements discussed above rarely occur singly, and two or more may be operating in the same relationship producing compound symptoms in a child. It is very necessary to correct these relationship imbalances for the sake of the mental health of the members involved.

As the child grows into adulthood he will become a parent himself, and will tend to repeat the adult-child reactions he experienced in his own childhood.



Child Care Contradictions

What am I to say to a group of people who have just gained a qualification in child care? Surely not a load of patronising 'good advice'? Looking back, I can hear many people giving me advice about this work, and when I think about it, it seems that everything I heard was dead right ... and all of it was dead wrong. Child care work has been a string of contradictions which I have had to try to understand as I went along — and I thought that this would be a good occasion for us to talk about some of these many contradictions.

Child care is a career of great rewards

I suppose that must be right. Or else why did we older folk keep on doing it? Parents always get very excited over their child's first steps or his first words or some other milestone or achievement. I have always thought it very sad that the parents of the children we look after don't get to share many of those moments — but as child care workers we do, and there is great joy in that. Over the years, also, we are able to look back on many successes: on youngsters for whom life looked bleak indeed but who nevertheless went on to do well, hopefully, in part, because of something we did to help.

... but it is also a career of hurt and confusion

There are times when we feel incapacitated by the anger, the mistrust, the despair. Of course, if everything in our society went right, we shouldn't be doing this work at all. The starting point of child care work is always some human tragedy or failure — abandonment, rejection, death, neglect, abuse or wrongdoing — and for some reason we choose to come in here, out of the sunlight and into the dark places where young people are

distressed and afraid, and to share (when they let us) their personal horrors and hates. And we are inevitably going to get hurt and fearful. While others may talk policies, morals and theories, we get to look in children's eyes. This not only exposes us to their pain, but it makes it doubly sore when we can't help them, when we see youngsters leave us unhelped. But, as one of the students said to me this morning, child care gives us the chance to make a difference, and this is the great privilege. When we have travelled the heights and the depths, we know our profession is one of great rewards. A contradiction.

Child care workers must advocate for kids

We must work for a better deal, and claim resources for them. Who else will, if not those who are closest to them? Indeed, one cannot work with troubled kids without wanting to climb on the rooftops and shout the odds. We want the world to know what happens to children when their needs are not met; we want the world to know what this particular child needs but is not getting. We are frustrated when we work with youngsters who got a raw deal, and for whom society seems to want to do so little.

... but nobody is going to listen to you

Nobody will really help you. The world has troubles enough of its own — or people are working away at their own cabbage-patches and haven't the time or interest to help you in yours. The state won't listen. I have spent my whole career seeking the ear of the authorities, pleading, explaining, asking, suggesting, demanding and even offering to do myself much of the work which a proposal might entail. But in over thirty

years the state departments with which I have worked have never once listened, have never helped — and I fear have never really understood what we do. The same is true for the specialists and professionals (though I speak as one myself). Child care workers may feel, with all the clever psychiatric, social work, psychological and educational specialists and therapists about, that resources exist and help is at hand. A colleague and I were rushing a 14-year-old who had just slashed his wrists to Psychiatric Casualty one evening. In our own panic and fear we were looking for back-up. Half way there we looked at each other and asked "What on earth are we doing this for? What do we really expect when we get there?" A ludicrous interview, an appointment at some indeterminate time in the future, some medication ... This was one of our own kids, we knew him and loved him and we knew that we had to do this ourselves, scary and awkward as it might be. Even your colleagues: they understand more and can offer more support because they are in the same work, but when push comes to shove, they, again, have their own cabbage patch. Nobody will really help you. You must do it yourself. All child care workers know the feeling when the professionals go home at five o'clock. Who gets to sit up with the hurting kids through the night, if not the child care workers? And all this puts them in the best position to advocate for the kids. Contradiction.

Child care workers must build a core of theory and skills

Professionals are distinguished by the fact that they are well-informed about their field and that they know what they are doing

in their practice. This is exactly what today's graduates have been doing for the past two years or so — and it is encouraging to see how many child care workers around South Africa have been working on so many courses this past year. One mark of the professional is that she can be held accountable for the tasks which she is expected to perform, and it follows that one mark of a profession is that it accumulates a corpus of knowledge and practice skills which it teaches to its members. Today's students have learned much about human development, nutrition, stimulation and communication; much about children, families and society; and much about management, education, counselling and life space treatment.

... but none of this will really work

We can only bring this package of theory and training into contact with the children and into our work when we have established a level of trust which allows both child and worker to unpack their stuff with each other. When we look back on a positive encounter with a youngster, there is usually no way of saying which part of our knowledge or which specific skill was of use. The only indicator of success was the relationship which we both allowed to happen, the universal human experience of meeting and liking and trusting and sharing which makes up a kind of chemistry not defined in the text books — what I often call plain 'magic'. Whatever the problem, and whatever the skills this problem may call for, the bottom line in our work is that the child gets the message "It's alright, no matter what". This is the only message of real importance that anyone in this hall ever got from his parents — and it's the one message which children in care long to get. You may come at youngsters with your professional pliers and spanners and hammers, but these are laughable tools if there is to be no meeting of minds and hearts, no mutual meaning in being together, and, ultimately, no joy in the time which you share.

Then, within the magic of your encounters and relationships, you gain a sense of what you like about kids and what you

have to offer to kids, you get a sense of what is helpful, of what works — and you build your core of knowledge and skills. Another contradiction.

Listen most carefully to the children

Children in care usually feel that they are not listened to. People have not paid them attention; they have not had time for them. It has often been the other way around: people have said to them "Now you listen to me!" Important information about the children is going to come to you from the complaints of others, from official reports and assessments; your best information is going to come from the children themselves.

... but never believe a word they say

Children who come into care need a lot of translation. They will often tell you what they think you want to hear. They will often tell you the bad things they have heard about themselves — and which many of them have even come to believe. Children who have not been listened to have received little guidance on **how** to say things, and they have received little feedback on **what** they have said. They are, therefore, not skilled with words. Also, children who have not been listened to will often develop a louder way, a more roundabout way, or perhaps even a non-verbal way, of saying what they want to say. Our job is to avoid reacting to the clumsy, oblique message and to get back to the original message. A child care worker came into a staff meeting tearful and obviously upset at something which had just happened. Colleagues expressed concern and asked what was wrong. "David (for whom she had been putting in long hours of very difficult and sensitive work) has just sworn at me!" she replied. After a pause, another child care worker observed: "When I think back to my own adolescence, there was really nobody with whom I could trust really angry feelings. Friends would have rejected me; school teachers would have disciplined me — only my mother would still have been there for me". So David's crude message may have been saying more about his child care

worker than it seemed at face value.

The main thing is that the message needed to be heard, perhaps translated, and fully understood. So the contradiction: listen to every word the children say.

Account for every cent you spend

Certainly this is serious advice when we work with public funds, and even more so in a tough economy. Residential work is also particularly expensive, and when a child leaves after, say, two years, we have to be pretty confident that we have something positive to show for the thousands we spent. Children's organisations are careful to strike an optimal spending level. There can be a level *above which* children are indulged and therefore not being responsibly prepared for the realities of life when they return to their homes and communities. There can also be a level *below which* we are just not being effective, where we are not quite delivering the services we are being paid for, and where we are even, perhaps, contributing to the children's deprivation and disadvantage. Balancing services with funds is a delicate operation.

... but who is keeping score?

Exactly where is the 'bottom line' in child care? In which books are the real accounts being kept? Is it simply in the organisation's financial accounts that we can measure our cost-effectiveness? Someone complained to me the other day that after much is spent on training, child care workers may leave the profession and all this money is wasted. This got me to wondering "Who knows what is wasted and what is ultimately useful?" It is quite possible, even probable, that a trained child care worker who leaves the child care service will go out into her own life and her own home with considerable new learning and abilities which will, in turn, feed into better child-rearing and family life and community health. The same is true for every child we release: it is surely not only his life which we have affected, but those of his present and future families, friends and neighbourhoods. What child care workers do is

not only for the single strand of one life; it is for the fabric of the whole community and society. A colleague once told how his committee complained when children were given the opportunity of piano lessons, and then decided to discontinue after some months. "Who can say," he asked, "what levels of appreciation, sensitivity and quality of life were instilled by this experience? Certainly not every piano pupil becomes a concert pianist. Nobody can measure the cost-effectiveness of seemingly wasted piano lessons". More contradiction.

We have so much to teach the children

One only has to look at the levels of deprivation to see how much children in care have missed out on (in their physical, verbal and cognitive development, in their understanding of social and emotional concepts) to see how very much there is to teach. Child care workers spend much of their day teaching, for they know that we can only expect children to be responsible for that which they have been taught and which they have mastered. It is a slow process, and for all of us here in this hall it required millions and millions of messages and interactions between us and our parents before we could master our world and its demands.

... but we have more to learn from them

They have, for their part, been where we have not been, and they have seen things through very different eyes. I would say that a person who can spend a day with a child without learning something significant and meaningful from that child has somehow shut herself off and cannot call herself a child care worker.

One Christmas Eve, at about 4 pm, two children, aged eight and ten, knocked at the door of our children's home. They claimed that their mother had sent them on a one-week camp, and when they returned they found their mother gone, the house quite empty. A telephone call to the Department of Health and Welfare confirmed that this had indeed happened. The boys' father was away working in another country, and their step-mother had 'had enough'. She left, took

everything, "including our dog" added the younger child. "So we guessed that this was where children with no home have to come ... " We eventually tucked two tearful kids into bed that Christmas Eve.

There was nobody in the children's home on Christmas Day except one adolescent who had had a row with his mother, and an ex staff member, Jack, who was about 60. We sat down to a strange Christmas Dinner with our two young guests, still shocked and unhappy. When it came to the last course, Jack secretly tucked a lot of small silver coins into the children's Christmas pudding. Their father had been a refugee from a central European land, so they were delighted by this 'English' custom. Jack helped it along by sharing their excitement and by pretending to be upset that he hadn't found any silver coins in his pudding, "... and look how many you chaps have found in yours!" We all felt a little better as the children giggled at this. A little while later we were all clearing the table, carrying things back and forth to the home's main kitchen. On one of my journeys I bumped into Jack, leaning against a wall in the passageway, obviously weeping. At first I thought that Christmas for him, also without a family, was proving hard. "Jack," I said, an arm on his shoulder. "Oh, I'm alright!" he said, "I have just learned one hell of a lesson: as I was coming back from the kitchen, the little eight-year-old — who yesterday had just lost about everything significant in his life — took me aside and said: 'Jack, I'm so sorry that you didn't get any silver coins in your pudding; won't you please accept half of mine?'" So Jack and I, hard-bitten old stagers in child care, learned that day, with tears in our eyes, something profound about hope and generosity — from a child who we might have thought had nothing to teach us. A moving contradiction.

And so, congratulations to our graduates here today. You have worked hard over this past time to become better at your child care work, and you have learned so much. Yet today you know nothing! It will all start only when you get back to your direct contact with the children.

HEATHER LEWIS

*On the 'unconventional'
side of child care*



SHELTERS: THE STEP-CHILDREN OF CHILD CARE SERVICES?



If you are thinking of opening a shelter for street children, or considering applying for a position at an existing shelter, the following information may be helpful.

Before all else, if you open a shelter you need to know that workers and children are at the mercy of a system which was designed for *conventional* child care work — and very little of what happens at a shelter can be called conventional.

Very little of what you do at a shelter seems to follow an acceptable pattern either. When people discover that your approach to children and their problems is somewhat different, they may think you are odd. Sometimes, in not conforming to their expectations, you may even be made to feel you are a threat to others. Certainly I have often been considered "inconvenient", and once was even described as "irregular".

Step-children

Shelters sometimes seem to be the step-children of child care. Street children, possibly because they do not conform to the standards of behaviour laid down for children in society, arouse a lot of feelings in people — even in people who really care about kids. Street children cannot be managed like "normal" youngsters. While to you or me it may seem a very sensible idea that child-

ren should have the right to refer themselves to a residential home for assistance, others may resent the freedom this implies. They consider this kind of decision should be made for a child. When you then admit that your boys are not locked in, but may choose to stay or leave, reactions vary — from the "whiff of disapproval" to the "openly scandalised" reaction.

One's own feelings

And once you have come to terms with these reactions you will most likely have to cope with some, possibly unexpected, feelings of your own. Chaos and crisis is the norm in shelter work. You never seem to complete a planned activity in the expected way. Nor should you harbour too many personal control issues. (This, for a social worker, is a tricky area.) Remember all those years of training which emphasized the logical, orderly, responsible nature of social workers? Here, you must be very flexible in your approach. The children lead chaotic lives and bring much of this chaos into the shelter with them. You must cope with your personal pain when you see how self-destructive some of the children's behaviour can be.

Which side of the law?

Always lurking in the back of your mind is the awareness that

taking children into an unregistered shelter without parental approval is more than likely illegal. Get up if you must, on sleepless nights and dwell on the sections of the Child Care Act which make you culpable.

Hazards

If these reactions and feelings are not enough, you will also be plagued by what could be described as hazardous events. One is the 'testing' process which a new shelter goes through when it opens. The children will need to know that you and the building are "tough enough to contain them". They may break windows, hurl bricks, use the fire extinguisher when there is no fire, sneak drugs, knives or stolen goods into the shelter and take shelter equipment out onto the street. When you do not reject them or close down or go to pieces, this behaviour stops.

Complaints from the public, however, may not! You need to be patient with people who have unrealistic expectations about what a shelter will do for street children, and who will hold you personally responsible for all children presently living on the streets.

This can often be handled diplomatically by inviting them to meet the children over tea, and to join your volunteer group.

Courting dilemmas

At some stage you are also going to need to liaise with local family welfare agencies to investigate whether a child is "in need of care". If such a child is placed legally in the care of the shelter (this can only be done once your shelter is registered as a children's home) you are entitled to claim a monthly grant from the state. This is often a desired situation and of course is the way all conventional homes are financed. It means that if you are responsible for your own fundraising you can now do less of it and still be assured of a regular monthly income. In shelter work, however, one should really avoid the temptation of handling all children in terms of the Children's Act. Accept that income is important, but a Children's Court Investigation may not be the answer for all children who self-refer. Each child should be treated as an individual.

If you do decide to use the Act, yet other obstacles will become

apparent. Firstly, you will need to locate a community agency willing to do a home investigation. I have found that in certain instances, street children over twelve are automatically designated as problem children and referred to a state department. Even if their circumstances clearly indicate that it is the parent who is presenting with a problem, the child is the one who is labelled. This approach limits the child client in his choice of agency. In his view there may be a difference in approach between the community and state agency. Secondly, in offering children assistance in an emergency situation you may wish to use a Form 4 as a detention order. This is an approach especially suited to runaways if you want to remove them immediately from a shelter environment and your local children's home cannot afford to take them without the assurance of financial compensation from the state. All Commissioners of Child Welfare do not view the Form 4 in the same light. A procedure acceptable by one may inexplicably be disallowed by another. When this happens, the system will seem through your frustrated eyes to be very inflexible and designed to accommodate official needs rather than to offer protection to the child.

Which social worker?

Thirdly, the whole issue of court work and the residential social worker is more than debatable. The residential social worker is not, as a rule, involved in the investigative and protective work linked to the Child Care Act and the Children's Court. This is the realm of the agency worker. In conventional children's homes the social worker concentrates on the residential community and its needs. Court work is done by the community agency who first assessed that the child had a problem. A Children's Court inquiry is held and then an application is made for the child to be admitted to a residential setting. Because street kids arrive on your doorstep without any of the official arrangements made through the court (and the required pieces of paper), you are often in a dilemma in terms of how to respond to very obvious needs. You have the choice of doing the Children's Court work your-

NACCW Diary for March 1993

NATIONAL

- 03 **National Function for the Launch of Registration**
Guest Speakers: Dr Wilma Hoffman and Lesley du Toit
- 03 **National Executive Management Committee**
Johannesburg/Pretoria
- 04 **One-day Seminar on Training Curricula (UNISA, Technikon, NACCW, Ethelbert.**
9.00 - 4.00 at *Technikon RSA, Johannesburg* (By invitation)

NATAL

- 03 **Principals' Group**
- 10 **Regional Executive**
- 10 **Orientation to Child & Youth Care 9.00 - 12.00**
St Philomena's
- 12 **Social Workers' Group**
- 12 **Child Care Worker Forum**
- 16 & 17 **BQCC Module 1 9.00 - 12.00** *St Philomena's Group 1 and 2*
- 20 **Regional Meeting. AIDS: An Update** Speaker: *Dudu Mofokeng Lakehaven*
- 23 & 24 **BQCC Module 1 9.00 - 12.00** *St Philomena's Group 1 and 2.*

WESTERN CAPE

- 09 **Regional Meeting 10.00am**
Patrick's House, Green Point
- 10 ***Orientation to Child and Youth Care workshop 9.00 - 12.00** *Annie Starck Village*
- 17 ***BQCC Module 1 9.00 to 12.00** *Annie Starck Group 1*

* **NOTE:** There will be no registration for the Orientation Workshop or the BQCC at the door. **Registration must be made beforehand.** Ring Brenda on 788-3610 during mornings only.

Situation Wanted

Post as Social Worker in a children's home in the Cape Town area urgently required. The applicant has a Social Work degree and four years' experience with two years in a Children's Home.

Please contact Franci Crause on (01471) 21852.



INFORMATION FROM CONFERENCE SECRETARY
LESLEY STEPHENSON, P.O. BOX 327, WITS 2050
TELEPHONE: (011) 716-5091. FAX: (011) 339-7835



"I'll say this for your father: He's certainly a good provider."

FOR THE RECORD

Registration Certificates

The following have been registered as Child and Youth Care Professionals *

Border

Nomsa Mandoyi	A	93001
Cornelia Johanna Theron	A	93002
Constance Ngcaba	A	93004
Grace Adams	A	93003
Sarah Burger	A	93023
Linda Darlow	A	93024
Moirá Yvonne Freitag	A	93025
Daphne Strydom	A	93026
Hermanus Daniel Van Eyk	A	93027

Natal

Elizabeth King	A	93007
Renay Kroutz	A	93008
Sabitha Samjee	A & B	93009
Ann Pierre	A	93010
Zenuella Sugartha Thumbadoo	C	93011
Molly Makhosazana Myeza	A	93012
Kulwanthi Makhan	A	93013
Parlathyamah Naidoo	A	93014
John Christopher Webster	C	93018
Vanessa Abrahams	A	93019
Carol Anne Withers	A	93020
H. Sewnath	C	93047
Nazli Finch	C	93028
Geeta Somasundrum	C	93045
Pragalathan Balakisten Govender	C	93046
Devarani Maduray	A	93048

National

Roger Henry Pitt	C	93005
Ernest Alfred Nightingale	B	93006
Ashley Samuel Theron	B	93017
Lesley Sharon Du Toit	B	93016
Brian Coulson Gannon	A	93051

Transvaal

Agatha Catherine Joan Brauer	A	93021
Gaynor Morgan	A	93022
Anna Sibisi	A	93034
Winifred Sibisi	A	93035
Lorraine Nokuthula Buthelezi	A	93037
Mary Elizabeth Mynors	C	93029
Millecent Gladys Matilda Elford	A	93030
Dorothy May Kotze	A	93031
Kathleen Beukes	C	93032
Marie Anne Waspe	A	93041
Barrie James Lodge	C	93042
Lee Loynes	C	93043
Jacqui Michael	B	93022
Lesibe Mgashoa Knox	A	93036
Joyce Siquza	A	93033

Western Cape

Janet Susan Walton	A	93039
Rita Elizabeth Van Breda	A	93040
Leon Rodrigues	B	93038
Merle Allsopp	C	93044

* Provision is made for registration in the following three categories:

A: Child and Youth Care Worker

B: Child and Youth Care Administrator

C: Child and Youth Care Practitioner

Registration in categories A and/or B carries automatic registration in category C.

self, or of persuading an already pressurized agency to accept yet another referral. If, however, you do manage to succeed with a Form 4 and find an agency to do the home investigation, you can be almost certain that, when the work has been completed and the final document typed and signed, the child in question will "up and off". The whole process will then have to be temporarily suspended until his return. Yes, there should be an easier way to assist street kids in terms of the Child Care Act. Yes, there should be a more accommodating way for shelters to get financial assistance for the children that they care for.

Arresting events

Ultimately you will come to accept that street children and the police seem to attract each other — an extreme example of 'the attraction of opposites' and one which happens far too frequently. If you work at a shelter you will get to know your local police force and you will spend a lot of time at Juvenile court. Children you care for get arrested and held in cells and nobody informs you. They appear in court on paltry charges without legal representation. They may be held in custody in juvenile cells at the local prison and be subjected to abuses far worse than the crime they supposedly committed. If you wish to assist them in court you may have to give up a whole day while you wait for their case to be called. It can take hours to get a child released from the cells after a case. The police also have the power to enter any building if they suspect a crime has been committed and you could find your shelter invaded by a veritable army of policemen because a child "was seen running into the building". You may have the experience of all the shelter children being removed by the police on the grounds that all of their parents simultaneously, conveniently and coincidentally, requested that they be collected and returned home on the very same day! Certainly, if you are involved in street work you will find street children most arresting but you will soon be wishing that they did not get arrested quite so often!

CORRESPONDENCE

Shelters, child care workers and committees

Shelters play a very important part in providing accommodation, comfort, food and clothing to the children. With so many new projects especially for street children, one will see how many problems are faced by the state in providing essential services for these children.

The workers in these shelters are doing their utmost to help these children. Although they are earning very little, one has to bear in mind how much time and energy are put by these workers into the project. Many spend almost their lives in these shelters, some working under uncompromising management committees, who might not even allow them to have a union, no benefit, no loans, etc.

Long stay

Another matter of grave concern is the time spent by these children in some other shelters. I was shocked the other day to see (at an annual general meeting) that a child was given an award for staying (loyally) in the shelter for five years. I had the opportunity to chat with one of the workers who told me that the parents are looking desperately for the child. They want him to go to school and stay decently at home, but the child resists staying at home because there are no outings, camps or motor vehicle. At the end of the day the child belongs and is the property of the parents.

Politics and children

Black and white children are aware of the political situation in the country. They may have learned about politics from school friends, in newspapers, etc. The most powerful instru-

ment is T.V. where children can recognise Mandela, Buthelezi and De Klerk easily. They may also be aware of the standpoints of these men. These men certainly influence our lives one way or the other, so with the children. Do child care workers have time to talk to children about these top men? Maybe the constitution of the home says "no politics". You will have to remember that, although children may not talk about politics in front of you, they may hero-worship some of these people. Let's assume that the shelter is in a township. Children see groups of people walking to the stadium to hear a political leader speak. Will you deny children in your care the right to follow the group if they so wish? Do you think they will accept your explanation that the committee's rules do not allow you to let them go to the stadium? What will you say if they ask you why neighbours allow it or go with their children to such rallies, and yet they come back unhurt?

Problems for child care workers

Child care is turning into a profession. South Africa is engulfed by strikes. The economy is in a bad state. Revelations of scandals by government officials and mismanagement of funds by different departments are common. In reality this country is in a mess. One question is: "If other workers or unions encourage their members to go on strike, what about child care workers?" I had the opportunity to talk to a leading unionist who said to me that the purpose of going on strike is when all other available reasonable means have failed to solve a dispute. One can go from children's homes to shelters and you will find child care workers whose working conditions are bad. One will come across child care workers who will tell you that when they complain they are threatened with being fired. I do not encourage disputes between committees and workers, but I believe the workers must have a front where they can put their dissatisfaction and this front or organisation must be able to

protect the child care worker in these trying times. Has anyone thought about this? What about when the workers have a reasonable complaint against a committee member, who is very popular with the committee? What about when the committee member in question shows behaviour that is illegal and the workers are aware of this? What about when the committee is afraid to take necessary steps against the individual? Fear of losing your job may make you stay with the problems for a very long time. But at the end of the day you are left with the problem. Maybe a child care worker brings up a problem. The other child care workers refuse to give this brave child care worker support. How would this child care worker feel? The child care worker may be forced to resign — the pain of revealing the injustices.

Safeguards

It is my belief that the workers should know the following about the agencies they work for.

1. How much money comes in, how it is spent and whether the expenditure is necessary.
2. A code of conduct of the authorities must be available to the workers, even the cleaners.
3. A grievance procedure, acceptable, decided upon after discussion by the workers and "authorities", should be available to the workers.
4. Workers must have a say in the drawing up of their job description and this should be reviewed every six months.
5. Reasonable conditions of employment should be discussed by both workers and employers.
6. Workers must be encouraged by the employer to join a union. The union must be decided by the workers not the "authorities"
7. A Union must be in a position to take necessary steps (even legal) against any member of the "authorities" who may be danger to the children and the workers, and must see to it that they do not use workers for their personal gain.

Lucas Mekgwe
Soweto

LESLEY DU TOIT

More on the Natal based
HIV/AIDS programme



Progress Report on Project CHAMPS

The CHAMPS (Community HIV/AIDS Model for Prevention and Support) project is now into its fifth month and we are immensely excited about what has been achieved. (See January issue)

We have been deeply challenged and moved by the honesty and courage of the HIV-positive mothers (some as young as 17 years) at the Durban and Pietermaritzburg hospitals where we conducted 22 in-depth interviews, and by the women in the communities of Nhlugwana, KwaXimba and the Durban Station pavement community, where we conducted focus groups.

We are very conscious of the fact that the issue of "living with HIV" must be seen within the much broader socio-economic context of South Africa. We met with people to learn from them about living with HIV, and learned of so much more, such as:

- the pain and loneliness of being totally isolated from friends and loved ones;
- the desperation and agony about the future of one's children;
- the discrimination and rejection by health care workers, partners and communities;
- the deep need to be nurtured and supported together with the struggle to trust;
- the poverty which puts medical assistance out of reach ...

Materials developed

Courage to Care is the title of our first booklet. The first phase of the project, the formative research and development of

materials has now been completed. Under the sensitive and efficient management of Costa and Zith from the University of Natal's Media Resource Centre, a Mothers Booklet, Field Worker's Booklet, information pamphlet, teaching poster, and information poster have now been developed. The material was written by Fraser Mtshali, Esme Cakata, Valerie Naidoo and Dudu Mofokeng and edited by Lesley du Toit (NACCW), Martha Riley (FHI & AIDSCAP), and John David Dupree (AIDSCOM), and was based upon all that we were taught by the mothers whom we interviewed. Our deepest appreciation goes to everyone for their contribution to making this phase such a success. The materials will now be used in our prevention and support work in the communities.

Training

We recently completed two 5-day training courses for the health care workers from the two referring hospitals, King Edward VIII in Durban and Edendale in Pietermaritzburg. The Durban training group, in addition to five health care workers, included participants from NACCW, PPHC, SABSWA, ATTIC and Diakonia. The training was conducted by Martha Riley and Jabu Madondo.

The Pietermaritzburg training group, in addition to the seven health care workers, included

participants from ATTIC, NACCW, and the Child & Family Welfare Society and was conducted by Martha Riley, Dudu Mofokeng and Busi Moya. This 'training of trainers' course which has set the foundation for training of field workers, covered a number of essential areas of knowledge, attitudes and practices related to HIV and AIDS, including how to be more effective at training. Briefly, the contents included:

- HIV/AIDS in the world, South Africa, Natal
- The family & HIV/AIDS
- HIV/AIDS Transmission and incubation — myths and facts
- The unique aspects of HIV/AIDS in children
- Communication and listening skills
- Positive communication and assertive communication
- Negotiation skills
- Talking about safer sex
- Universal precautions/infection control
- Condom demonstration and practicum
- Stress and burnout
- Caring for children with HIV/AIDS
- How families deal with death
- Role of the trainer principles of adult learning.

Selection and Training of Field Workers

We received a total of 27 applications for the field worker positions in Durban and Pietermaritzburg, and after interviewing them all were able to

appoint ten workers who between them are experienced in community work and have the credibility to

function within the communities from which the HIV+ mothers may be identified.

The training of the field workers has taken place at the NACCW offices during this February.

This training, covering similar topics as listed above but with special application to the task of the field worker, was conducted by Lesley and Dudu in both Zulu and English.

Community Intervention

As from the middle of March, the two referring hospitals will be asked to begin identifying mothers who are HIV+ and who would be willing to have a field worker visit them in their

home. Dudu Mofokeng, the project manager, will then select the field worker and contract with her to visit the mother and her family at least twice a month. Such visits will continue until mid-September when the final evaluation of the project will take place. The field workers will meet with Dudu once a month to share their concerns, their knowledge and their plans, and to gain the support and encouragement which will be so vital to their task.

Evaluation

The pre/post-test questionnaires, compiled by Rumiella Naran and Martha Riley, were administered before and after the training and will also be used for the field worker training. A special pre/post-test questionnaire will be used with the mothers. The data base has been set up at the NACCW office and will be monitored by the NACCW staff for the duration of the project.

Advisory Committee

The first advisory committee meeting was held in November and was well representative of the community organisations working on HIV/AIDS as well as other concerned organisations. It was a special privilege to have Dr Jacob Gayle from USAID (and the Centre for Disease Control in Atlanta), and Martha Riley from FHI/AIDSCAP present at this first meeting. Decisions were made with regard to the role and function of the committee and reports were given by each person working directly on a section of the project. The full committee is to meet every 3 to 4 months (next meeting on the 11th March) while the Pietermaritzburg and Durban sub-committees will meet once a month. This committee, with its wealth of technical and professional knowledge and skill is likely to play an increasingly significant role as the community intervention gets underway and we move towards planning for sustainability. Our special thanks go to all who so willingly give of themselves and their time to assist us on this committee.

A further up-date on PROJECT CHAMPS will be available in May/June. Should you have any questions in the mean time, please do not hesitate to call Dudu Mofokeng, 031-463-1099.

PROJECT CHAMPS