

Child & Youth Care

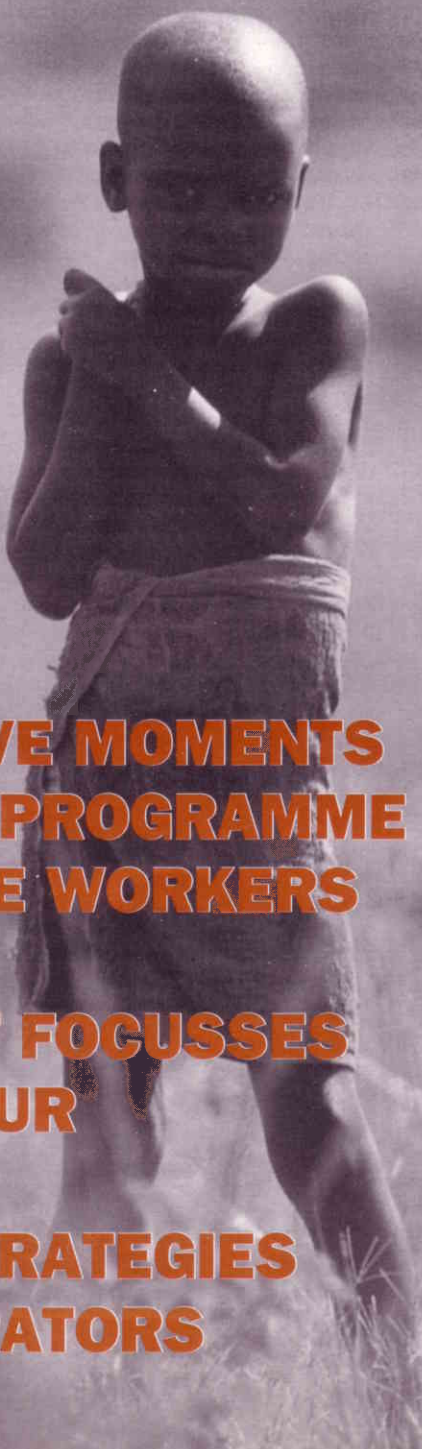
A JOURNAL FOR THOSE WHO WORK WITH
TROUBLED CHILDREN AND YOUTH AT RISK

ISSN 0258-8927 VOL 15 NO 1 JANUARY 1997

**CREATE POSITIVE MOMENTS
NEW PRACTICE PROGRAMME
FOR CHILD CARE WORKERS**

**UNICEF REPORT FOCUSSES
ON CHILD LABOUR**

**LEADERSHIP STRATEGIES
FOR ADMINISTRATORS**



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Happy New Year?



The Cape Town members of the Editorial Board — Annette Cockburn, Pumla Mncayi, Merle Allsopp and Brian Gannon — up and ready for another year.

The start of a new year is always a sweat. For those of us in the child and youth care business, it's a little hotter in the kitchen this year than usual — but as a group we have usually risen to challenges with energy and creativity.

We find two kinds of people around at the moment.

Advocates, activists

There are those who cry "Enough is enough!" Their sentiment is that we cannot be expected to go on making bricks without straw. What is the point of going on in the face of discourtesy, inefficiency and ungenerosity on the part of the state which nonetheless continues to find children in need of care — while not being prepared to accept responsibility for them? Others take this criticism further: the state (rightly) is big on children's rights and children's protection right now, but when a real, live, flesh-and-blood youngster gets into trouble, there simply are no services, no protection, no people to

help. Shoot-from-the-hip referral to an agency (state or private) implies that viable services are in place, otherwise we are only paying lip-service to our values about children and youth.

People in this first group are the advocates and activists who demand that the state take its declared obligations seriously — otherwise how can we expect others to do so? We need these people who prick our consciences, who challenge our standards and call us to account.

Running today's agenda

The other group are the doers, the people who do not walk about with the clipboards of statistics, legislative drafts and petitions. Those at the direct practice level, those who day by day must look troubled kids in the eyes, may well be angry about irresponsibility and have feelings of betrayal on the broader front, but right now it is to the children's needs we must respond, not to the state's moral or financial circumstances. These are the people

who know that there must be food on the table tonight, that vigilance must continue about basic health care, safety and dignity, that hurts and fears are today's urgent agenda, and that hope must be kept alive. The macrocosm of economics and politics is out there and impacting on the children and our work with them, but the microcosm of their lives demands our attention and our inventiveness as we try to keep things going.

Keeping going, growing

Keeping things going is the task which most of us face this year. But not only that: there is the task of developing our work yet further, of differentiating our services to meet the challenges of the Inter-Ministerial Committee, of learning new ways of working — with families, in communities, and at after-care — and ultimately of funding it all. *And most child and youth care agencies will do this.* They will struggle on to serve the children and their families, to maintain standards, and even continue to strive for excellence.

It is a dark day for South Africa when a programme decides to close. As someone said the other day, much of the sting would be drawn from this debate if the state departments, instead of their frequent officiousness, seeming indifference and excuses, simply realised and acknowledged what was being done by so many — and said *Thank You!*

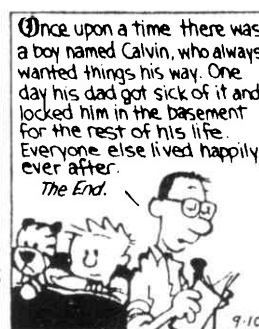
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Get connected

Calvin and Hobbes

By Bill Watterson



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VOLUME 15 NUMBER 1 JANUARY 1997

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Cover Picture: Photograph by Andrzej Sawa



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People



Ann Skelton

Ann is a member of the Editorial Board of *Child & Youth Care*, and has contributed a number of articles in recent years. She remembers herself as something of a rebellious teenager — but one with an enquiring mind who questioned everything and read widely. Ann graduated with a BA LLB from the University of Natal in 1986 and was admitted as an advocate of the Supreme Court of South Africa in 1988. She is currently employed by LHR — the NGO Lawyers for Human Rights — as National Co-ordinator of Child Rights.

Youth Justice

Her work in the field of youth justice began in 1987 when she was a prosecutor in the Juvenile Court. She became strongly aware of the plight of children and young people caught up in the criminal justice system: What was going wrong and what could be done about it? This experience inspired her to leave the prosecution service and work towards reform of youth justice in South Africa. After joining LHR, she created and ran a two-year project in the Juvenile Court providing direct assistance to arrested youth. Ann was involved in an active campaign to transform the way in which South African law deals with young offenders. She ran a nation-wide campaign in 1992 called "Free a child for Christmas" in which lawyers and social workers were mar-

shalled to release 260 children who were awaiting trial in South African prisons. In 1993 she published a book entitled *Children in Trouble with the Law – A Practical Guide* and has also presented numerous papers and published articles on the creation of a new youth justice system for South Africa. Together with other NGO representatives she contributed to the document *Juvenile Justice : Proposals for Policy and Legislative Change* — a restorative justice model with family group conferencing as a central mechanism. In 1994 she gave a paper at a United Nations expert meeting on juvenile justice in Vienna, and she also spoke on youth justice within a restorative framework in Geneva in 1995 at the United Nations Committee on the Rights of the Child's special focus on Juvenile Justice.

IMC

In 1995 the child and youth care field faced the crisis precipitated by the sudden release of many hundreds of children from prison. At this time Ann was appointed deputy manager of the Working Group of the Inter Ministerial Committee on Young people at Risk (IMC) working on the transformation of youth justice within the context of the wider child and youth care system. In late 1996 she was appointed as the project leader of the Juvenile Justice project committee under the South African Law Commission which is to develop a legislative framework for a new juvenile justice system. This group is hopeful that a restorative justice system will result — rather than a punitive system. Ann is married and lives in Pietermaritzburg with her husband and two young sons.

South Africa's Inter-Ministerial Committee has strongly suggested that child and youth care agencies identify more clearly the services they can offer, while the Minister of Welfare has announced that subsidies based on programmes are to be discussed with agencies soon. What specific programmes will your organisation be able to offer? Here are some of the programmes which the USA's Youth at Risk Recognition Awards acknowledged, for excellence and effectiveness, as 1996's winning

Youth at Risk Programmes

A Coalition At Work: Building Community Unity

This programming effort originated as a solution to some community problems which are believed to place young people at risk. The "Kids Matter" after-school enrichment program was developed and implemented originally to meet the needs of impoverished youth in Dallas County. By involving interested members of the community, the idea generated extensive community support. It created the springboard from which the Selma/Dallas County Youth-at-Risk Coalition grew. The target audience included youth who are at risk or have the potential to become at risk, their families, and concerned community leaders. The Coalition was developed to address community concerns about youth, families, community leadership, and economic development. Thousands of youth and their families have been positively affected by the programming efforts of the organizations who form the coalition.

Peer Coaching

The "Peer Coaching" program is a unique, educational, train-the-trainer program where adolescents serve as teachers, tutors, counsellors, and friends to "adopted" middle school classes of pre-adolescents. It emphasizes life skills, leadership skills, and the improvement of academic performance and social skills for pre-adolescents while increasing their own self-perception, interpersonal communication and leadership skills. The method has been the use of adolescents to serve as positive role-models for pre-adolescents in 50% of the school districts in Perry County. Peer Coaches worked in teams of three, on a monthly basis, teaching a basic life skills curriculum to their "adopted" middle school class while helping youth learn to make positive choices in spite of the many negative factors impacting on their lives. A self-perception profile entitled, "What I Am Like" by Susan Harter, Ph.D. University

of Denver, was administered as a pre-post test for the adolescents. Results showed increases of 6.9% in self-perceptions related to Scholastic Competence; 3.2% in Social Acceptance; 2.7% in Athletic Competence; 11.6% in Physical Appearance; 7.3% in Job Competence; 5.4% in Romantic Appeal; 7.9% in Behaviour Conduct; 1.8% in Close



Friendship; and 1.9% in Global Self-Worth.

Feeding Hungry Rural Youth

In Adams County in Wisconsin, federal, state, local agencies and community volunteers teamed up to provide nutritious meals to youth during the summer of 1995. Adams County is one of the poorest counties in the state of Wisconsin. The 16,816 inhabitants are isolated in 677 square miles. Over 50% of the youth in schools are eligible for free or reduced school lunch. But in the summer months, with no meals provided by the schools, many children were without regular nutritious meals. 880 youth up to the age of 19 were fed over 9,000 meals at 5 feeding sites around the county. The youth were fed at summer school, Bible programs, swimming lessons, job training sites, 4-H activities, community recreation — any location where youth were "naturally gathering" and the host organization was willing to provide volunteers

to transport and distribute the prepared meals from the central kitchen. Although Summer Food Service is a well utilized program in more urban communities, Adams County was the first rural community to provide the program and initiated the "transportation of food to the recipient" approach. University Extension enabled organizations providing education and activities for youth an opportunity to provide the much needed sustenance for them as well.

Pinal Parent Project

The goal of the Pinal Parent Project is to build healthy self-sufficient families and prevent child abuse. The primary role of the project volunteers and parent aides is to provide in-home and small group education to at risk families, many who are in the Child Protective Service System (where abuse has been substantial in the home). Family educational needs are identified through a family assessment tool used by volunteers and parent aids. Most in-home education falls into the following categories: communication and parenting skills, home management, budgeting, nutrition education, and personal growth. Training is held on a monthly basis. A great deal of co-ordination and collaboration is needed to assist these families in becoming self-sufficient. Volunteers and parent aides work with families in their local communities throughout Pinal and Gila Counties.

Youth Active in Leadership Experiences (YALE) Program

This group have developed skills in communication, problem solving, decision-making and group process over the past two years. They have formed partnerships with community and business leaders where they have learned, practised and applied leadership skills in their home communities. They have also gained an understanding of global and local social, political and economic systems and how they can affect those sys-

tems. The youth have experienced ropes training, met with a youth group in inner-city St. Louis, a college leadership group at University of MO campus, dined with Legislators and state officials at the MO State Capital, walked the Halls of Congress in Washington, DC, visited their Congressman, saw the House of Representatives in session, and participated in a mock legislative workshop. Building on previous experiences they added another piece to the growing foundation of their leadership potential when they were put in the middle of the Mexican culture in Guadalajara, Mexico. The trip to Mexico gave our youth an opportunity to see an assortment of Mexican culture and industry that effects their lives in rural Southeast Missouri. These young leaders have truly grown and developed, which is evident in their acceptance of leadership roles in the YALE group, as well as in their schools and communities.

4-H Carteens

In 1987, a juvenile court judge approached Extension about developing an educational program for traffic offenders. The judge was concerned about the number of juvenile traffic offenders and wanted a method to provide them with safety education. Research has shown that peer led teaching can increase knowledge and provide a positive means of teaching. Teens (ages 14-18) provided input into development of a program model for teaching their peers about traffic safety education. The CARTEENS program has expanded to 30 other Ohio counties and is conducted through a collaboration of the Juvenile Court judges, the Ohio Highway Patrol and other agencies across the state. As a result of this collaboration with the teens, there is presently a 72% reduction rate in the number of second time offenders.

Teen-Get-Away Program

Previously thought of as an urban phenomenon, gang activity is increasing in small towns as well. In Bernalillo, New Mexico, youth highly susceptible to the pressure placed on them to participate in gang activity were selected for the Teen-Get-Away Summer Program. The program teaches the youth self-confidence, self-esteem, team work, and communication skills through outdoor activities. The program used an initial supportive atmosphere and later added pressures and stresses in an environment where they would succeed no matter what course was taken. These youth were also exposed to gangs and the consequences, with a way out if they chose. This was the first year of the program, however, due to the positive impact on the youth, it has already been adopted as a year-long program.

Project Care

Project CARE is the innovative workforce development program designed and created by Extension working in partnership with Community Resource Development Advisory Council members, and students at Grenada High School. The twelve session



program was designed to involve students in the process of increasing self-esteem, building a sense of responsibility, and to give them a realistic view of what it takes to get a job and keep it. Participants were selected to participate on the basis of three criteria: 1) failure of three or more subjects, 2) thirteen or more absences in first semester, or 3) for causing discipline problems. These students were, in the words of the principal, "falling through the cracks". Three hundred and sixty-seven volunteer hours were provided by community volunteers at a value of \$5,138.00. Local contributions and sponsor in-kind grants netted an additional \$1,228.00 for program expenses. Thirty-five students are enrolled for 1996.

Girl Talk

Girl Talk was designed to bring a mother and daughter (ages 9-12 years) together in a non-threatening setting to learn to communicate about sexuality, values, peer pressure and decision making. Each participant receives eight hours of educational training. The primary goals of the program are: to give factual information about sexuality, to promote sexual abstinence during teenage years, to help develop good decision making skills, and to create a bond and communication link between the mother and daughter. The classes have been taught in local hospitals, Extension offices, community club rooms, housing projects, churches, schools, and on a military base. Approximately 95% of those starting the class completed all four sessions. As of December 1995, 1,624 mothers and daughters in West Tennessee attended the Girl Talk program. Over 350 professionals (Extension home economists, health educators, nurses, federally funded project directors, state funded project directors) across the state of Tennessee have attended a Girl Talk training session. Classes are now being taught across the state of Tennessee as well as in other states.

Bryan County Youth Coalition

The Bryan County Youth Coalition was organized by Bryan County 4-H to address

specific youth issues (teenage sexuality, teenage drug and alcohol abuse, self-esteem, family relations, etc.). Initially, members of the 4-H Teen Club developed a "Teen Talk Show" which consists of 4-H teens role-playing as teenagers that have had to deal with these specific issues. The Talk Show audience discuss openly these issues and debate possible solutions. As a direct result of the Teen Talk Show, Bryan County 4-H Teens joined in a co-operative effort with the Bryan County Health Department and Rockcreek School to conduct a five week program for junior high students, promoting sexual abstinence. In addition, Bryan County 4-H Teens have conducted 24 outdoor adventure activities building self-esteem and teaching life skills. To date, Bryan County 4-H Teens have reached over 1400 youth and adults with these programs.

Partners in Parenting

Partners in Parenting is a parent education program targeting parenting adolescents. The customized curriculum is taught during weekly home visits during a six- to nine-month period. The program's goal is to build the skills and resources of teen parents to reduce the risk of child abuse and neglect of their children. Partners in Parenting was originally funded by a grant from the Nevada Committee for the Protection of Children to reach adolescents in foster care. It was further expanded as part of a national collaboration between Co-operative Extension and the National Committee to Prevent Child Abuse. Impact evaluation of teen parents showed significant changes in parenting knowledge, understanding of child development norms and health/safety information. The teens' knowledge of infant emotional development increased and they experienced a decrease in parental stress. More than 90% reported the program to be helpful or very helpful.

Backpack Buddies

Reaching parents with educational information is an ongoing challenge. The demanding and complicated circumstances in which many parents are raising their children not only increases the value of providing them with practical information and strategies, but also increases the difficulty of doing so. Traditional classes are valuable tools, but not a practical method for reaching many parents. In response to this concern, Family and Consumer Science Agents in Adams, Brown, and Highland Counties developed a newsletter series in 1995, entitled Backpack Buddies. These were distributed to parents of Kindergarten children enrolled in public schools. In 1996, they continued to distribute the newsletter to Kindergarten parents and developed a series for first grade parents. Like the first year of a baby's life, a child's entry into elementary school provides a window of time in which parents may be especially receptive to new knowledge and strategies to aid in their parenting during this transition.

Spokane Family Focus

The Spokane Family Focus School-Age Child Care Project helped reduce risk factors for youth, while stabilizing and strengthening families in the West Central Community of Spoken, Washington. The project enhanced a community child care program in the Holmes School neighborhood with esteem and skill building enrichment activities. Designed to build on, and support the efforts of a collaborative multi-agency effort, the program tackled risk factors through a youth development program, life skills classes for parents, and a community development effort. This project has demonstrated results. Parents spend more time with their children. The student turnover rate decreased at Holmes Elementary School. Significantly fewer abuse cases are reported to Child Protective Services. In three years, the crime rate fell from the highest to the lowest of Community Development neighborhoods in the city. Young people know that they live in a community that cares about them.

Teens Getting Involved for the Future (TGIF)

More than half of the 656 twelve to fourteen-year-old participants in the TGIF program said that they have decided to wait to have sex. TGIF is a teen pregnancy prevention program in West Alabama conducted in partnership with the schools and community collaborators. Results of a Teen Assessment Program (TAP) revealed that 81% of ninth through twelfth graders in Sumter and Choctaw Counties have had sexual intercourse and are at risk for pregnancy, STD's, AIDS, and other health related risks. TGIF utilizes teen role-models to teach a researched abstinence-based curriculum to younger teens. Over the past two years, 81 carefully selected and trained TGIF Teen Leaders have reached 656 seventh graders.

The Youth at Risk Recognition Awards are sponsored by the Dewitt Wallace—Reader's Digest Fund in co-operation with: National 4-H Council, Extension Service/US Department of Agriculture, National Association of Extension 4-H Agents, National Association of Extension Home Economists, National Association of County Agricultural Agents, Epsilon Sigma Pi.

The Johannesburg Children's Home CHILD CARE WORKER

Mature, single woman or married couple, husband to work out during the day, with no encumbrances, required for live-in position in Children's Home. Must have valid driver's licence. Please fax CV to 011-487-3645 or hand deliver to 45 Urania Street, Observatory, Johannesburg.

Some Powerful Programme Principles

It is helpful to draw some lessons from the accompanying article. What are some of the factors which made these winning programmes — and which can make our programmes effective?

Peer leadership

Common to many of these winning programmes was the training of peers to work with clients, rather than professionals doing the direct work themselves. There are many positives to this approach. Peers have special access to people of their own age and with whom they can identify. Better still is the fact that we train people in the community to understand and help with problems — and so we strengthen and empower the communities.

Volunteers

We have talked a lot recently about using volunteers in our programmes. This was a common feature in these winning programmes. Project Care (see previous page) attached some price tags to the contributions made by volunteers which illustrated their good value. But as we pointed out with trained peers above, volunteers also remain in their communities as resources, even when they stop working in your programme.

Partnerships

Our organisation and staff may have special skills and experience in work with children and youth and their families. Often these resources are maximised when we work with other organisations with complementary strengths. Some of the programmes you devise may be best tackled in partnership with

a health service, a youth club, a university department, a community welfare organisation — or whatever. When you devise community-based programmes you often see more clearly those agencies which will make good partners.

Functionality

Sensible programmes aim at keeping people able to cope with their daily lives. They do not try to achieve unrealistic and idealistic goals. We can achieve a lot by getting alongside people where they are — and we do great harm when we convert the status of a person from one who is managing (even though with difficulty) to one who is a dependant or a 'patient'. Notice that the Feeding Hungry Rural Youth programme (page 4) worked "where youth were naturally gathering" and in partnership with other organisations — not back at headquarters!

Tracing problems back to sources

Many of these winning programmes, rather than trying to eradicate some problem, took the trouble to identify its causes — and then tackled these causes. Most such preventive programmes develop awareness, skills and supports in both communities and individuals — and thus contribute to the avoidance of the problems back where they usually start.

Child and youth care organisations generally have a good understanding of the circumstances which bring children into care, and would therefore have a sound sense of where to target their preventive programmes.

Demonstrable results

The impressive thing in these brief reports on winning programmes, is that their results are quantified. CARTEENS achieved a 72% reduction in second-time offenders; Peer Coaching showed measurable increases across a

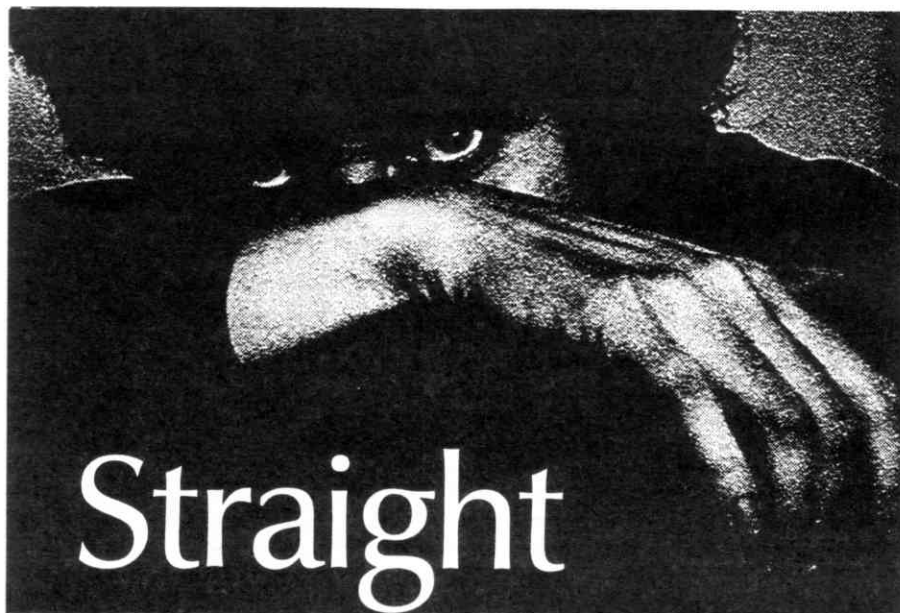
number of factors which we know are associated with resilience: Girl Talk involved 350 professionals and 1624 mothers and daughters in their programme ... and so on. This is what funders and subsidisers will need to know about the programmes we will develop in coming years.

Your organisation

Programme subsidy does not mean that one agency will be expected to offer one programme. On the contrary, it is the hope of the Inter-Ministerial Committee that existing organisations will become child and youth care centres which can offer a number of services — preventive, early intervention, residential and reintegrative (after-care). No doubt it will take some administrative ability to keep a number of balls in play simultaneously — and for different groups of clients and their families. Teams will be challenged to develop inventive and strategic planning expertise alongside their clinical, group, family and community practice skills. But this will be more exciting than the "hotel-keeping" which is implied by the present unimaginative subsidy system. When the Department invites input from child and youth care organisations on the subject of programme subsidy, make your views known and participate in the discussion.

Prepare for your team's participation now by talking about and planning the programmes your agency might wish to offer.

If you would like details of the winning programmes from the years before 1996, request these from the Editor at P.O. Box 23199, Claremont 7735 — or e-mail at pretext@iafrica.com



Straight talk on drugs

In this interview, a young South African man recently rehabilitated after a serious drug addiction talks honestly about his experience

As a drug user and one who has become addicted to crack cocaine, you have recently been through the experience of what is called reaching "rock bottom". This was a major motivation towards your needing to sort your problem out. Do people generally have to go that far — reach rock bottom before they recognise the gravity of their situation?

For many people, yes. Lots of people may use drugs, experience some problems, stop for a while — and then get back on their feet and continue using drugs. It's only when things are so bad that you know you can do nothing and have nowhere else to turn that you have to think about this and realise that you really have to do something about it. Six months ago I may have gone through periods, after a binge maybe, when I thought drugs were no good, but I wouldn't have said they were really bad news. Today, after this experience, I can say drugs are really bad.

Is this, do you think, at the root of much conflict between parents and their children — that parents (who may not know much at all about drugs anyway) warn about the dangers, but the kids have not yet reached this awareness for themselves?

Partly. Often the kids will tell their folks to chill out. But the danger is also part of the attraction: one way you get your thrills is to play around with something dangerous. So the thing between parents and children is probably more complex. It could be in some cases that emphasising the dangers or expressing strong disapproval increases the attraction of drug abuse — and that giving objective facts about drugs without the moralising and the threats might be more helpful.

Now, I know you as an intelligent and articulate person, and you suggest that objective drug education is probably better prevention than moralising and demonising drugs — yet you went into drugs and went all the way to the bottom before you turned around?

Yes, it depends on the person and on other things — and it's not simple. I started using drugs very young, I experimented, I enjoyed using drugs. I knew it was disapproved of. But also in my day there was no drug education, like at school. Prevention needs to cover all the bases: the experimentation phase, good information, opportunity, alternatives ...

Adolescents generally are going to try things out — drive fast, climb mountains, play sport. Why drugs?

Hard to answer. I find myself thinking of other factors. Peer pressure. I think I wanted to rebel against my parents and do something they didn't want me to do. If I had played sport or climbed mountains, my father would have been pleased. I didn't want to please him. I don't think I was looking for approval from him ...

You mention peer pressure, something of interest to us as child care workers. There are two sides to peer pressure: 'push' pressure where other kids say "Go on, do it, what's the matter? Are you scared ...?" and there is 'pull' pressure where you are attracted to the other kids because you need them, perhaps for belonging, inclusion, acceptance. Which were you?

There was a bit of both. My chosen friends at school were rather a rebellious lot — they say birds of a feather flock together — so a lot of our talk was about doing stuff which

was taboo to authority figures and adults in general. But they probably offered me something I wanted. I remember my father as someone who was very critical. He had very high expectations of me ... but on the other hand he never really spent any time with me. He was quite busy at work, I suppose, but we didn't really do things that fathers do with their kids ... yeah, I probably was looking to friends to make up for something I needed ...

As a parent, should I be more worried about my kids doing ecstasy at a rave or about them doing crack cocaine?

I think that crack is just much more destructive — and more quickly destructive, but I have no experience with ecstasy, only what I've heard. I know that ecstasy, just like crack, gives you a high that when you come off it you want to get back up there, and that's what's behind the psychological addiction to any drug. I have seen crack take people down very fast — even people with lots of money, it will just use you up. The life-cycle of a crack addict in the "trade" is six months. I don't mean they die after six months, but in six months they're no longer in the market; they've lost everything. You can use R1000 a day, and soon everything's gone. It's that kind of drug: you may think that you've got money in your pocket so you'll just go for one 'hit', you know, but then you end up spending days there. It becomes the priority of your life. You come away with nothing.

We often hear the warning that grass may not be so dangerous in itself, but that it leads to other drugs. Or even that cigarettes can lead to grass and grass to other drugs ... How realistic is that warning?

It might have been true in my case. I used grass and the attraction to other recreational drugs was quite great. I wasn't into alcohol because alcohol was legal. And then again I smoked cigarettes before I smoked grass, so the one could have led to the other, though cigarettes didn't inebriate. There was no kick in cigarettes, no high, and that's the main attraction. You can take the happiest person in the world and given them a hit of crack and they'll have a great high — but then, what goes up must come down, so there's always a bad feeling at the end of it. You feel depressed, or you want more ...

But do people use drugs for the high — or do they use drugs to escape the "lows" or unhappinesses of their lives?

Quite a big proportion to escape the "lows" I would say. When you talk prevention, this is a big factor — minimising the "lows" in a person's life. I think that when a person is basically happy and well-balanced, they're not really going to take drugs — at least they're less likely to want to.

I don't blame anyone else for what has happened to me: I made the choices. But if I had felt really significant to my parents I would have valued what they said more, wouldn't have needed to rebel so much. If I felt more included at home I might not have looked for 'home' somewhere else. Maybe I wouldn't have got started on drugs in the first place. ■

If you have a question you would like to ask of this young man, contact the Editor.

What leadership strategies do you use — *hierarchical*, *transformational*, and/or *facilitative*? This *Digest* from the Educational Resources and Information Centre suggests that the choice might be a flexible one including all three.

Leadership Strategies

Geologists tell us that every few hundred thousand years or so the earth's magnetic field flips over; compasses that today point north will some day point south. Something similar happens in the leadership of schools and children's organisations, though the cycles are measured in mere decades.

Ten years ago, principals were asked to become "instructional leaders," exercising firm control by setting goals, maintaining discipline, and evaluating results. Today they are encouraged to be "facilitative leaders" by building teams, creating networks, and "governing from the centre." Lynn Beck and Joseph Murphy (1993) observe that the metaphors of leadership have changed frequently over the years; no sooner have leaders assimilated one recommended approach than they are seemingly urged to move in a different direction.

Strategies leaders can use

Such rapid shifts in philosophy can be frustrating for practitioners, especially if they are searching for the "one best way" to lead. However, a different perspective emerges when contrasting approaches are viewed as complementary strategies rather than competing paradigms. As defined here, a *strategy* is a pattern of behavior designed to gain the co-operation of followers in accomplishing organizational goals. Each strategy views the organisation through a different lens, highlighting certain features and favouring certain actions.

At present, school leaders can choose from at least three broad strategies: *hierarchical*, *transformational*, and *facilitative*. Each has important advantages; each has significant limitations. Together, they offer a versatile set of options.

How do leaders use hierarchical strategies?

Historically, organisations like schools have been run as bureaucracies, emphasizing author-

ity and accountability. Hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out. Terrence Deal and Kent Peterson (1994) refer to this as "technical leadership," in which the principal acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst. Hierarchical strategies provide a straight-forward, widely accepted way of managing organizations, offering the promise of efficiency, control, and predictable routines.

However, Deal and Peterson also point out that hierarchy tends to diminish creativity and commitment, turning the employee-organisation relationship into a purely economic transaction. Moreover, in schools, for example, the act of teaching doesn't march to administrative drums. Joseph Shedd and Samuel Bacharach (1991) note that teachers' roles are extraordinarily complex, requiring instruction, counseling, and supervision of students who are highly variable in their needs and capacities. Teaching involves great unpredictability, calling for sensitive professional judgement by the person on the scene rather than top-down direction by a distant authority.

How do leaders use transformational strategies?

Transformational strategies rely on persuasion, idealism, and intellectual excitement, motivating employees through values, symbols, and shared vision. Principals shape school or institution culture by listening carefully for "the deeper dreams that the adult and pupil community holds for the future." In the process, they play the roles of historian, poet, healer, and "anthropological detective" (Deal and Peterson).

Kenneth Leithwood (1993) adds that transformational leaders foster the acceptance of group goals; convey high performance

expectations; create intellectual excitement; and offer appropriate models through their own behavior. Transformational strategies have the capacity to motivate and inspire followers, especially when the organization faces major change. They provide a sense of purpose and meaning that can unite people in a common cause. On the other hand, transformational strategies are difficult, since they require highly developed intellectual skills (Leithwood). Moreover, an exciting, emotionally satisfying workplace does not automatically result in the achievement of organizational goals (Deal and Peterson).

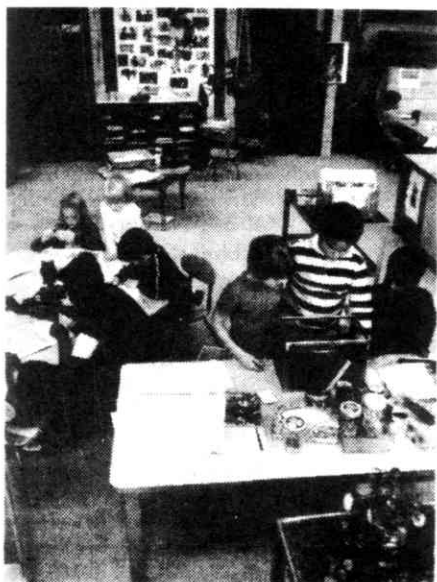
How do leaders use facilitative strategies?

David Conley and Paul Goldman (1994) define *facilitative leadership* as "the behaviours that enhance the collective ability of a school to adapt, solve problems, and improve performance." This is accomplished by actively engaging employees in the decision-making process; the leader's role is not to solve problems personally but to see that problems are solved.

Like transformational leadership, facilitative strategies invite followers to commit effort and psychic energy to the common cause. But whereas transformational leaders sometimes operate in a top-down manner (Joseph Blase and colleagues 1995), facilitative strategies offer teachers a daily partnership in bringing the vision to life. The leader works in the background, not at the center of the stage.

Conley and Goldman say principals act facilitatively when they overcome resource constraints; build teams; provide feedback, co-ordination, and conflict management; create communication networks; practice collaborative politics; and model in their own words and actions the organisation's vision.

Facilitation creates a collaborative, change-oriented environment in which staff members can develop leadership skills by



"... whereas transformational leaders sometimes operate in a top-down manner, facilitative strategies offer staff a daily partnership in bringing the vision to life. The leader works in the background, not at the centre of the stage."

pursuing common goals, producing a workplace that embodies the highest democratic ideals (Blase and colleagues). However, facilitative strategies may create ambiguity and discomfort, blurring accountability and forcing employees to adopt new roles and relationships. Facilitation takes time, frustrating administrators who are constantly being pressured to act immediately. It may create great excitement and high expectations, unleashing multiple initiatives that stretch resources, drain energy, and fragment the collective vision (Conley and Goldman).

How should leaders choose strategies?

Although much of the current literature seems to advocate transformational and facilitative approaches, the limited research evidence does not permit strong conclusions about which strategy is "best" (Edward Miller 1995). Some researchers urge leaders to use multiple strategies. Deal and Peterson argue that effective principals must be well-organized managers and artistic, passionate leaders. Robert Starratt (1995) says principals must wear two hats—leader and administrator. As leaders, principals nurture the vision that expresses the organization's core values; as administrators, they develop the structures and policies that give concrete shape to the vision. We know relatively little about how principals make strategic choices, but some basic guidelines can be inferred from the literature.

1. Leaders should use strategies flexibly.

Thomas Sergiovanni (1994) suggests that organizations, like people, exist at different developmental levels. For example, a school that has traditionally operated with strong top-down decision-making may not be ready to jump into a full-blown facilitative environment.

2. Leaders should balance short-term and long-term needs.

Miller cites research suggesting that principals who act hierarchically can often implement major changes quickly but that shared decision-making, while time-consuming, is more likely to gain staff acceptance. Conversely, he notes that teachers sometimes tire of shared decision-making and yearn for a responsive principal who will simply consult them and decide. The leader may have to choose between short-term teacher satisfaction and long-term organizational development.

3. Strategic choices must serve institutional values.

At times, attractive ideas like empowerment must take a back seat to organisational goals. One usually democratic principal says, "My responsibility as a principal really is to the chil-

dren, and if I see areas that are ineffective, I've got to say that we're not effective here and that we have got to change" (Blase and colleagues).

4. The same action can serve more than one strategy.

Deal and Peterson urge principals to develop "bifocal vision" that imbues routine chores with transformational potential. Transport supervision, for example, serves an obvious hierarchical purpose, but it also presents an opportunity for greeting students, establishing visibility, assessing the social climate, and reinforcing key school values. In short, running a school does not seem to require all-or-nothing strategic choices. Effective leadership is multidimensional.

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Blase, Joseph; Jo Blase; Gary L. Anderson; and Sherry Dungan. *Democratic Principals in Action: Eight Pioneers*. Thousand Oaks, California: Corwin Press, 1995.

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Whereas the present system of criminal justice focuses on retributive punishment, the concept of restorative justice concentrates predominantly on seeking methods through which young offenders can learn to be accountable for their actions and be actively included in the decision-making process concerning their future. For this purpose the concept of the Family Group Conference has been proposed as a link between community, culture and the criminal justice system, as the offender and his or her family are required to face the victim and together decide on appropriate penalties for the offending behaviour as well as a means of securing compensation for the victim.

Karen van Eden of the University of Cape Town Department of Criminology, outlines the indigenous court system is known as *Inkundla*

The Way of Inkundla

The way in which our society is structured limits the alternatives available for the rectification of offences. It precludes the element of resolution inherent in indigenous methods of dealing with conflict and criminal behaviour. Within many indigenous communities throughout the world, a philosophy of reconciliation is practised.

This philosophy ultimately replaces vengeance with forgiveness, alienation with healing, and punishment with education. This philosophy is termed Restorative Justice.¹

The African Tradition Traditional African customary practice that dates back to pre-colonial times, applies a form of restorative justice. Research recently conducted in the Eastern Cape showed that within the Thembu community it is the responsibility of all adults to guide and educate the children with regard to their behaviour. According to Chief Holomisa, the chairperson of the Congress of Traditional Leaders of South Africa,

in the rural areas any adult is regarded as responsible for the conduct of any other child, conduct that occurs in the presence of that adult.²

Community life also involves interdependence among its members and great emphasis is placed on sharing and mutual support. From a very young age children are encouraged to participate in this extended family network in order to contribute to community living. Acceptance relies on good behaviour. For example, a mother says of her children: at 5 years I will encourage my boys to be able to milk cows, and girls should have something to carry to the river to fetch water. These responsibilities will increase as they get older.³

This offers her children the chance to develop skills that help to keep the family going. Glenn and Nelsen refer to this as "on-the-job training".⁴ This parallels Native American practice where from very young, children participate in important every day work which involves the making of decisions.⁵ If, for example, a young boy forgets to milk the cow or chooses not to, the whole family will suffer the consequences. In this way, children are taught traditional African values of orderliness, discipline, respect and tolerance, but most importantly they are given a sense of belonging. As one young person illustrated:

It is always difficult when a problem concerning us has to reach our parents. Preferably what we would do is consult a neighbour. It should be an adult who is close to our parents who will share the problem with them.⁶

This sense of belonging and guidance extends to controls within peer groups as well:

What we normally share with our friends are our affairs, our love relationships, and we become very close friends.

We can even criticize each other constructively, correct our friends. We spend a lot of time correcting our friends.⁷

Inkundla: the process

In terms of customary practices or law in the former Transkei in the Eastern Cape, a child remains a minor until he or she is in a position to set up his or her own homestead or family. As long as one does not have one's own homestead, one remains subject to the discipline of one's parents or guardian. In a case where, for example, a child has offended an adult member of the community, the parents would be expected to accompany the child to apologize to the offended person. If property has been damaged or stolen, negotiations take place between the parents of the child and the offended family in order to decide how to correct the problem. In situations where the two families are unable to reach an agreement, the case is taken to a higher authority within the community:

If the offence has been committed against a member of the same family then the parents or the guardians of the



offending child will reprimand the child, and if it has to do with another family then the heads of the two families come together and they find a way of rehabilitating or disciplining that child. But if it is an offence of such magnitude that it requires the attention of a higher authority then the sub-headman of the given locality has to deal with it, he has to preside over that case. The sub-headman is someone who is responsible for the families or homesteads living in a particular locality. He is usually the most senior of the families that live in that particular area. But if it is an offence of a more serious nature that requires someone higher than the sub-headman then it is referred to the headman. Now, the headman is responsible for the areas over which the sub-headman has jurisdiction so offences that, for instance, are committed across borders of the areas over which the two sub-headmen have jurisdiction will be referred to the headman who also sits in council with the sub-headmen. The sub-headmen constitute the council of the headman and all of the sub-headmen will have a say in the manner in which the case has to be dealt with. If a matter calls for another higher authority the case goes to what is known as the chief.⁸

This indigenous court system is known as *Inkundla* and it has existed since "times immemorial".⁹ Today, chiefs and headmen may sit for both civil and petty criminal offences; however, serious offences which range from murder and rape to pretended witchcraft, do not fall within their jurisdiction (although may have in the past). In an interview with the headman of a small village in the Eastern Cape, he said that —

I am the one who would report the case when Inkundla is sitting [in this village]. I would stand up and tell them that there is a case of this nature. Then someone would stand up and make a thanks giving for the report I have made. Then the victim will have to state the case: what happened, who was there, how it happened. Then the accused will put his [or her] case as well. There will be a sort of prosecutor who will ask questions to both of them. It can be anybody who is sitting in the case. We usually have about four people to ask questions, just to throw questions at all the persons involved. After and before the fine is given, the people will be warned. They will be encouraged to start fresh again, to live in harmony.¹⁰

A procedure of this nature was witnessed in Engcobo in the Eastern Cape in June 1995 when a young man, accused of making a schoolgirl pregnant, appealed to a Chief's court in the hope of avoiding payment of a fine. Payment of a fine to the young girl's father would compensate for



In rural Africa, traditional values have been passed down from generation to generation through a process of interaction. These values became important because they added significant meaning and purpose to every-day life.

the loss in 'labola' due to her pregnancy. In this respect, the problem was really a matter between the two families rather than between the young couple. The hearing was held in a room which resembled a schoolroom, and at one end sat three people, namely the Chief, the headman and a scribe. Benches surrounded them in the form of a semi-circle on which sat the complainant, the accused and their respective families. Behind them were chairs for anyone else in the community who wished to attend. Everyone present was given an opportunity to be heard if they had something to contribute.¹¹

A lot of the time was spent questioning people who had seen the young couple together during the time when the pregnancy was likely to have taken place as the young man denied that he was responsible for the young girl's pregnancy. The girl's twelve-year-old sister had, however, witnessed the young man's late night visits to her hut and testified to this. Both the young man and his father questioned the young girl's sister and one of the many members of the community present at the hearing suggested that she was not old enough for her evidence to be admissible. The Chief, however, questioned her about various matters concerning life in the community, and her answers showed that she understood what she was saying. Her testimony was accepted.¹²

The proceedings took approximately one hour, after which the Chief, the headman, the scribe and two other people of importance in the community left the room to confer. After some time they returned to present judgement: the young boy was

found guilty. As a result, the father of the boy was required to pay a fine of six cows, five to the family of the young girl and one to the court. In closing, the Chief asked those present if there were any objections; however there were none.¹³

Don Pinnock¹⁴ suggests that —

looking at this case as a microcosm for a bigger process, it becomes apparent that in the formal courts of law we are dividing. All judgements tend to divide: they will divide family against family, they will divide accused against victim, they will divide the process against the larger process of law — primarily in the way that they operate.¹⁵

In contrast, the way in which *Inkundla* works, the way in which restorative justice works, allows the families to bond. In the case concerning the young girl's pregnancy, the father of the accused was required to pay the fine of six cows. However, this did not mean that the son did not have to take responsibility. The onus is on the son to eventually 'pay back' the cows by, for example, working for his father which ensures that the son is bonded to the father over a long period of time. This concept could be viewed as 'asymmetrical reciprocity' whereby the father carries the punishment until the son is able to reciprocate at a later stage. Such asymmetrical reciprocity acts as a sort of social glue which "expresses and symbolizes human social interdependence ... [which] is enmeshed in systems of kinship and ... reinforces their structure."¹⁶ Another example of a case that required the decision of a higher authority was given by one of the young boys in a vil-

lage near Cofimvaba in the Eastern Cape:

There was once a quarrel between the youth in this area of two different regions. Now what actually happened was we engaged in a fight and some of us were injured. The elders discovered it and we were taken to the headman's place. They called for a meeting, a gathering at the headman's place. We were warned not to fight again and some people whose possessions were taken had to be returned. And we were told not to be seen fighting anywhere in the village again.

Through this approach these youth were educated by a caring community. They were encouraged to take responsibility for their actions by having to face the disapproval of the community. They were required to repair the damage done by returning belongings which they had taken, calling a truce and apologizing to the community. In this way, they were actively involved in the restorative justice process — a process that taught them the values of responsibility, respect, caring and knowledge. The youth involved in the fight described in the quote above, went on to form a choir group as a diversion that brought the two opposing groups together in common interest.

Reintegrative Shaming

John Braithwaite of the Australian National University describes this restorative process as "reintegrative shaming". Reintegrative shaming focuses on the offence itself and the harm it has caused the victim and the victim's family, and in this way "communicates shame to the offender". Braithwaite gives this process the following characteristics:

- Disapproval while sustaining a relationship of respect.
- Ceremonies to certify deviance terminated by ceremonies to decertify deviance.
- Disapproves evil of the deed without labelling the person as evil.
- Deviance not allowed to become a master status trait.

Central to this approach is an attempt to get the young offender to take responsibility for his or her actions. Young people seek acceptance from those whom they respect and thus reintegrative shaming provides the opportunity for the community as a whole to maintain social control through the "healing of social relationships".¹⁷

Parallels of this process can be found in other countries as well. In New Zealand, contrary to European belief, the Maoris still employ a system of pre-colonial justice whereby the needs of the victim, the offender and the community are addressed. It involves helping the victim, helping the offender and helping the immediate and extended families. The family of both parties in a case are invited to a gathering where the accused is required to admit what he or she has done wrong. The entire family is responsible for solving

the issue and this is taken seriously as their reputation is on the line. This is followed by a consultation between both parties involved as to an acceptable means of repairing the damage done and restoring harmony between the two families. This usually means that, for example, stolen or damaged goods would be replaced or compensated for, and the offender would also be required to do some form of penalty.¹⁸

The Solomon Islanders traditionally practise a similar form of justice. All members of the community are involved in the decision-making concerning the offender and his or her actions and what is to be done about them. Mediation involves compromise which settles disputes, and the victim is compensated by the offender for the damage or harm caused. This compensation is proportional to the offence committed. In the Solomon Islands today, this indigenous philosophy has greatly influenced the modern local court system.¹⁹

The Value of Tradition

In rural Africa, traditional values have been passed down from generation to generation through a process of interaction. These values became important because they added significant meaning and purpose to every day life. However, with widespread urban immigration, many of these traditional values have been discarded. Within our urban environment, social relations have become superficial and impersonal as traditional systems of the extended family have crumbled. What this suggests, perhaps, is that the problem lies not with urbanization alone, but rather with the way in which the urban transition has been made. During this process, various important cultural factors have been compromised. Extended family and supportive social networks have been lost which means that instead of looking to adults for guidance, children turn to their peers for "behavioural points of reference". For example, gangs provide the validation and support systems that young people need. As a member of a gang, a young person feels as though he or she is taken seriously and is therefore significant. Outside of the gang, the urban culture fails to satisfy these needs and, as a result, the young person feels "lonely, discounted and inadequate".²⁰

Another factor lost in the rural / urban transition is that of "meaningful roles". Young people born into an urban culture today do not receive any validation or reinforcement of their cultural roles which indigenous traditions and rituals provide. This is not only true for South Africa, but occurs wherever colonialism has eroded indigenous culture. Speaking of native Americans, Brendtro, Brokenleg and Van Bockern find that:

The evolution of [western] culture has placed young people in a powerless situation, in which they have no meaningful role in society. Persons without a sense of autonomy come to

see themselves as pawns in a world where others control their destiny. Children who lack a sense of power over their own behaviour and their environment are developmental casualties whose disorders are variously labelled as learned helplessness, absence of an internal locus of control, and lack of intrinsic motivation. Such young persons are scarred by alienation and school failure, and often seek alternate sources of power through chemicals or membership in a youth counterculture. While some children are deprived of autonomy, others are pushed toward premature independence.²¹

As a native Indian of North America once said of our western civilization: "You are a one man tribe".²²

1. Consedine, J. (1995a) *Restorative Justice: healing the effects of crime*. Ploughshares, New Zealand: 11

2. Interview at Parliament on 14/06/1995.

3. Interview at Tsakana village near Cofimvaba in the Eastern Cape on 06/07/1995.

4. 1988: 34.

5. See Brendtro, Brokenleg and Van Bockern, 1990, *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, Indiana.

6. Interview with young girls at Tsakana village near Cofimvaba in the Eastern Cape on 07/07/1995.

7. Interview with young girls at Tsakana village near Cofimvaba in the Eastern Cape on 07/07/1995.

8. Interview with Chief Holomisa at Parliament on 14/06/1995.

9. De Beer, M.J. (1960s) *Guide on Chiefs' Courts. Umtata*. 1, 20.

10. Interview with the headman of Tsakana village near Cofimvaba in the Eastern Cape on 05/07/1995.

11. Interview with Don Pinnock of the Institute of Criminology, University of Cape Town on 02/10/1995.

12. Interview with Don Pinnock of the Institute of Criminology, University of Cape Town on 02/10/1995.

13. Interview with Don Pinnock of the Institute of Criminology, University of Cape Town on 02/10/1995.

14. Senior researcher at the Institute of Criminology, University of Cape Town.

15. Interview conducted in Cape Town, 02/10/1995.

16. Keesing, R.M. (1976) *Cultural Anthropology: A Contemporary Perspective*. Holt, Rinehart and Winston, New York. 319.

17. Braithwaite, J. (1994) *Resolving Crime in the Community: Restorative Justice Reforms in New Zealand and Australia*. Address to Workshop on "Resolving Crime in the Community". Institute for the Study and Treatment of Delinquency, Kings College, London, 22 September 1994. 4-5.

18. Consedine, 1995a: 82.

19. Consedine, J. (1995b) *Restorative Justice - The Pacific Way*. Paper presented at the 7th International Conference on Penal Abolition. Barcelona, 17-19 May, 1995. 5.

20. Glen, H.S. and Nelsen, J. (1988) *Raising Self-Reliant Children in a Self-Indulgent World*. Prima, California. 35.

21. Brendtro, Brokenleg and Van Bockern, 1990: 41.

22. Brendtro, Brokenleg and Van Bockern, 1990. 38.

See more on traditional juvenile justice on <http://www.uct.ac.za/depts/criminology/articles/trad1.htm>

Students Vicky Walsingham and Fathima Khan with children at Westville Prison

Child Care Behind Bars

"All the children hold a special place in our hearts. Some have come and gone, others have been with us since the beginning and many have left an impression on our lives."

Their smiling faces await us as they look through the bars, waiting for us to come down the ramp each morning. We are two third year residential child care students studying at Technikon Natal. When given the choice of a placement for our six-month practical, we decided to spend it at the Westville Prison. This surprises many people, as they are unaware that there are babies and toddlers in prison — not for crimes that they have committed, but for the crimes of their mothers. As we made our way down towards the section on the first day, we were unsure of what lay ahead. We were shown the room that would be our workplace for the next six months. There was a carpet in the middle of the room, murals of cartoon characters on the walls and a few toys. Reality hit us! Here we were, amongst women who were criminals in the eyes of the law. At that moment we realised the challenge we had undertaken. This would be the day we would look back on for the rest of our careers.

We went about setting up some structure which included routines, a stimulation programme for the babies and a developmentally appropriate programme for the toddlers. Our routine consists of book time, physical play, creative activities, morning ring, pretend play, puzzles, blocks, playdough and free play. On Fridays, we also have bubble-bath time and give biscuits to all the children.

There were many stumbling blocks that needed to be overcome. We needed donations to buy toys appropriate to these children, a crash course in Zulu, the building of trusting relationships with the inmates and an understanding of the system we were working in.

We were introduced to three "gogos" who were responsible for taking care of the children of the sentenced mothers who work in the workshop. At first there was tension and a lack of trust between the prisoners and ourselves. Our breakthrough came when we role-modelled better feeding methods and discipline techniques to the gogos. Instead of feeling threatened they welcomed the ideas and trust seemed to develop as a ripple effect from this incident. The mothers started participating ac-

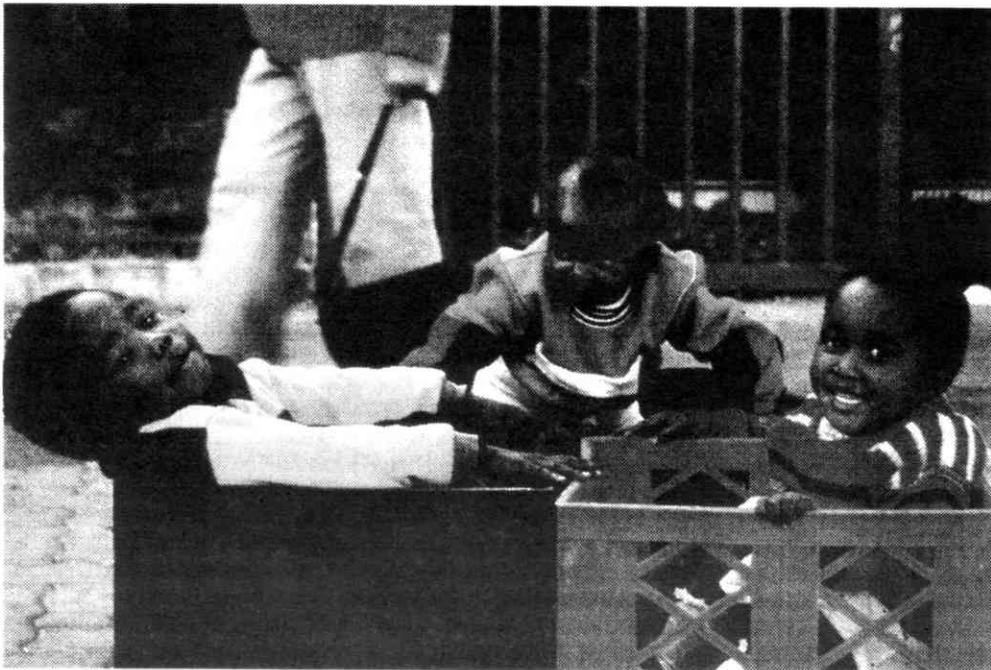
tively in our programme and began to approach us for advice. Even though we were so much younger than they were, they respected the knowledge we had about children.

Five months down the line, we walk into the crèche and we can see the progress that has been made. Corners for books, blocks, pretend play, creative activities and physical activities have been set up. Music is always playing in the background. Colourful posters and charts fill the walls. There are photos of our visit to the Animal Farm as well as examples of the toddlers' art.

We often fill the plastic clams in the playground with sand and water. It is wonderful to see the children's excitement as they splash around in the water. So often the things people take for granted are new experiences for the children in this place. We find it hard to imagine not seeing a flower or a motor-car, and not knowing the meaning of the word 'home'. Prison is home to these children. The word 'prison' will conjure up unpleasant images for most people, but we have seen the impact of the work done here so that the children down in the child care section are happy and loved.

As the sixth of December draws closer, feelings of sadness fill our hearts. Although it has only been six months it seems as though we have spent a much longer time at the prison. Working with children in such an environment has been an altogether new experience for us as child care students — something we will always remember as a learning and growing one.

"Some people come into our lives and quickly go; others stay for a while and leave footprints behind them. And we are never the same."



An investigation into the lifestyle, activities, experiences and background of street children in Pretoria is reported. Qualitative rather than quantitative interviews were conducted to gather information as possible on the total life situation and subjective experiences of these children.

Johann le Roux focuses specifically on the children's background and compares responses with other research done in the past on South African street children.

Backgrounds of Street Children in South Africa

The average age of the respondents was between 13 and 14. Figures in Cape Town differ only slightly in that the mean age of runaways was reported as 12.9 years while the mean age of admission to The Homestead was 13.6 years (Cockburn, 1991). Richter (1991) found street children in South Africa to be between 7 and 18 years of age, with the majority between 13 and 16. She further found that the ages of street children in poor Third World countries (11 to 16 years) differ significantly from those in rich First World countries (older than 16 years). Linda Zingaro, a director of an agency in Vancouver, Canada, which serves the needs of street children in a First World country, confirms Richter's findings: "The kids that I predominantly deal with are between 15 and 16 and up to 24 or 25" (1988, p. 9). A quote from Schaefer (1989) depicts the life of a street child: "As a bitter highveld winter wind whips through the suburbs of Johannesburg, ten-year-old Moses, huddled in the doorway of a shop in Hillbrow, pulls another piece of cardboard over his body and takes a sniff from his glue bottle, hoping it will block out the cold and bring him some sleep" (p. 19).

Race and gender

All the street children involved in the present investigation were of African origin and all were boys. According to Ross (1991, p. 70), the street child phenomenon in South Africa is merely the outcome of the political system of racial segregation that has been in place since the 1948. Street children are simply described as the victims of the former policy of apartheid. Ross illustrates her statement as follows: "The vast majority of an estimated 9,000 street children in South Africa are black. There are virtually no white street children in South Af-

rica, but there are 10,000 white children in 160 state-registered and subsidised children's homes. In contrast, there are no state-administered children's homes for African children in the urban areas. The 12 existing private homes accommodate just under 1,000 African children. Although the existing 11 places of safety for African children can accommodate 1,400 children, only 700 children were harboured there during 1991."

The present ratio of Africans to whites in South Africa is approximately 5:1. If the white community produces 10,000 children in need of care, the statistical projection is that there are at least 50,000 black youths in need of care. If one considers the present high levels of violence and poverty in the black townships of South Africa, this projection of needy black children seems to be unrealistically low (Le Roux, 1993).

Ross (1991) reached the following conclusions: "If it is self-evident why there are no white street children, it is also obvious why there are so many black street children. White children in need of social care in South Africa have been adequately provided for by the community and by the state. Black children in need of social care have been sorely neglected ... South Africa's street children are an uncomfortable reminder of this country's racial legacy: they are yet more of apartheid's victims" (p. 70). According to Hickson and Gaydon (1989), "What is unique about South African street children is the role that apartheid ideology has played in their lives. For this reason, Johannesburg's (black) 'twilight children' must be located within a political context" (p. 85).

Swart (1988) noted: "Street children in Johannesburg are almost exclusively black children; a few are coloured." This is partly be-

cause, despite the fact that black people outnumber whites by 5:1 in South Africa, racially segregated institutional care facilities for children have been disproportionately provided at a ratio of 9:200" (p. 34).

Although the above remarks reflect the problematic situation of the contemporary black South African child, drastic reforms have taken place since the former State President F.W. de Klerk's opening address in Parliament on February 2, 1990. These reforms will eventually also improve the black child's situation. The economic, political, and social reform process is under way and is making a positive contribution to the emergence of a non-racial, democratic society, committed to uplifting the broad underprivileged and deprived masses in South Africa. On April 27, 1994 the first non-racial democratic election took place in South Africa to bring a free democratic dispensation to all people in South Africa. Proof of these changes was the awarding of the Nobel Peace prize to Mr. De Klerk and President Nelson Mandela in December 1993.

It would thus be unrealistic to explain the phenomenon of South African street children in a simplistic way by ascribing it to an isolated factor such as a previous unacceptable political system. The problem should rather be explained and addressed holistically (Van Niekerk 1990), considering all social, economic, political, cultural, and educational realities. Like any other country in the world, South Africa's problems, including its street children, are unique, and should be approached as such. Simplification regarding any specific matter or contentious issue often leads to unrealistic conceptualization and ineffective management (Le Roux, 1993). According to Gebers (1990), the main reason South African chil-

dren are predominantly male is the girls' responsibility to stay home and look after smaller children. Geber's study has shown street children to be 81.1% male and only 18.9% female, while Scharf (1988) found that only 10% of street children in Cape Town were female. Swart (1988) explains the predominance of male South African street children as follows: "In Johannesburg, as elsewhere in the world, street children are predominantly male ... it appears that girls are abandoned less frequently, and when the family disintegrates, relatives and neighbors are more willing to take them in than boys, since the girls assist with household tasks and child-minding. When girls drift onto the streets in their teens, they tend to become prostitutes and find accommodation rather than remain on the streets" (p. 34). The findings of this research verify previous data, namely that South African street children are predominantly black males.

Time on the streets

In the present study, all the street children interviewed had been on the streets since 1991. Richter's (Le Roux, 1993) profile on South African street children shows that about a third of the children return home within a short period of time. Another third stay on the streets for periods of 6 to 18 months, while the remaining third remain on the streets for more than two years.

The majority of street children in rich First World countries return home within a month of running away. In contrast, Richter (1991) found that about half the street children in her sample had been on the street for at least one year.

Many street children do not have a clear concept of time. They often do not know how old they are or how long they have been on the streets. They can talk only in terms of specific events, like how many Christmases they have eaten on the streets. Gebers (1990) interviewed 159 street children in a cross-sectional study in order to examine their health profiles in institutional care and on the street respectively. Of those interviewed, 59.6% had not been in an institution or shelter, while 27.2% of the total group had been on the street for more than three years. It would appear that the longer children are exposed to street life, the more they are distanced from possible rehabilitation resources and thus become absorbed into the street life culture.

The findings of the present study correspond with those of previous research. In a Third World country like South Africa, children tend to stay on the street for longer periods than do children from First World countries — primarily because they have no alternative accommodation or feasible family setting.

Reasons for being on the streets

Children interviewed cited the following reasons for leaving home: family vio-



Although some children flee in search of excitement, adventure, personal freedom and self-fulfillment, a comfortable, independent, and financially secure life, and to become part of the "action" in society (personal factors), the majority leave as a result of socio-economic and other factors within the family or immediate environment.

lence, parental alcoholism, abuse, poverty, and personal reasons.

Keen (1990) quoted a street child's words: "When my mother drank she skelled us out, she said we were —! It was so ugly we couldn't take it anymore. She used to chase out of the house and we had to go and find somewhere to sleep. Then she started to sleep with the man next door and they used to skel every day. We became ashamed, my sister and I, and I thought, 'No, I'm not going to stay here anymore'." (p. 11)

This is a description of a broken home characterized by alcoholism, violence, and desertion by family which according to Keen's study, cause 90% of street children to leave home. Although some children flee in search of excitement, adventure, personal freedom and self-fulfillment, a comfortable, independent, and financially secure life, and to become part of the "action" in society (personal factors), the majority leave as a result of socio-economic and other factors within the family or immediate environment. These family factors may include: abuse of alcohol and drugs; financial problems and poverty; family violence and family breakup; poor family relationships; parental unemployment and resulting stress; physical and/or sexual abuse of children; parents absent from home for personal or financial reasons (e.g., a migrant labour system); collapse of family structure; collapse of extended family; and emergence of vulnerable nuclear families in urban areas (Le Roux, 1993).

According to Fall (1986) reasons for children leaving home can be categorized as

"push" and "pull" factors. Pull factors include: excitement and glamour of living in great cities; hope of raising own living standard; and financial security and independence. Push factors include: natural population increase above carrying capacity; international trend of urbanization; cost of living; search for additional income; child abandonment and neglect; family size; and disintegration of the traditional family.

Many children come from structurally disadvantaged homes where poor living conditions result in many difficulties.

Parental loss through death or abandonment and/or family conflict or shortage of housing may force children onto the streets. In many cases the move to street life is an adaptive response to the stress and severe oppression experienced by families living in a society of conflict. Thus, the move to the streets often represents a desire to take control of one's life and displace old values and conditions with new ones (Hickson & Gaydon, 1989). According to Cockburn (1991) "In extreme circumstances street children are the neglected, abused and rejected offspring of parents and communities benumbed by the minimal conditions of their lives ... 80% of all children we see have a history of abuse — physical, sexual or emotional" (p. 13).

Swart (1988) also refers to the above reasons why children leave home. The street child phenomenon is directly linked to rapid industrialization and urbanization with the concomitant breakdown of extended family ties: "Harsh or neglectful treatment of children by their families fre

quently derives from parental depression, anger, anxiety and frustration at life circumstances" (p. 34).

Other reasons mentioned by Swart include the political systems such as migrant labour and racial segregation, as well as unrest and violence in black residential areas in South Africa. Other authors (Richter, 1991; Swart, 1988; Cockburn, 1991; Peacock, 1989; Scharf, 1988; Ross, 1991; Keen, 1990; Swart, 1990) gave more or less the same reasons for children taking to the streets. The present research confirms these findings.

Conclusions

It needs to be emphasized that street children represent a worldwide phenomenon despite cultural differences. Examination of the literature also indicates that the backgrounds of street children, despite some differences, are remarkably similar. Although findings presented in the present study reflect aspects of the South African street child's condition, most of these are common among street children internationally.

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The Director, St Joseph's Home for Children, P.O. Box 29238, Mellville 2109. Tel: (011) 673-5126/7. Fax: (011) 673-8592

Child and Youth Care Trainers

The NACCW seeks registered professionals working with children and youth, who have a commitment to the profession, tolerance, patience, self-awareness, available time and self-presentation skills to be trained as Child and Youth Care Trainers. Good language skills, active involvement and awareness in the field, and some experience in training will be considerations. Training will be prioritised according to the Regions where need is greatest.

Enquire: Merle Allsopp, NACCW, 47 Kromboom Road,
Rondebosch 7700. Phone: 021-696-4247 Fax: 697-4123
e-mail: naccwct@africa.com

NACCW



Child labour is the main focus of UNICEF's 1997 report on *The State of the World's Children*. What are the potentials and limitations of education to counter this?

DREAMING OF SCHOOL

The path from the village school leads down across the creek from which the local crocodile emerges at night. As 11-year-old Salamatu approaches her home — a compound of thatched huts in the Bissa region of Burkina Faso in West Africa — she bursts into an enthusiastic recitation of a poem she has learned in school. With her satchel swinging behind her and her eyes bright, Salamatu radiates enthusiasm for learning. Back home is her half-sister Rasmatu, just a few months younger, whose response to school was entirely different. For weeks she left home with her satchel as though she were going to school, but in fact she hid in the bush all day to avoid it. Eventually the school expelled her, and she now spends her days engaged in the everyday tasks of the household — fetching water, pounding grain, gathering firewood. The stories of these half-sisters capture both the potential and the limitations of education as a safeguard against child labour.

Child labour

Children who do not attend school, either because they choose not to or because they are not permitted to attend, will work instead, in low paying, dead-end jobs that offer them nothing on which to build their lives as adults and parents. Such childhood employment perpetuates the cycle of poverty into which so many are born. Keeping children in school is difficult, however, when the education available may cost the family dearly and be irrelevant and of poor quality. For every Salamatu who can be inspired by education despite the crowded classroom — her class numbers 64 children — and the lack of books and learning materials, there is a Rasmatu, who finds school forbidding, alienating and unconnected with the realities of her life. "Education has become part of the problem," says the report. "It has to be reborn as part of the so-

lution."

In developing countries, at present, there are 140 million children aged 6-11 who do not attend school, and perhaps an equal number who drop out of school early. If all those under 18 are included, the number of children out of school surpasses 400 million. Many of these children work in jobs that are disabling and dangerous. Millions more are trying hard to balance the demands of work and schooling on their time and energy, and this



juggling act is a particular problem for girls. According to UNICEF's report, education is underfunded and the quality of schooling is in decline. "Governments must rededicate themselves to ensuring that all children receive high-quality primary education, regardless of race, gender or economic status," says the report.

Other budget priorities

Many of the problems stem from skewed national priorities that pump money into the military. In addition, many developing countries incurred large debts in the 1980s. To comply with structural adjustment programmes and thus qualify for new loans from international lending agencies, countries made deep cuts in social spending. "Sub-Saharan Africa pays more than \$12 billion in debt-service charges annually and owes approximately \$8 billion more that it cannot pay. In comparison, just about 10 per cent of that total would provide the extra educational resources needed each year to give all the region's chil-

dren a place in school," says the report. It notes the World Bank's current view that primary education is the largest single contributor to the economic growth rates of the high-performing Asian economies. "Giving priority to education is not only a way of combating child labour, it is a sound economic investment."

Low status

Teachers' wages and status are too low to keep talented, educated people in the profession.

Many teachers have been forced to take jobs or pursue businesses outside school simply to survive. The report makes a number of suggestions on improving teacher training within the confines of existing national budgets. It cites the example of the Zimbabwe Integrated National Teacher Education Course, a four-year course in which only the first and last terms involve college atten-

dance; the rest is spent at work in schools. ZINTEC has been successful in combining quality with low cost; training a teacher this way can be done for less than half the expense of conventional training.

Money is not the only problem, however. To attract and keep students, educational systems must change. Schools in developing countries frequently pursue courses that are irrelevant to the needs of the local community. All too often they do not teach students in their mother tongue, but use the foreign language of the former colonial power, as was the case with Salamatu's school in Burkina Faso. Neither are school schedules flexible enough to accommodate the children who try to combine school with work.

What working children themselves have to say about school is very telling. The 50 girls and boys, aged 10-17, enrolled in the Namma Shale alternative education project for working children in the south Indian state of Karnataka described the abuse, discrimination and frustrations

they had encountered in the formal system. "In school, teachers would not teach well," says 11-year-old Sudhir. "If we asked them to teach us alphabets, they would beat us. They would sleep in the class. If we asked them about a small doubt, they would beat us and send us out. Even if we did not understand, they would not teach us. So I dropped out of school."

Narayan, a boy of 15, complained: "The teachers would not beat the children of the important people but only beat the children of the poor. The children who could not read would be made to sit on the back benches. We would not understand the lessons they taught."

More practical education

Distance and time can pose enormous burdens to children, as one child explained: "The school is far away from home and the bus facilities are not good. The class would start at eight in the morning but there was no bus at that time." "Schools have to move towards children," says the report, "particularly in rural areas. Small multigrade classes can bring education within easy walking distance." UNICEF studies in Bhutan, Burkina Faso, Myanmar, Uganda and Viet Nam showed the costs to families of supplying uniforms, textbooks, school building funds and parent-teacher association contributions were so high — 10-20 per cent of *per capita* income — that they discouraged school attendance. And those figures do not reflect payment of any tuition fees. "When I was promoted from the fifth to the sixth standard," says Ganesh, "I had no money to buy the books, so I left school."

Informal education programmes are providing viable if limited alternatives. The Karnataka children are happy with the Namma Shale programme, which adapts schedule and subject matter to the needs of the local community and aims to foster creativity, independence and equality. As in a number of such projects, the mix of basic education subjects with relevant vocational training such as weaving, agriculture and carpentry appeals to the children. The life of Tangraj from Indiranagar, for example, has been altogether changed by the programme: "[I] enrolled for the training in construction ... I have also learnt to read and write. Now I am employed and am working. I have work at hand. I have the confidence to construct a house at a low price. I look after my family members."

Nevertheless, children know that attendance at government schools is necessary for some qualifications. Hema, 16, said, "If we need certificates, we should go to the formal schools. To make use of any of the facilities of the Government, certificates are essential."

The challenge is to make the education system more flexible and responsive, learning from the non-formal programmes to develop schools that will cater for the rights and needs of all children. ■

TECHNIKON HIGHER CERTIFICATE: Child and Youth Development

Option 1: Child and Youth Care

Option 2: Youth Work

From January 1997 Technikon SA in co-operation with the National Association of Child Care Workers (NACCW) and the Youth Practitioners Advocacy Group (YPAG) proposes to offer the above-mentioned Higher Certificate, which will only be available at Technikon SA.

OPTION 1: CHILD AND YOUTH CARE

Year 1

Child and Youth Care I *
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Communication Skills I
Two choices from a number of subjects**

Year 2

Child and Youth Care II *
Applied Development for Child and Youth Care and Youth Work II *
Two choices from a number of subjects**

OPTION 2: YOUTH WORK

Year 1

Youth Work I *
Applied Development for Child and Youth Care and Youth Work I *
Communication Skills I
Environmental Studies I
Community Development Facilitation I *

Year 2

Youth Work II *
Applied Development for Child and Youth Care and Youth Work II *
Social Psychology
One choice from a number of subjects**

* These subjects are not available during 1997

** A list of subjects to choose from is available from Technikon SA. Examples are Social Psychology, Environmental Studies, Community Development Facilitation, Computer Usage, etc.

CLOSING DATE FOR REGISTRATION

15 March 1997. (A second registration period will possibly be available from July/August 1997.)

B.Tech: Child and Youth Development: Child and Youth Care/Youth Work

Technikon SA, NACCW and YPAG are currently planning a national degree qualification, namely the **B.Tech: Child and Youth Development: Child and Youth Care/Youth Work**. Should this degree be approved by the Department of Education, students will be able to enrol as from 1998/9 for this qualification. Credit will be given to students who have completed subjects in the Technikon Higher Certificate in order to encourage them to convert to the degree course.

ENQUIRIES

NACCW:	Merle Allsopp: (021) 696-4247/697-4123
YPAG:	Christal de Saldana (011) 674-5405/6
Technikon SA:	Hettie de Jonge (011) 471-2331
	Marieta van Schalkwyk (011) 471-3408
	Atsile Lekgetha (011) 471-3078
	Desirée de Kock (011) 471-2103

Child & Youth Care News

National Practice Excellence Strategy

Child and youth care workers across South Africa will find themselves sharing a unique practice programme in the coming months. The NACCW's National Executive Committee, meeting in Durban on 18 January with the professional staff team, drew up an exciting nation-wide strategy aiming at practice excellence in work with children and youth.

The aim is to revitalise activity and communication patterns within Regions and between Regions, and between the Association's staff, membership and management groups. Those who will benefit most from the programme will be the children and youth with whom we all work.

Theme 1

The idea is that a particular theme related to practice is chosen, around which the Association's activities — nationally — are centred for a given period. The staff and Executive set themselves a number of criteria for a good theme:

- relevant to South Africa today
- applicable to all in the field
- values-based
- binding and unifying
- theory-practice based
- simple and "get-at-able"
- everyone can participate
- challenging, with learning potential
- measurable effects
- sustainable, on-going benefits
- empowering to workers and clients
- innovative and creative — in line with the new paradigm in child care.

The first theme in the programme, to be pursued during the first half of 1997, is *"Create Positive Moments: Make a difference for children and youth — Now"*. In summary, the message is that every encounter between workers and young people offers a moment which can be positive and growth-enhancing. "Do it now" — and the youngster's need will be attended to now and not left unresolved. Do it now and tomorrow will be better for the

child or youth as well as for the worker." Every child care worker, whether a newcomer or experienced, has the opportunity and the capacity to create a positive moment for young person.

Regional projects

Each Region is to be asked to explore this theme for itself and to arrange projects to promote it — as a Region, as staff teams within various institutions, and as individuals. The journal will provide material to inform and encourage, as well as carrying stories and reports on what the Regions are doing. The staff of the NACCW is committed to offer whatever help it can in response to requests from Regions.

Regional Chairpersons will be introducing the programme to their members personally. This is a good time to make sure you get to an NACCW meeting.

Tertiary course changes

As may be seen from the advertisement on the facing page, major changes are in the pipeline for post-matriculation training in child and youth care work. One of the immediate consequences of the new Labour Relations legislation is that UNISA will be unable to continue with its two-year Certificate in Child and Youth

Care after 1999. This level of training is likely to move to the Technikons in the near future.

NACCW Director Merle Allsopp is positive about the changes. "Nobody loses anything by this change. Although the current intake of new students at UNISA will be the last, they will not be wasting their time. The UNISA Certificate is an excellent course, and it is intended that all UNISA qualifications will continue to be recognised, and credited for those wishing to study further."

Advantages

The advantages are that the Technikons offer qualifications not only at Certificate and Diploma levels, but can also offer degrees at the B.Tech, M.Tech and D.Tech levels, and the NACCW is determined to promote the development of training and education at these levels in order to advance the child and youth care profession. The NACCW is already working with Technikon SA to develop coursework for a two-year Higher Certificate course.

"We regret the closing of the UNISA course, which is beyond our control, but with recent changes in the Technikons, these institutions will provide a good home for child and youth care training," says Merle. "It is important to emphasise that these changes will disadvantage nobody. Some names will change, but the steady progress being made in child care training is encouraging."

Minister on Programme Financing



Geraldine Fraser-Moleketi, Minister for Welfare and Population Development, has indicated that programme financing (as against *per capita* subsidies) should be implemented in a phased manner

as from the second quarter of next year (1998). A new set of funding criteria should be finalised by mid-1997. "Stakeholders will be given the opportunity to make their inputs into the drafting process to continue the consultative spirit that has characterised welfare policy formulation," says the Minister. Underfunding of welfare services is a problem recognised by the Ministry. "There is a clear commitment on the part of the Ministry to advocate for increased funding for welfare services."

See article on programmes on pages 4 to 6

NACCW
Create POSITIVE MOMENTS
Make a difference for children and youth — now

The National Executive Committee of the National Association of Child Care Workers, together with the Professional Staff of the Association, introduce the first of a series of practice themes which it commends to all individuals and groupings within the NACCW

CREATE POSITIVE MOMENTS

Make a difference for children and youth — Now!

According to the Teaching Family Model, every encounter with a child is a teaching or treatment opportunity. Whether we are at work or at play, whether we are dealing with serious issues or helping with routine chores, child and youth care workers are there with children and youth, in the moment. And in every moment we can make a difference.

"The relationship of child to child care worker, more than the relationship to any other helping professional, is characterised by immediacy, intensity and intimacy; it is a constant interchange of selves at very close quarters over very long periods of time." (Thomas Linton and Michael Forster)

Between now and June, child and youth care workers throughout South Africa will have the opportunity to explore the potential of this aspect of their work. All of us will be able to participate in this **Create Positive Moments** theme.

The very next time we approach one of the youngsters in our care, we can make a significant impact on that person. **"We must learn to involve, not exclude. We must learn to invite, not reject. We must learn to share, not restrict. We must learn to respect differences, not despise them."** (David Austin and William Halpin)

When we consciously use these principles now, today, we make tomorrow better — for the youngster and for ourselves. We can make a difference for children and youth — now!

What can happen in your Region?

Regional Chairpersons will report back to the Regions on their idea of Themes in Practice Excellence — and specifically on this first theme: Create Positive Moments. Regions may then decide how they would like to explore and develop the theme — using any or all of the regional structures such as Forums and other groupings. Workshops and think-tanks may help to enhance our understanding of the concept and our skills in implementing it. Staff teams may want to follow up the ideas within their own agencies. Individual child and youth care workers may wish to observe and record the progress they make in their own practice so as to inform their colleagues. Regional report-backs and presentations will be an ideal way to share experiences.

Everyone is included

Make a list of the resources you already have in your Region to build on this theme in your own way. Then identify the additional resources you may need, and the National Executive and the professional staff will try to help. The journal will carry regular reports and material on the theme. The staff will contribute working papers and other documents. The National Executive should be approached for their support. From the most experienced worker to the newest staff member, all can participate, because all of us have this opportunity to interact positively with the young people we work with — today.

"The basis of the success of the pioneers in this work was to believe in young people, expect great things from them, build positive relationships with them, and try to keep the focus on the needs of youth rather than the desires of adults. In the end, young people were more receptive to adult influence than if one had battled to control them." (Larry Brendtro)

The children themselves are often appreciative to hear that staff are enrolled on courses to improve their practice. Share this theme with them too. When individual workers try to create positive moments, they model a way of being with people — something which the children will learn to be of value in their own relationships.



Make a difference for children and youth — Now!

NACCW