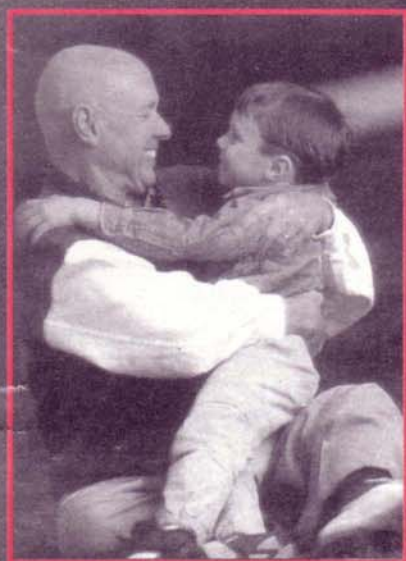


A JOURNAL FOR THOSE WHO WORK WITH  
TROUBLED CHILDREN AND YOUTH AT RISK

ISSN 0258-8927 VOL 16 NO 1 JANUARY 1998

# Child & Youth Care



**Stephen Covey on  
the Habits of Highly  
Effective Families**

**NEW PULL-OUT  
NEWS SECTION**

**A  
*Nativity*  
PLAY**



# NACCW

National Executive Committee

### Chairman

Ashley Theron BA (SW), BA (Hons), NHCRC, MICC  
Private Bag X2068 Mmbatho 8681. Phone (0140) 89-927  
Fax 84-2727

### Treasurer

Roger Pitt, Dip.Th.  
PO. Box 482, King Williams Town 5600. Tel: (0433) 21932  
Fax (0433) 22252  
e-mail: naccwkt@iafrica.com

### Members

Michael Gaffley (Western Cape)  
Linda de Villiers (Border)  
Garth Ownhouse (Eastern Cape)  
Irene Cowley (KwaZulu Natal)  
Marie Waspe (Gauteng)

### Professional Staff

#### Director

Merle Allsopp BA, HDE, NHCRC. PO. Box 36407  
Glosderry 7702  
Tel: (021) 696-4247/697-4123  
Fax: (021) 697-4130  
e-mail: naccwct@iafrica.com

#### Deputy Director

Zeni Thumbadoo  
PO. Box 18295, Dalbridge 4014  
Tel. 031-305-3872  
e-mail: naccwdb@iafrica.com

#### Publications

Brian Gannon BA(Hons), MA  
Box 23199, Claremont 7735. Tel  
021-788-3610. Fax 788-9423  
e-mail: pretext@iafrica.com

#### Liaison

Sibongile Manyathi B.Soc.Sc.  
(Hons). PO. Box 18295  
Dalbridge 4014  
Tel 031-305-3872 Fax 305-3855  
e-mail: naccwdb@iafrica.com

#### UNISA Liaison

Jacqui Winfield B.Soc.Sc.  
NHCRC. PO. Box 18295  
Dalbridge 4014  
Tel 031-305-3872 Fax 305-3855  
e-mail: naccwdb@iafrica.com

### Regional Secretaries

#### Transvaal

Adina Menhard, Arcadia  
22 Oxford Rd, Parktown  
Tel. 646-6177 Fax: 646-9962

#### KwaZulu/Natal

Laila Ramarayan  
Aryan Benevolent Home  
Tel. 031-432-388/9

#### Border

Contact Linda de Villiers  
PO. Box 482, King Williams  
Town 5600. Tel: 0433-21932

#### Western Cape

Dave McNamara  
3 Waterloo Rd, Wynberg 7800  
Tel 021-633-1892

#### Eastern Cape

Cecil Wood, 76 Circular Drive  
Charlo 6070. Tel. 041-32-2329  
e-mail: naccwpe@iafrica.com

### Other Areas

#### Suid-Kaap

Vacant —  
To be announced

#### Namaqualand

Father Anthony Cloete  
RC Sending Kinderhuis  
Kamieskroon 8241. (0257) 608

#### Kimberley

Derek Swartz. Private Bag  
X5005. Kimberley 8300  
Tel. (0531) 73-2321

Fund Raising Organisation  
08-800448-000-2

## Editorial

# Sweet Sixteen ...

In 1975 there was an independent attempt to launch a national journal for child care workers in South Africa. Three issues of *South African Child Care* was all that could be managed at that stage, given resources of the small group concerned (see top of right-hand column on this page). There had also been a brave and quite successful attempt by the (then) Transvaal Region to keep their journal *TransCare* going in the 1970s.

It was in 1983, when the NACCW first appointed a permanent staff member, that this journal was launched under the name *The Child Care Worker* and it continued with this name until the end of 1995. Two years ago, in an enlarged format, the name was changed to *Child & Youth Care*. This year we are in our sixteenth year of publication.

### Fine tuning — your input

We receive many comments about *Child & Youth Care* each month. But any journal is only of value if it continues to track accurately the needs and preferences of its readers.

This month we have included a short Readership Survey card which we would ask you to complete and post or fax back to us. Add any further comments you like in the spaces provided. Your replies will help us to understand your interests and your expectations from *Child & Youth Care* — and make it a better read.

### ... and tired 23?

Mention of 1975 reminds us the NACCW turns 23 years old this year, which prompts some

reflection on where we have come over the years. Like most NGOs today, our Association struggles for financial survival and works with a greatly reduced staff. Of course, compared with 1975 when there was *no* staff, even our small staff team is a great step forward — more so when it is seen that they have kept virtually all of the Association's training, advocacy and publishing functions operating as before.

At the membership level, however, there is in several of our Regions a sense of discouragement, isolation and inactivity. People's work situations are more and more difficult and demanding, and time and energy for the NACCW are limited.

*It was, though, precisely these feelings which led to the formation of the first Association of Child Care Workers in the Western Cape in the late 1960s. It was at a time like this that child care people felt the need to come together, to support each other, to share ideas and exchange opinions.*

### Membership central

The NACCW relies heavily on the good functioning of its Regions. Each Region elects its own Office Bearers and Executive Committee, and its Chairperson automatically becomes a member of the National Executive Committee which is responsible for the management of the Association. Every member, therefore, whether individual, corporate or accredited (registered), has a voice — and a part to play in the NACCW.

On the news pages this month we draw attention to the fact that this is a regional election year — when all members have the opportunity



The November 1975 issue of *South African Child Care*, which reported on the previous month's Pretoria Conference on Children's Homes — the occasion at which delegates of the three ACCW Regions (Western Cape, Transvaal and Natal-East Griqualand) met to form the NACCW.

to nominate and elect the office bearers and committees in their local Regions. This is something to be taken seriously by all — at both regional and national level. The healthier its Regions, the healthier the NACCW as a whole will be. It all starts when you, the individuals and organisations who make up our membership, decide what you think the priorities of your Region should be over the next two years — and who you think would be your best leaders as you set out to achieve these priorities.

**Internet addresses**  
Our web sites are now located at the following addresses:

**NACCW**  
<http://www.pretext.co.za/naccw>

**CYC-Net**  
<http://www.pretext.co.za/cyc-net>

**CYC-net**  
Are you connected? Send e-mail to [cyc-net@iafrica.com](mailto:cyc-net@iafrica.com) and you will be connected to a network of child and youth care colleagues world wide.

**For Better or Worse** Lynn Johnston

# Child & Youth Care

A journal for those who work with troubled children and youth at risk

Volume 16 Number 1 January 1998

A SIXTEENTH (AND A 23RD) BIRTHDAY	2
THE CHILD AND YOUTH CARE SCENE	3
STEPHEN COVEY: HIGHLY EFFECTIVE FAMILIES	4
THE UN: CHILDREN IN ARMED CONFLICT SITUATIONS	7
NEW PULL-OUT NEWS SECTION	9
REGISTRATION AS A PROFESSIONAL — WHY?	12
MODELS OF ADOLESCENT TRANSITION	14
A SIMPLE TOUCH	16
TACKLING HATE-MOTIVATED BEHAVIOUR	17
JANUS KORCZAK: CHILDREN AND EACH OTHER	19
DO IT ANYWAY	19
ANNETTE COCKBURN ATTENDS A NATIVITY PLAY	20

Cover photograph: Acknowledgements to Zefa Pictures



Fédération Internationale des Communautés Éducatives  
International Federation of Educative Communities (UNESCO)



Association Internationale des Educateurs de Jeunes Inadaptes  
International Association of Workers with Troubled Children

CYC-net

International Child and Youth Care Electronic Network  
<http://www.pretext.co.za/cyc-net> [cyc-net@iafrica.com](mailto:cyc-net@iafrica.com)

## NACCW

National Association of Child Care Workers  
[naccwct@iafrica.com](mailto:naccwct@iafrica.com)  
<http://www.pretext.co.za/naccw>

The National Association of Child Care Workers is an independent, non-profit organisation which provides the professional training and infrastructure to promote healthy child and youth development and to improve standards of care and treatment for troubled children and youth at risk in family, community and residential group care settings.

**Child & Youth Care** ISSN 0258-8927 is a non-commercial and private subscription journal, formerly published in Volumes 1 through 13 (1983 to 1995) as *The Child Care Worker*. Copyright © 1998 The National Association of Child Care Workers

**Editorial:** P.O. Box 23199, Claremont 7735, South Africa. e-mail: [pretext@iafrica.com](mailto:pretext@iafrica.com)  
Telephone: (021) 788-3610 Fax: (021) 788-9423. *Child & Youth Care* is published on the 25th of each month except December. Copy deadline for material is the 10th of each month.

**Subscriptions:** Individual Membership of NACCW is R90 p.a. which includes a free copy of the journal. Non-member, agency or library journal subscriptions: R90.00 p.a. post free. Commercial advertising: R312 per page *pro rata*. Situations Vacant/Wanted advertisements for child and youth care posts are free to Corporate and Individual Members. All enquiries, articles, letters and new subscriptions may be sent to the Editor at the above address.

**Editorial Advisory Board:** Merle Allsopp BA, HDE, NHCRC; Annette Cockburn LTCL, Dip.Ad.Ed.(UCT); Kathy Mitchell BA; Pumla Mncayi BA (SW); Adv. Ann Skelton. United Kingdom: Peter Harper MSc (Clinical Psychology); United States: Dina Hatchuel BSocSc (SW) (Hons) PSW, MSocSc. **Editor:** Brian Gannon

## The Child & Youth Care Scene

**Back-to-School** is the main story of the month for both children and staff — at a time when education is going through problems enough of its own. School is often an issue for the youngsters we work with — but it's a great reality check for us to see how well they are coping: it is one daily, normal activity which our kids share with others in the real world.



**New Year** is for child care workers as well as for kids, and we wonder what our year will be like? By all accounts it will be *different* from previous years! No doubt that things are getting tough, and all of us are being challenged to be inventive and energetic if our programmes are to survive. So we have added an enlarged **News Section** to the journal in the hope that we can share more information with our readers — from all directions: from state and provincial bodies and from child and youth care people at the coalface.

Last year we set a **Theme for the Year** in our focus on *Creating Positive Moments*. So far this year we have no theme — and maybe it would be good to have one, as a sort of unifying shared task to help us focus on the kids while we work away also at transformation issues. If you have a suggestion, we will appreciate hearing it.



Let's GO! The IMC's **Project GO** pilot programmes will be hitting town in most provinces this year. This will be a relief for child care organisations in that we will have clear guidelines to work with and tangible support from provincial teams. It will be a relief for the child and youth care system as a whole since Section 29 of the Correctional Services Act reverts to its original form in April: *no awaiting trial kids in prison*. Let's all help to make the child care service better able to work for these young people too.



### THE ANSWER TO THE CRIME WAVE



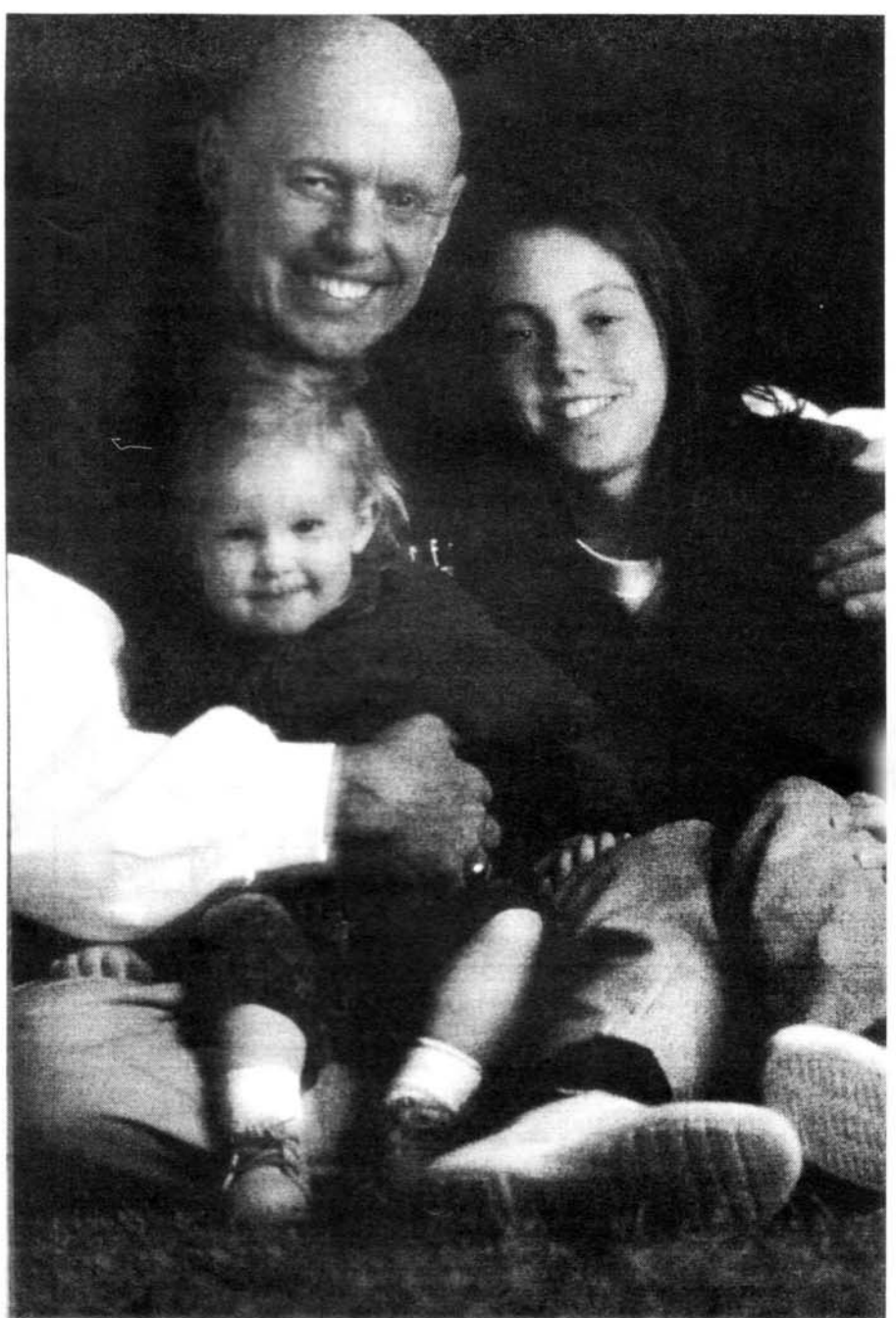
*Reading*  
"Just try not to get involved, Harry!"



## PREVIEW OF NEW BOOK

We have all learned from **Stephen Covey** about the Habits of Effective People. In his latest book he offers his insights to those who live in families, who work with families or who manage alternative family environments.

# The Habits of Highly Effective Families



When I ask people worldwide what are the three most important things in their lives, 95 percent put "family" or "family relationships" on the top-three list. Fully 75 percent put family first.

Our greatest joys and our deepest heartaches surround what's happening in our family life. We want things to be right. When we sense a gap between our vision of the rich, beautiful family life we want to have and the reality of every day, we begin to feel "off track."

One evening when I was in the middle of working late, my wife called.

"What are you doing?" she asked impatiently. "You knew we were having guests for dinner. Where are you?"

I could tell she was upset, but I was in the midst of my own frustration over delays at work and I replied curtly, "Look, Sandra, it's not my fault that you scheduled dinner. And I can't help it that things are running behind here. You'll have to figure out how to handle things at home. I'll come when I can."

As I hung up the phone I suddenly realized that my response had been completely reactive. My wife's question had been reasonable. She was in a tough social situation. But instead of understanding, I had been so filled with my own situation that I had responded abruptly and undoubtedly made things worse.

This was not the way I wanted to behave toward my wife. These were not the feelings I wanted in our relationship. If I had been more considerate – if I had acted out of my love for her instead of reacting to the pressures of the moment – the results would have been completely different.

### **Creating a Pause Button**

Family life would be a whole lot better if people were proactive, that is, if they acted based on their deepest values instead of reacting to the emotion or circumstance of the moment. What we all need is a "pause button" that enables us to stop between what happens to us —

and our automatic reaction to it, and to choose our own response.

It is possible to develop this capacity to pause and to give wiser responses. The ability comes from the cultivation and use of four unique human gifts. These gifts — self-awareness, conscience, creative imagination and independent will — reside in this space we humans have between what happens to us and our response to it.

I have one friend who uses these gifts to make a powerful proactive choice every day. When he comes home from work, he sits in his car in the driveway and pushes his pause button. He literally puts his life on hold. He gets perspective. He thinks about the members of his family and what they are doing inside the walls of his home. He considers what kind of environment and feeling he wants to create when he goes inside. He says to himself, "My family is the most enjoyable, the most pleasant, the most important part of my life. I'm going to go



into my home and feel and communicate my love for them.”

When he walks through the door, instead of becoming critical or going off by himself to relax and take care of his own needs, he goes around the house and interacts in positive ways with every family member — kissing his wife, rolling around on the floor with the kids or doing whatever it takes to create pleasantness and happiness — whether it's taking out the garbage or helping with a project. He rises above his fatigue, his challenges at work, his tendencies to find fault with what he may find in the house. He becomes a conscious, positive, creative force in the family culture. Think about the proactive choice this man is making and the impact it has on his family! Think about the way he is building relationships and how this is going to affect every dimension of family life for years, perhaps for generations to come!

### A Circle in a Circle

The essence of proactivity lies in taking the responsibility to focus on the things in our lives we can actually do something about. One way to do this is to look at our lives in terms of what I call the Circle of Influence and the Circle of Concern.

The Circle of Concern is a large circle that embraces everything in your life you may be concerned about. The Circle of Influence, which embraces the things you can actually do something about, is a smaller circle within the Circle of Concern.

Now, the reactive tendency is to focus on the Circle of Concern. But this only causes the inner Circle of Influence to be diminished. The nature of the energy focussed on the outer Circle of Concern is negative. And when you combine that negative energy with neglect of the Circle of Influence, the Circle of Influence gets smaller. But proactive people focus on their Circle of Influence — what we can actually do about things — and as a result, that circle increases.

For instance, I know of one set of parents who decided that the behaviour of their



daughter had deteriorated to the point where it was destroying the family for her to continue to live at home. The father determined that when she got home that night, he would tell her that she had to do certain things or move out the next day.

So he sat down to wait for her. While he was waiting, he decided to take a card and list in ultimatum form what changes she had to make in order to be able to stay.

In this emotionally pained spirit, as he continued to wait for her to come home, he turned the card over. The other side was blank. He decided to list on that side of the card the improvements he would agree to make if she would agree to her changes. He was in tears as he realized that his list was longer than hers. In that spirit, he humbly greeted her when she came home, and they began a meaningful talk beginning with his side of the card. His choice to begin with that side

**“We all need a ‘pause button’ to take time to choose our responses.”**

— to work from the inside out, focussing on the Circle of Influence — made all the difference.

### The Emotional Bank Account

Think about the word responsible— “response-able” — able to choose your own response. That is the essence of proactivity. One practical way to apply this idea is by using the metaphor of the “Emotional Bank Account.”

The Emotional Bank Account represents the quality of the relationship you have with another person. It's like a financial bank account in that you can make “deposits”— you can do things that build trust in the relationship — or you can make “withdrawals” — you can do things that decrease the level of trust. At any given time, the balance of trust in the account determines how well you can communicate and solve problems with that person.

If you have a high balance in your Emotional Bank Account with a family member, then there's a high level of trust. Communication is open and free. You can even make a mistake in the relationship and the “emotional reserves” will compensate for it.

But if the account balance is low, or overdrawn, then there's no trust, and thus, no authentic communication. You have to measure every word. And even your better intentions are misunderstood.

One of the great benefits of being proactive is that you can choose to make deposits instead of withdrawals. No matter what the situation, there are always things you can do that will make your family relationships better.

Let me share some ideas for “deposits” you can make in your family.

### Being Kind

Some years ago I spent an evening with two of my sons, an outing complete with gymnastics, hot dogs and a movie. In the middle of the movie, Sean, who was then four years old, fell asleep. His older brother, Stephen, who was six, stayed awake, and we watched the rest of the movie together. When it was over, I carried Sean out to the car and laid him in the back seat. It was very cold, so I took off my coat and gently arranged it over him.

When we arrived home, I carried Sean to bed. After Stephen put on his ‘jammies’ and brushed his teeth, I lay down next to him to talk about our night out. Suddenly he turned over on his side in bed and asked, “Daddy, if I were cold, would you put your coat around me, too?”

Of all the events of our special night out together, the most important had been that little act of kindness — a momentary, unconscious showing of love to his little brother.

In relationships, the little things are the big things. Little kindnesses go a long way toward building trust and uncondi-

## The Emotional Bank Account

### Withdrawals

Speaking disrespectfully, putting people down or acting in rude and discourteous ways

Never saying “I’m sorry” or saying it insincerely

Criticizing, complaining and talking about others in negative ways when they're not around

Never making commitments to anyone, or making commitments but rarely following through

Being quick to take offence, holding grudges, throwing people's past mistakes up to them, and nurturing grievances

### Deposits

Being kind

Apologizing

Being loyal to those not present

Making and keeping promises

Forgiving

tional love. Just think about the impact in your own family of using words of courtesy such as thank you and please. Or performing unexpected acts of service — such as taking children shopping for something that's important to them. Or finding little ways to express love, such as tucking a note in a lunch box or briefcase. Or expressing gratitude or appreciation. Or giving compliments. Or showing recognition, not just at times of special achievement or on occasions such as birthdays, but on ordinary days, and just for the fact that your spouse or your children are who they are.

### Apologizing

Perhaps there is nothing that tests our proactive capacity as much as saying "I'm sorry" to another person. It pushes our human gifts to their limit. Even though our bad temper may surface only one hundredth of one per cent of the time, it will affect the quality of all the rest of the time if we do not take responsibility for it and apologize. Why? Simply because people never know when they might hit our raw nerve, and so they're always inwardly worried about it and defending themselves against it by second-guessing our behaviour and curbing their own natural, spontaneous responses.

*Son, I'm sorry I embarrassed you in front of your friends. That was wrong of me. I shouldn't have done it. I hope you'll give me another chance. Sweetheart, I apologize for cutting you off. You were trying to share something with me, and I got so caught up in my own agenda that I just came on like a steamroller. Please forgive me.*

Notice in these apologies how all four gifts are being used. First, you're aware of what's happening. Second, you consult your conscience and tap into your moral sense. Third, you have a sense of what is possible — what would be better. And fourth, you act upon the other three. If any one of these four is neglected, you will end up trying to defend, explain or cover up the offensive behaviour. You may apologize, but it's superficial, not sincere. Sometimes apologizing is incredibly hard, but the effort says, "Our relationship is supremely important to me." And that kind of communication builds the Emotional Bank Account.

### Being Loyal

Next to apologizing, one of the most important deposits an individual can make — or an entire family can adopt as a fundamental value and commitment — is to be loyal to family members when they are not present.

In other words, talk about others as if they were present. That doesn't mean you are unaware of their weaknesses. It means, rather, that you focus on the positive instead of the negative — and that if you do talk about someone's

weaknesses, you do it in such a responsible and constructive way that you would not be ashamed to have the person you're talking about overhear your conversation.

A friend of ours had an 18-year-old son whose habits irritated his brother and sisters and their spouses. When he wasn't there, the family would often talk about him.

At one point, this friend decided to follow the principle of being loyal to those not present by being loyal to his son. Thereafter, when such conversations began to develop, he would gently interrupt any negative comments and say something good he had observed his son do. Soon, the conversation would lose its spice and shift to other, more interesting subjects.

Our friend said that he soon felt that the others in the family began to connect with this principle of family loyalty. They began to realize that he would also defend them if they were not present. And in some almost unexplainable manner — perhaps because he began to see his son differently — this change also improved his Emotional Bank Account with his son, who wasn't even aware of the family conversations about him. Bottom line: The way you treat any relationship in the family may affect every relationship in the family.

### Keeping Promises

Over the years, people have asked if I had one simple idea that would help people cope with their problems, seize their opportunities and make their lives successful. I've come to give a simple four-word answer — "make and keep promises."

*When I was 12 years old, Dad promised to take me with him on a business trip. We talked about the trip for months. We planned every detail. After his meetings, we planned to take a taxi into town and have our favourite Chinese food, then see a movie, then take a ride on the trolley, then have hot fudge sundaes. I was dying with anticipation. The day arrived. The hours dragged by as I waited at the hotel for Dad to be finished with his meetings. Finally, at 6.30, he arrived with another man, an influential business acquaintance, who wanted to take us out to dinner. My disappointment was bigger than life. I will never forget the feeling I had when Dad said, "Bill, I'd love to see you, but this is a special time with my girl. We've got it planned to the minute." We did absolutely everything we had planned. We didn't miss a thing. That was just about the happiest time of my life. I don't think any young girl ever loved her father as much as I loved mine that night.*

I'm convinced that you would be hard pressed to come up with a deposit that has more impact in the family than making and keeping promises. Just think about it! How much excitement, anticipation and hope are created by a prom-

ise! And the promises we make in the family are the most vital and tender promises of all.

### Forgiving

For many, the ultimate test of the proactive muscle comes in forgiving.

*When my parents died, the four of us children met to divide their things. We had always been an emotional family, but this time we argued beyond anything we had ever known. Each of us left that meeting feeling bitter. We stopped visiting or phoning one another. This went on for four years. Then one day I realized that love is a verb, something I must do. That night I called my oldest brother. His emotions matched mine. We raced to be the first to say I'm sorry." The conversation turned to expressions of love and forgiveness. I called the others. Each responded as my oldest brother had. For the first time in years, pain was replaced by the joy of forgiveness.*

When you forgive, you open the channels through which trust and unconditional love can flow. You cleanse your own heart. You also remove a major obstacle that keeps others from changing — because when you don't forgive, you put yourself between people and their own conscience. Instead of spending their energy on interior work with their own conscience, they spend it defending and justifying their behaviour to you. One of the greatest deposits you can make in your relationships with other family members — and in the basic quality and richness of your own life — is to forgive.

### Problems as Opportunities

One of the most empowering and exciting aspects of the Emotional Bank Account idea is that we can proactively choose to turn every family problem into an opportunity for a deposit. Someone's "bad day" becomes an opportunity to be kind.

An offence becomes an opportunity to apologize or to forgive.

Someone's gossip becomes an opportunity to be loyal.

With the image of the Emotional Bank Account in your mind and heart, problems and circumstances are no longer obstacles that get in the way of the path; they are the path. Everyday interactions become opportunities to build relationships of love and trust. Challenges become like inoculations that activate and boost the "immune system" of the entire family.

And deep inside, we all know that making these deposits will make a big difference in the quality of our family relationships. It comes out of our conscience, out of our connection to the principles that ultimately govern life.

Acknowledgements: *Family Circle*



## CHILDREN IN SITUATIONS OF ARMED CONFLICT

The United Nations Charter underlines our duty to "save succeeding generations from the scourge of war." Yet not only are millions of children still the victims of war, far too often they are its principal targets — and even its instruments. At the end of last year the UN appointed a Special Representative for children and armed conflict.

For all of the children caught in the crossfire or maimed by anti-personnel land mines, many more have been deprived of their physical, mental and emotional needs in the context of societies long at war. Many have lost their homes and their parents, not to mention years of education and socialization. Some have been permanently traumatized by the events they have witnessed and experienced. In today's interneccine conflicts, children are specifically targeted in strategies to eliminate the next generation of potential adversaries. To the same end, children, and especially girls, have been made the targets of gender-based violence and sexual abuse on a massive scale. Most cynically, children have been compelled to become instruments of war, recruited or kidnapped to become child soldiers, forced to give violent expression to the hatreds of adults. In all, an estimated two million children have been killed in situations of armed conflict since 1987, while three times that number have been seriously injured or permanently disabled. Countless more have been psychologically scarred, socially displaced, physically and sexually abused, orphaned, and deprived of education.

This brutal reality has been exacerbated by the qualitative change in the nature of conflicts since the end of the Cold War. Today's conflicts are primarily internal, fought by armed groups within existing state boundaries. The rules of warfare, which for so long governed inter-state wars fought by regular armies, routinely go unobserved in these "total wars." The village has become the battlefield and civilian populations the main target. Indeed, nearly 90 percent of the casualties of wars in the 1990s have been civilians, mostly women and children.

### Least responsible, most hurt

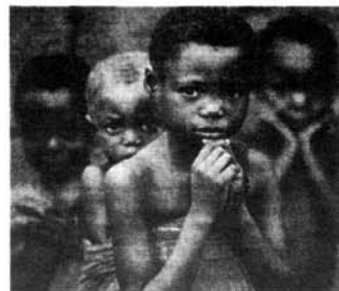
While the international community needs to be concerned about all non-combatants caught in the midst of violent conflict, there is an urgent need to focus on the

plight of children. They are the ones least responsible for the conflicts, yet most vulnerable to their excesses. Children, as the most innocent and voiceless victims of war, require special protections.

Children represent the future of human civilization. To permit them to be used as pawns in warfare, whether as targets or perpetrators, is to cast a shadow on the future. From generation to generation, violence begets violence, as the abused grow up to be abusers. Children who are thus violated carry the scars of fear and hatred, which could well become the seeds of future rounds of violence and retribution. School-age children are forced to learn how to kill when they should be in the classroom gaining the knowledge and skills they need for a better future. For society, the opportunity lost, not least in terms of lives destroyed, could have a devastating effect on its long-term development and well being.

### The UN Response

The General Assembly has sought, for a number of years, to draw international attention to the plight of children affected by armed conflict. In resolution 49/157(1993), the Assembly







asked the Secretary-General to appoint an expert to undertake, in collaboration with the Centre for Human rights and the United Nations Children's Fund (UNICEF), a comprehensive study of this question, including specific recommendations for international action. The subsequent report by Ms. Graça Machel, submitted on 26 August 1996, contained important recommendations on child soldiers, refugee and internally displaced children, sexual exploitation and gender-based violence, land mines and unexploded ordnance, sanctions, health and nutrition, psycho-social well being, education, and standards. In response to Ms. Machel's study, the General Assembly adopted resolution 51/77 of 12 December 1996, in which it recommended the appointment of a Special Representative for children and armed conflict and called upon States and institutions concerned to provide voluntary contributions in support of the work of the Special Representative.

In appointing the Special Representative to this new post, effective 1 September 1997 for a three-year term, the Secretary-General underlined the urgent need for a public advocate and moral voice for children in situations or armed conflict. The role of the Special Representative is non-political and impartial, with the sole objective of ensuring the protection, healing and rehabilitation of children affected by armed conflicts across the world. In line with the reform program announced by the Secretary-General earlier this year,

the work of the Special Representative will emphasize an integrated response by the United Nations system as a whole.

#### Team

The key partners of the Special Representative include those UN agencies, programmes and departments with the field presence and the expertise to translate concern into action. They include UNICEF, UNHCR, and UNHCHR/CHR, which are the bodies that have actively promoted this initiative since its inception, working together with WHO, UNDP, WFP, UNESCO, FAO, UNIFEM, the World Bank, the UN Department of Political Affairs, the UN Department of Peace-keeping Operations,

and the Office of Emergency Relief Co-ordination. The role of the Special Representative is to support their work and to help develop a common agenda in support of children's welfare in conflict situations. The Special Representative will also work with regional organizations and civil society entities outside the UN system that are engaged in the protection, healing and rehabilitation of children affected by armed conflict.

#### The tasks

The appointment of the Special Representative was made only two months ago. This aide-mémoire therefore represents preliminary thinking about his responsibilities and activities, which will be the subject of an ongoing dialogue between the Special Representative and the Member States.

#### Role of the Special Representative

The following task areas would be assigned to the Special Representative:

- Advocacy for children
- Fostering concerted action within the UN System
- Building partnerships with civil society organisations
- Monitoring and assessing progress
- Promoting concrete initiatives
- Reporting to the General Assembly and the Human Rights Commission

#### Initial Steps

The agenda outlined above is a broad one. The next few months will therefore

be spent determining priorities for action and engagement. Among the steps already underway are the following:

- Planning for familiarization visits to countries in conflict or in post-conflict recovery in order to observe first hand the developments on the ground.
- Consulting governments of countries affected by conflict and those in post-conflict recovery, to exchange views and concerns. A number of high-level meetings with Ministers of relevant countries have already taken place.
- Developing a framework for consultation and concerted action within the United Nations system. In this connection, initial discussions with the heads of UNICEF, UNHCR and UNHCHR have started.
- A process of engagement with members of the NGO community that are working in this area. The NGOs that have met with the Special Representative so far have expressed tremendous interest in collaborating with him on this agenda.
- Initiating cooperation with a few universities and policy research centres that can provide research and analytical support for the Special Representative's work.
- Developing a system for monitoring developments, both thematically and geographically, in order to assess progress achieved and problems encountered in efforts to improve the situation of children affected by armed conflicts.
- Ensuring that the welfare of children is fully taken into account in ongoing policy debates. Currently, five sets of deliberations that are relevant to children affected by armed conflict are receiving priority attention by the Special Representative: the establishment of a permanent International Criminal Court; the draft Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts; programs for mine awareness and clearance; promoting standards and training for peacekeepers; and gender-based violence and sexual exploitation of children.

Much work remains to be done in the months ahead to further develop these initial thoughts into effective strategies for engagement and action in specific cases and on themes relevant to children in armed conflict situations. The Special Representative will remain in continuous dialogue with the Member States on the best ways to give concrete shape to this urgent agenda.





## Subsidy scare in Eastern Cape

The threat of a 42% cut in the subsidy for private welfare agencies, briefly reported on in our November 1997 issue, was only the first part of a nightmare for children's homes in the province during the month. Though the problem (which included the delayed payment of pensions in this region) was resolved for the time being, it remains as a warning of the vulnerability of child care services.

The first indication of the crisis was at a meeting called by the provincial Department of Welfare of all NGO's drawing subsidies, where they were told that the Provincial Treasury expected NGO subsidies had to achieve a saving of R3.6million per month. There had been no overspending on this portion of the provincial budget, but NGOs were to contribute to solving the cash flow crisis. Also, the subsidies (some outstanding back to October) would only be paid when funds were available, and no guarantees could be given as to when this might be. It was here that concerns arose re the possibility of no funding whatsoever until the end March 1998.

The result was "a situation of near desperation in the welfare sector" in the Province. A number of old age homes immediately closed, and others (including family welfare agencies and children's homes) feared that such cuts would result in closure by end March 1998, if not earlier). Yet others had to drastically cut back on staff and programmes.



### Reprioritisation

The Department set up its own task team to consider reprioritisation of programmes in the area. It was stated that province recommendations would be that some sectors would receive less as a result of this exercise while others will receive more.

### Temporary or permanent relief?

Agencies subsequently received their October and November subsidies which gave a little more breathing space, and then it seems that the immediate crisis when the national government made it possible for all pensions and subsidies to be paid in mid January.

What remains unclear is whether the 'bail-out' represented a writing off of the province's cash flow crisis, or whether this was an advance on next year's budget — in which case the same scene is set to be replayed within a few months.

### State institutions "not expected" to take funding cuts like private institutions

At a meeting in Bisho on 9 December between NGO representatives, the Director of Funding and a spokesperson for the MEC, the disturbing statement was made that "the Department had an obligation to the clients it serves and to its own programmes and could thus not be expected to take the same cuts as private organisations."

This distinction needs to be explained. The clientele is surely the same, and private institutions certainly see themselves as partners of the state in their work with children found in need of care.

Private organisations further point out that they never over-spend on budgets: they are paid a subsidy and must raise by themselves anything needed over and above this.

### KwaZulu Natal Subsidy dates

The Department of Welfare sprang a surprise on local NGOs at the end of 1997 by paying subsidies at the end of, rather than earlier in the month. A number of agencies protested at the decision, and the way in which it was taken, and subsidies can now be personally collected at the usual date.

## 1998 is an election year in NACCW Regions

In the second half of this year NACCW Regions will hold their Biennial General Meetings, at which their new office bearers will be elected.

The Chairperson of each Region automatically becomes a member of the Association's National Executive Committee.

### Qualities

Office Bearers must be accredited members of the NACCW (that is, registered child and youth care practitioners) but beyond that local members will be considering the qualities they seek in their leaders and Regional Executive members.

## Harold Malgas to Mpumalanga



Harold Malgas

Southern Cape Region Chairperson Harold Malgas has been seconded to work at the Hendrina Secure Care

Centre in Mpumalanga as from the start of February. Harold will assist local IMC Co-ordinator Susan de Lange in designing the youth development programmes, which include the secure care work as well as involvement in the local community. Harold served on the Southern Cape Juvenile Justice Committee for four years, and completed the UNISA Certificate in Child and Youth Care in 1994, specialising in Youth Justice.

# Training Diary

## Gauteng

**BQCC:** Modules 1 and 3 will be run this term in Johannesburg and Pretoria  
**BQSC (Basic Qualification in Secure Care):** Two groups will be starting with Module 1 in February  
**Supervision** course will be run in April  
**Lifeskills** and **PART** course is to take place in March  
**Graduation** will be held on 27<sup>th</sup> February at the Church of Christ the King in Ray Street, Triomf

## Western Cape

**BQCC** Modules 1 and 2 will be run in April.  
The **graduation** ceremony will take place at the Bellville Inn on the 27<sup>th</sup> February.

## Natal

**BQCC** Modules 1 and 3 will begin in February and March  
**Graduation** takes place on 27<sup>th</sup> February

## Eastern Cape

**BQCC** Modules 2 and 4 will be run after the April holidays  
**Supervision** course will be run at the end of February

## Southern Cape

**BQCC** Modules 2 and 3 to be run this term

## Free State

**BQCC** Module 2 is being run at the end of January

## Kimberley

**BQSC** Module 5 will take place at the end of March

## Border

**BQCC** Modules 1 and 3 to start this term  
**Graduation** will take place on 25<sup>th</sup> February



Inter-Ministerial Committee on Young People at Risk

## Transformation of the Child & Youth Care System

An Invitation to children's homes, shelters, child and family welfare organisations, schools, youth development organisations, any CBO/NGO working with children, youth and families, and government departments

... to make a difference ...

This is an initial invitation to start thinking and planning. Those interested will be provided with more detailed information in FEBRUARY/MARCH 1998.

During 1998/99 the IMC will be initiating and supporting a nation-wide programme called *Make a Difference to Young People at Risk*. This programme will be made up of a number of small projects and is aimed at taking forward the transformation of the child and youth care system. Projects will include new initiatives from both the non-government and government sectors in each province. Project may focus on any component of the child and youth care system and any level of the system.

### What would we consider a transformation initiative?

- Any existing programme, process or service which serves children, youth (and families) which you would like to transform according to the new framework, principles and towards the new min standards.
- Any new service project, programme, or process which you would like to establish to support the new framework, principles, and minimum standards.

### What are we offering?

Funding is limited and we can therefore only support about 30 initiatives with funds. Funding will never exceed R150 000 and is most likely to be between R50 000 and R100 000 per project. We consider this "seed" money which can supplement existing funding shortfalls, or which can help to initiate a project. Each organisation will have to concern itself with the on-going sustainability of the project.

*To those projects which meet the criteria, whether selected for funding or not, we will provide free capacity building, guidance and training, plus participation in an accreditation process.*

### Priority with regard to funding is likely to be given to:

- Programmes aimed at disadvantaged and/or rural or peri-urban communities
- Programmes which support early intervention practices and principles -whether based in a community organisation, a government department, a court, or in residential care

### Examples:

- Child/Youth Development
- Family development and capacity building
- Family preservation and/or re-unification
- Re-integration of young people into the community

### Criteria for selection of projects:

(These are broad at this stage and will be refined during March by the team. Use them as a guideline at this stage)

- Each project must provide direct services to children, youth (and their families).
- Each project must reflect an understanding of and commitment to working within the new framework and principles and towards minimum standards
- Each project will be required to submit voluntarily to a quality assurance programme which monitors implementation and which builds capacity.

**DO NOT SUBMIT ANYTHING UNTIL YOU HAVE READ THE DETAILED PROJECT PROPOSAL GUIDELINE.**

*Please obtain a Project Proposal Guideline from Heleen (012 312 7741) or Celecia (012 34 00111) after 1 February 1998.*



# Project GO offers partnership and practical support

Project GO, which the IMC and welfare departments are starting to pilot in a number of provinces, aims to work together with child and youth care organisations in implementing the new principles. A key feature is a multi-disciplinary team which is available to help those working with difficult youngsters — in trying to avoid moving them deeper into the system.

## Problems

With Section 29 of the Correctional Services Act coming into force again in a few months (which forbids awaiting-trial youth being held in prisons or police cells) institutions must urgently ensure that children are appropriately placed in the child and youth care system.

All are agreed about the problems which have hindered efficient co-operation in the past: the lack of prevention and early intervention resources; inappropriate and hurried placements; poor integration and movement between the various levels of service, for example, children's homes and schools of industries — and back; lack of support for teams working with difficult youth; poor tracking of children who easily get lost in the system; and children having to await trial in prisons.

## Assessment

A central feature of Project Go will be a new assessment procedure which ensures that all movements into and between various residential services are based on a common assessment. To this end, where Project Go has been launched, a moratorium on movement deeper into the system is now in force. This does not imply that no transfers can take place — simply that such a transfer can only be made after the multi-disciplinary team's help has been offered and after a particular assessment.

By the end of 1998, the IMC's 'new paradigm' will have been given a fair shot at succeeding — hopefully resulting in a better deal for young people at risk.

## Progress on professional Registration

Meetings have continued between the Interim Social Work Council and a number of other occupational groups — including child and youth care — on the formation of an 'umbrella body' to manage the registration of helping professionals.

A meeting held on 15 January was addressed by a representative of the Medical and Dental Council to hear about that body's structure for registering a group of related professionals.

The Interim Social Work Council decided in 1997 to discuss this issue with child and youth care workers, probation officers and youth workers.

An 'Indaba' is planned for April 1998 at which it will be seen how the various agendas of these occupational groups can be integrated into a common registering structure.

(See article on page 12.)

## SITUATION WANTED

Young lady seeks employment as a Child and Youth Care Worker. She has had two years experience as a volunteer at St. Vincent's Children's Home, Natal and is at present completing the BQCC.

Please contact Ms Ntombizodwa Mjwara, St Vincent's Children's Home, Private Bag X12, Ashwood 3065. Tel (031) 700-2054 or (0323) 971-9191

## Child and Youth Care Graduates

Two enthusiastic, well-rounded, motivated individuals are seeking employment opportunities that may exist in your area. Your address was given to us by Dr. Gerry Fewster who is our professor at Malaspina University-College.

*In June of 1998, we will have completed our Bachelor of Arts in Child and Youth Care. We will graduate from Malaspina University-College in partnership with the University of Victoria in British Columbia, Canada. We would appreciate the opportunity to send you our resumes and letters of reference in order to give a better idea of our educational and direct work experiences.*

**We know that this work is both challenging and rewarding.**

### Laura Keegan

536 B Kennedy St. Nanaimo, BC . V9R 2J7 Canada

### Debi Van Voorst

1238 Okanagan Place, Nanaimo, BC. V9R 5Z5 Canada

E-mail us at: keegalk@mala.bc.ca

## Peanuts

by Charles M. Schulz



## Encouraging response to Minimum Standards offer

A great many readers responded to the information in our November issue about the material being developed on minimum standards. It had been hoped that this would be available for circulation by early December, but its finalisation was held up by one or two more pressing tasks.



Lesley du Toit

"My fault!" says IMC Manager Lesley du Toit. "The Eastern Cape funding crisis became a sudden priority, as did planning for Project Go in a number of provinces."

### Polishing of guidelines

There is still some 'polishing' to be done on the Minimum Standards documentation, but all who have asked for copies will receive them as soon as they are available.

The Minimum Standards include practice guidelines and quality assurance frameworks for use during the transformation process.

## Technikon course registrations

**With the closure of UNISA's Certificate in Child and Youth Care, this training moves to the Technikon SA from this year.**

Students wishing to start work on the new Higher Certificate in Child and Youth Development — with options in Child and Youth Care and in Youth Work — may register this year for the ancillary subjects. Preparation work on the specific two-year major subjects (Child and Youth Care I and II, and Applied Development for Child and Youth Care and Youth Work I and II) is presently being completed.

### Degree course

Technikon SA, together with NACCW and YPAG, are planning a B.Tech degree in Child and Youth Development, for which it is hoped enrolments can be accepted in 1998/9. Credit will be given to students who have completed appropriate two-year qualifications in order to encourage them to convert to the degree course. Enquiries about these courses should be directed to Hettie de Jonge on 011-471-2331.

## Why register as a child and youth care professional?

**Talks have been progressing between the Social Work Council and other occupational groups on the idea of an "umbrella body" with whom related helping professionals might register. The task which lies ahead is to see whether a single body can reflect the different fields of practice, whilst at the same time leaving each with a proper degree of autonomy.**

### Autonomy

Not only would the participating groups (at this stage social work, probation work, child and youth care work and youth work) wish to retain the autonomy which reflects their essentially different work, but there would also be a requirement that each group's professional organisation was financially viable and independent.

In the absence of any official registering authority, until now the NACCW has pioneered the registration of child and youth care workers. Although registration has been voluntary, and strict requirements set, several hundred workers have so far registered.

### Acknowledgement

One of the concrete benefits of registration was demonstrated when Section 170A of the Criminal Law Amendment Act 135 of 1991 included child care workers in the definition of intermediar-

ies who can be appointed to assist witnesses under the age of 18 in court proceedings.

### What do we get out of it?

There is no guarantee that registration can bring improved conditions of service. However, employing agencies will probably see the value of employing registered workers — who are accountable to and under the discipline of an official registration authority — in positions of responsibility which require specified skills.

Indeed, in most cases there is an annual fee to be paid for registration by a professional body — and the chief gain is the self-respect of belonging to a profession which sets entrance standards, polices itself and commits to a code of ethics.

To quote the NACCW's document on registration: "Professional status and recognition in reality will always depend on registered professionals themselves.

True status and recognition, like respect, can only be commanded, and not demanded. Other professionals ... will be watching the quality of our practice with keen interest."

### Basic functions

A number of functions of such an umbrella council have been identified. These include:

- Establishing minimum standards of education and training;
- Encouraging study;
- Determining qualifications for registration;
- Regulating practice;
- Determining standards of professional conduct;
- Exercising control over the professional conduct.

### Information

Readers who would like any further documentation on this process, or who would like to make their own comments, are invited to contact the Editor

## Association membership and journal subs up

**NACCW members and journal subscribers will receive slightly higher renewal invoices this year.**

The National Executive Committee decided to raise these individual fees from R80 to R90 per annum. NACCW membership includes a free copy of the journal each month, and also confers membership of FICE-SA, the UN-based organisation responsible for child care work.

### Voting rights

Membership confers voting rights at all meetings of the Association, specifically when Office Bearers are elected at Regional and National meetings.

*Send news items for inclusion in this section to:*

Child & Youth Care  
P.O. Box 23199  
Claremont 7735

Fax: (021) 788-9423  
Phone: (021) 788-3610  
(mornings only)  
e: pretext@iafrica.com



## SOCIAL WORKER

Are you energetic, dynamic with a gift for working with youth?

**Don Bosco Hostel is seeking a creative, bilingual (English with Xhosa/Afrikaans) social worker with 2 years experience and driver's licence.**

*Please send C.V. with references to:*

The Hostel Co-ordinator, P.O. Box 870, Cape Town 8000.  
Fax (021) 419-1312

## Educator/School Teacher

Apply your experience as a general teacher at our private centre.

*This unique position requires you to access a small group of children's life skills to prepare them for the future, using your own creative home school curriculum. The centre is run on Christian principles.*

**Interested persons please contact Chris Smith on 531 6524 between 8.30 and 12.30 weekdays** for further details on this interesting career change.

## Social Worker

**Neg Package plus flexi hours**

Newly created child care facility at Cape Youth Care Pinelands, Cape Town

We require the services of a registered Social Worker with a minimum of five years' experience to take on this challenging position as a result of the amalgamation of Teen Centre and St. John's Hostel.

*Reporting to the Principal and assisted by six child centre workers, you will be responsible for the welfare of 50 boys who have been found in need of care. The centre is run on Christian principles.*

**Interested persons please contact Chris Smith on 531 6524 between 8.30 and 12.30 weekdays** for further details on this interesting career change.

## EMPLOYMENT WANTED CHILD AND YOUTH CARE WORKER

Experience and qualifications:

- 3 years Sunday School teacher
- Child feeding scheme
- Child youth organiser
- Runs own Christian children's club since mid 1997
- Certificate in child care, Department of Manpower
- Passed two modules of BQCC
- Presently working on task team with street people
- One year human rights work
- Registered Child Care Worker
- Can organise and plan residential home's events.

Please contact Edgar Herbert, 3 Derby Rd, Lansdowne, Cape Town. Tel: (021) 762 1914

## Child Care Workers

The services of a mature couple (or single woman) with no encumbrances required for the following vacancies which exist for child care workers at a children's home, commencing January 1998.

- 1. Full time: Live-in position: husband to work out during the day.**
- 2. Part-time: Live-in evening position: couple to work out during the day.**

*Experience with children and valid driver's licence essential.*

Post, fax or hand deliver C.V. to:

The Director, 45 Urania Street, Observatory, Johannesburg 2198. Tel: 648-1120. Fax: 487-3645

## Johannesburg Children's Home

P.O. Box 27791, Yeoville 2143

## Employment Opportunity

Rand Afrikaans University, a partner with Correctional Services in the development of the Ekuseni Youth Development Centre, is seeking to employ two youth care workers for its facility in Newcastle, Kwa-Zulu/Natal. Ekuseni is a national pilot focussing on the rehabilitation of convicted juvenile offenders. The incumbents will be expected to do pioneering work in establishing a working infrastructure for case management teams in conjunction with the educational, therapeutic and custodial staff at the centre. If you are a visionary, with excellent administration and therapeutic skills, and are not afraid to work in a challenging environment, then please respond for further information.

Hilton Rudnick  
Department of Community Development  
Ekuseni project  
Rand Afrikaans University  
P O Box 524  
Auckland Park  
Johannesburg  
2006

Phone: (011) 489-2399

Fax: (011) 489-2623

Cell: 082 883 0287

Internet: [hilton@netative.co.za](mailto:hilton@netative.co.za)

At this time when our school-leavers are putting to the test their independent coping skills, **William Borgen** (Canadian Guidance and Counselling Foundation) and **Norman Amundson** (ERIC Clearinghouse on Counselling and Student Services) consider the tasks and concerns these youngsters will face.

## Models of Adolescent Transition

Adolescents face a range of developmental issues. Havighurst (1952) suggested that two important areas included work and relationships. Levinson (1978) focussed on changing relationships and on exploration, while Erikson (1968) commented on intimacy and commitment to goals. Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults. What seems evident is that older adolescents and young adults enter transitions with the goal of becoming independently functioning adults, as they strive to meet evolving personal and career related needs. Rapid and escalating changes in labour market and post-secondary educational opportunities mean that adolescents now are confronted with the challenge of meeting their personal and career needs when neither can offer certainty or a sense of personal control.

### Transition from high school

A longitudinal study by Amundson, Borgen, and Tench (in press) found that young people left high school unprepared for current career reali-

ties and that both the career and personal areas of their lives were in a state of change and uncertainty. At the end of their final year of high school, young people in the study expressed optimism about entering the career area of their choice and they expected to be successful workers in challenging jobs which offered personal satisfaction. About half the respondents indicated some concern about meeting post-secondary entrance standards. Approximately 9 and 18 months following graduation, depression, self-esteem, and anxiety were correlated with a range of perceived problems, including money, lack of support from family and friends, internal attribution of general transition problems, external attribution of career/employment difficulties, and lack of job satisfaction.

At the end of the study, some of the young people were interviewed.

They were asked about factors that helped or hindered the post-high-school transition. Positive factors included supportive family and friends, making money, satisfying leisure activities, personal achievements, and educational

success.

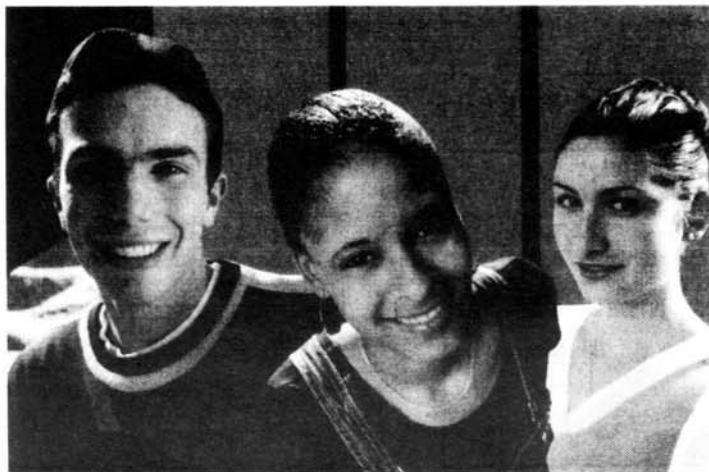
Negative factors included relationship problems, career confusion, financial difficulties, unemployment, lack of satisfying work, lack of post-secondary educational opportunities, and difficulty in adjusting to post-secondary educational demands.

Developmentally, the young people were trying to meet personal and career-related needs, which were in a state of flux and uncertainty.

It was apparent that a lack of progress in one area could have a negative influence on the other (e.g., an inability to gain post-secondary educational admission or paid work could drastically alter one's ability to move from being a dependent adolescent to an independent adult).

### An expanded view of work with adolescents – promoting competence

The above study suggests a need for a broader view of career counselling; counselling which recognizes the developmental needs of young people, the influence of social and economic changes, and the importance of basing intervention strategies on personal and career competence, all within a context of diminished and changing opportunities for choice. In order to address this broader range of issues, we have employed a competence model with eight main areas (Amundson, Borgen & Tench, in press): purpose, problem solving, communication skills, theoretical knowledge, applied knowledge, organizational adaptability, human-relations skills, and self-confidence. We also have developed a number of counselling strategies that facilitate a smoother transition:





### 1. Developing Multiple Plans.

Many young people leave high school with a narrow plan of action and with few alternatives. They fully expect to be successful with the plan and are not prepared to face any barriers. Developing flexibility in career planning requires a sense of purpose, problem solving skills, and several plans. Helpful strategies include visualization, lateral thinking, assessing options, and decision making in a context of uncertainty (Gelatt, 1989).

### 2. Self-Advocacy and Marketing.

As young people move towards further education, or into the labour market, it is critical for them to market and advocate for themselves. With scarce opportunities and confusing bureaucracies, there is a need to develop communication skills, self-confidence, organizational adaptability, and effectiveness in human relations. This requires activities such as mentoring, role-played practice, and ongoing economic, emotional, and informational support.

### 3. Managing Changing Relationships.

The emotional and social changes adolescents experience can challenge young people as they try to cope with barriers in the education system and labour market. Friends provide emotional support, but this is a time when friendship patterns are changing. Parents are needed for emotional, material, and information support, but, at the same time, they need to allow young people sufficient room to develop their own sense of identity. Coping with relationship issues can be facilitated through communication, human relationship training, and problem solving, which blurs most of the traditional distinction between career and personal counselling.

### 4. Meeting Basic Needs.

Young people have a strong need for community. Other central needs include having a sense of meaning in life, physical and emotional security, and basic structure in relationships and living. As young people move beyond high school, many of these basic needs require reevaluation.

In addition to changing relationships, questions emerge as to how to make a living, how to plan meaningful activities, and how to effectively manage time. To facilitate these changes, young people need to establish a sense of purpose and understand how they are meeting their current and future needs. Counsellors can help clarify these issues. Without this type of developmental assistance, young people often lack the resilience to manoeuvre within increasingly competitive educational and labour market environments.

### 5. Coping with Stress.

Adolescence is a period of considerable stress.

While much of the stress can be minimized through support, persistence, and active decision making and planning, there still will be times when young people find themselves in difficult situations.

Coping with stress is associated with various competencies such as organizational adaptability, human relations, problem solving, and self-confidence. Particular strategies for stress management include relaxation techniques, managing 'self talk,' focussing, and using support systems.

### 6. Coping with Loss.

We were surprised at the extent to which young people were influenced by various personal losses. These losses involved death in the family (usually grandparents) and the experience of parental separation and divorce. The impact of these losses upon career events was considerable, suggesting a definite need for youth to develop competence in handling loss and grieving. Counseling in this domain blurs many of the traditional distinctions between the personal and career areas.

### 7. Bridging Programs.

Many young people lack "hands-on" experience as they attempt to enter the world of work. Many also are unfamiliar with, and fearful of, moving into post-secondary education. To address this concern, counsellors need to develop work experience and co-op education programs to help young people acquire the necessary experience. Post-secondary education entry programs can also play an important role in easing transition difficulties.

### 8. Information and Information Access.

The challenge in the information age is not only how to gather information, but how to turn information into personally relevant knowledge. Young people need up-to-date information on careers, education programs, and market trends. They must also develop skills to assess the relevance of information. Acquiring these skills involves both theoretical and applied knowledge. Counseling strategies within this domain include helping young people develop research, interviewing, and critical analysis skills.

### Conclusions

The breadth of the above components suggests that:

1. Career counselling needs to encompass a greater range of issues.
2. Personal and career issues are inextricably intertwined for young people
3. The ways in which young people make some of their transition experiences greatly influence their psychological well being.
4. Families and friends form a strong base for support in the transition period.

### References

- Amundson, N. E., Borgen, W. A., & Tench, E. (in press). Personality and intelligence in career education and vocational guidance counselling. In D. H. Saklofske & M. Zeidner (Eds.) *International Handbook of Personality and Intelligence*, New York: Plenum.
- Erikson, E. H. (1968). *Identity, youth and crisis*. New York: W. W. Norton.
- Gelatt, H. B. (1989). Positive uncertainty: A new decision making framework for counseling. *Journal of Counseling Psychology*, 36, 252-256.
- Havighurst, R. J. (1952). *Developmental tasks and education*. New York: David McKay.
- Levinson, D. (1978). *The seasons of a man's life*. New York: Ballantine.
- Super, D. E. (1963). *Career development: Essays in vocational development*. New York: College Entrance Examination Board.

**William Borgen** and **Norm Amundson** are professors in the Department of Counselling Psychology.



"Just think we've been doing it wrong all this time!"



# A Simple Touch

My friend Charlie let himself in, back door slamming. He made a beeline for my refrigerator, searched out a Budweiser and slid into a kitchen chair. I regarded him with interest. He had that shaken, bewildered look of someone who had just seen a ghost or maybe had confronted his own mortality. His eyes were rimmed with darkness and he kept waving his head from

side to side as if carrying on a conversation inside himself. Finally he took a long swig of the beer and made eye contact.

I told him he looked pretty awful. He acknowledged that, adding that he felt even worse, *shaken*. Then he told me his remarkable story.

## Visitor from the past

Charlie is an art teacher at a local high school. He has been there for many years and enjoys the envied reputation of one who is respected by colleagues and sought out by students. It seems that on this particular day he had been visited by a former student, returning after four or five years to show off her wedding ring, her new baby and her budding career.

Charlie stopped talking long enough to taste his beer. So, that was it, I thought. He had confronted his own mortality. The years fly past for a teacher and it is always disconcerting to blink and find a woman where only yesterday there had been a child..

"No, that wasn't it, exactly," Charlie informed me.

"Not a lesson in mortality. Not a ghost." it had been a lesson, he explained, in humility.

The visitor, Angela, had been a semi-serious art student nearly five years earlier. Charlie remembered her as a quiet, plain girl who mostly kept to herself, but who welcomed friendly overtures with shy smiles.

Now she was a confident young woman, a mother, who initiated conversations instead of responding to them. She had come to see her former art teacher and she had an agenda. She began after only a few preliminary amenities.

## Seeking freedom

"When I was in high school," she explained, "my stepfather abused me. He hit me and he came into my bed at night. It was horrible. I was deeply ashamed. I told no one. No one knew. "Finally, during my junior year, my parents went away for the weekend, leaving me home alone for the first time. I planned my escape.

"They left on Thursday evening, so I spent the entire night preparing. I did my homework, wrote a long letter to my mother, and organized my belongings. I purchased a roll of wide plastic tape and spent an hour taping all the outside doors and windows of the garage from the inside. I put the keys in the ignition of my mother's car, put my teddy bear on the passenger's seat and then went up to bed.

" My plan was to go to school as usual on Friday and ride the bus home, as usual. I would wait at home until my parents called, talk to them, then go to the garage and start the engine. I fig-

ured nobody would find me until Sunday afternoon when my parents returned. I would be dead. I would be free."

Angela had held to her plan until eighth-period art class, when Charlie, her art teacher, perched on the stool next to her, examined her artwork and slipped an arm around her shoulder. He made small talk, listened to the answer, squeezed her lightly and moved on.

Angela had gone home that Friday afternoon and written a second, different letter of good-bye to her mother. She removed the tape from the garage and packed her teddy bear with the rest of her belongings. Then she called her minister, who immediately came for her. She left her parents' home and never went back. She flourished and she gave Charlie the credit.

The story nearing its end, Charlie and I shared some quiet conversation about schools that warn teachers not to touch students, about the philosophy that social time in schools is wasted time, about how sheer numbers of students sometimes preclude this type of encounter. How many times, we wondered, had we flippantly related to students in need? We sat in silence then, soaking up the intensity and implications of such a story. This type of encounter must happen thousands of times in schools and churches and shopping malls every day. It was nothing special. Adults like Charlie do it naturally, without thinking.

## Worth caring about

Then Charlie gave his interpretation. Angela had decided in that moment, in that art class, that if a casually friendly teacher cared enough about her to take the time to stop, make contact, look at her and listen to her, then there must be other people who cared about her, too. She could find them.

Charlie put his head in his hands while I rubbed the gooseflesh from my arms. He looked up at me, armed with his new lesson in humility. "Nancy," he said very quietly, very emphatically, "what humbles me the most is that I don't even remember the incident!" And all these years later, she had come back to tell him that she credited him with saving her life.

## Nancy Moorman

*Chicken Soup for the Soul*  
Health Communications, Florida, 1993



## Hate-Motivated Behaviour

California children are inheriting a society more multicultural and multiracial than ever before witnessed in modern history. This rich and diverse society brings the benefits of wider participation and vision as well as new and exciting challenges. Yet with these gifts of diversity, there sometimes comes ugly intolerance of cultural and racial differences.

Hate-motivated behaviour, whether in the form of racial conflicts, graffiti, or hate slurs, are becoming more evident on school campuses in too many communities. From school boards to classroom teachers, there is an urgent call to respond to hate-motivated behaviour in all its forms in schools and their surrounding communities.

Our schools have a constitutional and moral obligation to protect children on campus and to maintain a safe, secure learning environment. Addressing hate-motivated behaviour is an important part of this obligation. However, schools cannot meet this obligation alone. Law enforcement, government, business, and the community as a whole must join in an effort to keep schools free of hate-motivated incidents.

### A Working Definition

*An incident of hate-motivated behaviour is any act or attempted act intended to cause emotional suffering, physical injury, or prop-*

erty damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic.

As we work at the complex issues of diversity, tolerance and intolerance in our own schools and institutions, we listen in to see what we can learn from a similar debate in California. **Dina Hatchuel** sent us this report.

Having a common definition of hate-motivated behaviour enables schools and law enforcement agencies to develop a

reporting system to document these behaviours.

Hate-motivated behaviour may also be a crime – and such acts must be reported to the appropriate law enforcement agency. When criminal acts are determined to be motivated by hate, they become hate crimes.

However, some hate-motivated behaviours, including taunting and intimidation, may not be interpreted as crimes and, as a result, could go unreported.

Nevertheless, such acts of hate-motivated behaviour should be considered as serious as hate crimes because they can be as emotionally damaging as any hate crime and can have long-lasting effects on students and teachers.

### Dealing with hate-motivated behaviour

*Everyone who has an impact on students and the school community plays a role — members of the board of education, district and school staff, parents, and law enforcement personnel. Ultimately, success will rely on interdependent action.*

Hate-motivated behaviour is an important issue for everyone. If parents, students, school staff members, and representatives of the local community know that you are serious about addressing hate crimes, they will listen, learn, and participate in scheduled activities. Publicising the school's commitment to hate-crime prevention is the key to successfully involving everyone. Following through with plans and promises is the key to keeping all partners involved.

Many share this responsibility. **Parents** need to model the appropriate behaviour of respect for others and appreciation for diversity throughout the lives of their children. **Students** must take responsibility for their own behaviour and meet conduct standards established by their school and society in general.

### Breaking the cycle of bullying

Bullying is perhaps the most underrated problem in our schools and can be motivated by prejudice, intolerance, or hate. Whether bullying evidences itself in name calling, teasing and harassment, extortion of lunch money, harsh pranks, or jostling in a hallway, victims often are left with emotional tears long after the incident. Many adults vividly remember a school-yard bully from their own childhood, often by name. Research shows that allowing bullying to go unchecked opens up a Pandora's box of school-day, adolescent, and adult criminality.



**School staff**, along with parents and community members, need to develop a plan for dealing with hate-motivated behaviour in accord with agreed policy and guidelines. Staff members need to receive training and materials necessary for the success of the plan. **Administrators** must provide leadership and support by developing and promoting guidelines which schools can customize into action plans. **Governing boards** have the responsibility to develop and support policies which inform every school that the prevention of hate-motivated behaviour and provision of victim assistance are required mandates. Board policies on hate-motivated behaviour in schools are critical to the success of safe school strategies. **Law enforcement agencies** should be part of the team by communicating clear policies and protocols for dealing with hate-motivated behaviour and crime. Many agencies will provide, when appropriate, training, victim assistance, presentations, and materials for dealing with hate-motivated incidents. **Community-based organizations**, public service agencies, service clubs, senior centers, business owners, and religious organizations are all part of the solution. Some service clubs and businesses make it a priority to develop partnerships with schools. Many have national and international resources which can help.

### Prevention

*Teachers, principals, counsellors, parents, grandparents and extended family members should model behaviour for children which promotes dignity, respect, and appreciation of diversity for people from all backgrounds and cultures.*

It is the school's responsibility to ensure that established standards of behaviour are followed. Standards should promote respect for all people and for oneself. School personnel must demonstrate to students that each person is valued as are all cultural differences brought from home to school.

A suggested prevention process might contain the following:

**Specify the rules** of conduct, the procedures for reporting a hate crime, and the consequences for those who commit any hate-motivated behaviour.

**Assess the existing school climate**, and identify potential problems. Use the data to plan and improve programs.

**Adopt a curriculum** which includes or enhances multicultural components.

**Provide staff training** which will help teachers to respond immediately and appropriately to hate-motivated incidents in the classroom, accurately report hate-motivated incidents, and provide needed assistance for the victim and offender.

**Provide workshops** for teachers, parents, families, and community partners which teach the importance of setting examples and provide the opportunity for participants to model positive behaviour toward youths.

**Support student activities** that promote appreciation and respect for differences among people. Support after-school, evening, and weekend events which demonstrate how students can harmoniously work together, learn from one another, and resolve conflicts among members of a dissimilar student body.

### Responding

*Schools must have a clear set of procedures to follow when responding to hate-motivated incidents. Steps that ensure the safety of the victim, provide for appropriate disciplinary action for the perpetrator, and establish a standardized reporting system are important procedures to have in place at every school.*

Responses could be timed as follows:

**Immediately:** Stop the behaviour and address the problem. Discuss the incident with the student(s) involved and interview possible witnesses. Provide immediate and reasonable consequences for the perpetrator (based on school guidelines).

**The same day:** Provide immediate staff response to all reports of hate-motivated incidents. Request assistance, if necessary. Get assistance for the teacher if he or she is uneasy in dealing with this issue. Disseminate accurate information across the campus before rumours spread. Provide victims of hate-motivated behaviour crime with support and assistance, including referral to victim support agencies, if appropriate. Inform the victim's and perpetrator's parents that the school is taking the incident seriously.

**As soon as possible:** Proceed with appropriate disciplinary action, follow-up activities with the students, staff, and community, etc.

## Use the teachable moment

Teachers need to be trained to recognize and appropriately respond to hate-motivated incidents that occur in their groups. When teachers are aware of such acts and are comfortable responding to them, they can use this teachable moment to help students understand the damage and hurt that can be brought about by such behaviour.

### The Victims and perpetrators

*Embarrassment or fear of retribution often prevents the student from reporting the incident. Staff members must strive to maintain an atmosphere of trust, safety, and confidentiality so that students feel comfortable sharing their experiences.*

School staff should provide support to a student victimized by hate-motivated behaviour — but there are more victims.

A crime against one can affect the entire community. Other students in the school often become the secondary victims in a hate-motivated incident. They may feel as threatened as the victim and require the same support. Administrators and staff must assure students that their school is a safe, friendly place where they can learn.

Staff should also know how to work with a student who has perpetrated a hate-motivated act to promote rehabilitation and higher levels of awareness.

### A sample policy

An established board policy is critical to the successful prevention. An example: "It is the intent of this school to promote harmonious human relationships that enable students to gain a true understanding of the rights and duties of people in our society.

The school is responsible for creating an environment that fosters positive attitudes and practices among students and staff. In addition, the school is responsible for creating and protecting an environment that mitigates against anxiety producing or demeaning incidents taking place within the confines of the school. These incidents include, but are not limited to, those targeting members of a particular race, ethnicity, religion, sex, disability, or sexual orientation.

It is our intent to provide an environment that further allows persons to realize their full individual potential through an understanding and appreciation of the society's diversity of race, ethnicity, religion, and sexual orientation. To accomplish this objective, the district will be accountable through a visible commitment to human rights."

*Acknowledgements to Alameda County Office of Education, California Department of Education, 1997*

## Casting seeds of harmony

Reducing hate-motivated behaviour requires selfless acts by caring adults who may never receive direct acknowledgement of their efforts. We may cast seeds of harmony throughout the lives of our children. But no matter how carefully we tend the seeds, they might not bear fruit in our lifetime. Tomorrow's youths may never know that we were the ones who planted the seeds in the first place, yet their future world will be better because of our actions today.

— Hilda Quiroz

Netherlands colleague **Kees Waaldijk** writes about another aspect of Janus Korczak's philosophy of child care

## Korczak and the significance of children for each other

We know that Korczak had a high opinion of the mutual support the children in his orphanage offered each other. The best known illustration of that is the so called 'guardianship' system in which one of the older children took responsibility for a newcomer.

From the written exchanges between such guardians and their 'pupils' we know how serious some of these contacts were.

Also from Korczak's fictional writings we know that he saw friendship and comradeship between children as having a high teaching value. So we see in *Wladek* how the mutual support and understanding between the three friends is more significant than that with the adults in their environment. And in *When I am a child again* the central figure gets more warmth from his friends than from most of the adults around.

But more far-reaching is the role Korczak gave the children in the making of important decisions in the orphanage. Best known is the court, of course. Korczak didn't hide the practical difficulties that sometimes had to be overcome, but he had a strong conviction to share with children the responsibility for the maintenance of the rules, for deciding on punishment — and especially for helping 'offenders' to restore their relations with the community. Some workers in residential care will have doubts about such a role of children in a residential setting today. Is this not too burdening a responsibility for children, especially when they themselves are still in the midst of their problems? Perhaps these doubts are legitimate and it would be unwise to imitate Korczak's forms indiscrimi-



nately in our institutions. But residential workers have told me that in difficult situations, when they didn't know how to find the right tone or to do the right thing toward a child, another child found a good way, and so contributing to the upbringing, teaching or

therapeutic task.

Perhaps Korczak's emphasis on the mutual significance of children is especially important and inspiring for us to bear in mind in residential child care. When nowadays, as a child, you enter a not-too-bad children's home, there is at least a good chance that the adult workers will try to offer you such good things as warmth, security, activities and understanding, and that they will listen to your problems, help you find solutions and generally make your stay as helpful as possible. But do they expect you also to contribute to helping other kids — and to the climate of the group?

Isn't there a case for emphasising the positives, the gifts and strengths which youngsters bring with them — and not only their needs and problems? Shouldn't we take a little more seriously and be more optimistic about the capacity of children (even of children with serious problems) to understand, to support and to help their fellow residents in the programme?

It is a proof of Korczak's educational realism that he warns us emphatically of the risks which may arise when children are placed inappropriately in positions where they can dominate other children — but for him that is not a reason to undervalue the possibilities and to reject children as potential contributors and 'fellow care givers'.

## DO IT ANYWAY

*People are unreasonable, illogical and self-centred,  
Love them anyway.*

*If you do good, people will accuse you of selfish, ulterior motives,  
Do good anyway.*

*If you are successful, you win false friends and true enemies,  
Succeed anyway.*

*The good you do will be forgotten tomorrow,  
Do good anyway.*

*Honesty and frankness make you vulnerable,  
Be honest anyway.*

*What you spend years building may be destroyed overnight,  
Build anyway.*

*People really need help but attack you when you help them,  
Help people anyway.*

*Give the world your best and you'll get kicked in the teeth,  
Give of your best anyway.*



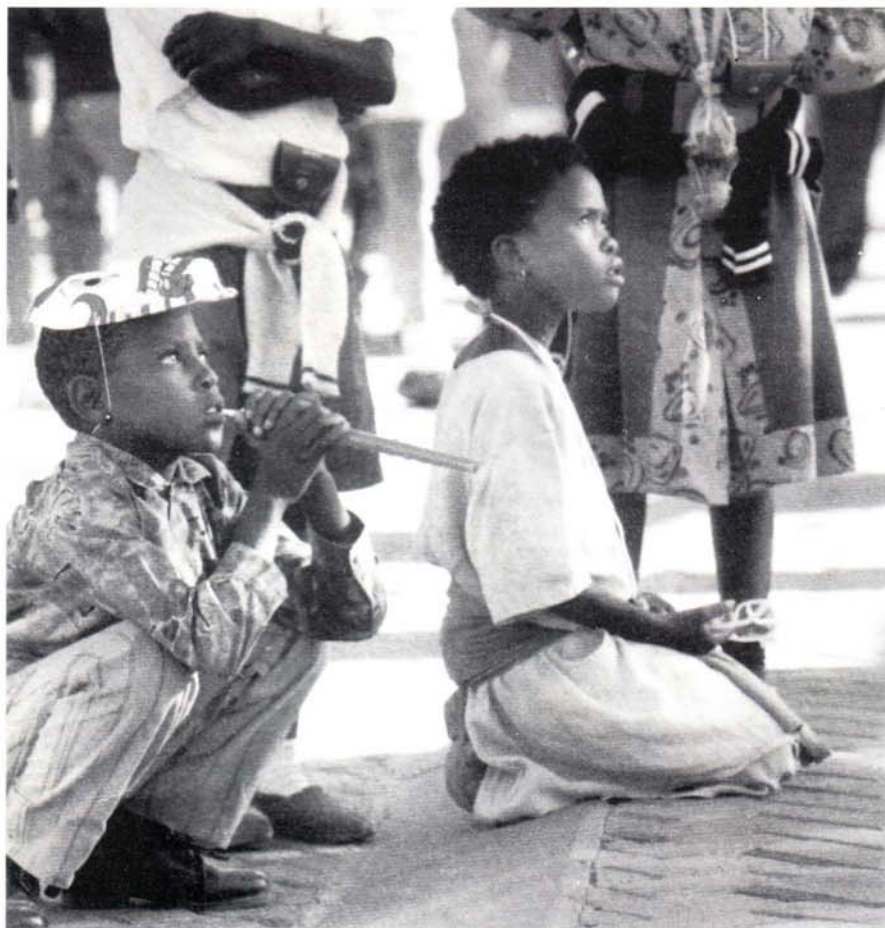
*From a sign on the wall at Shishu Bhavan, a children's home in Calcutta*



Annette Cockburn



**I think sometimes we forget,  
for all the talk of  
frankincense and myrrh,  
that Mary and Joseph  
were poor people.**



# Nativity

The Learn to Live end-of-year Concert is an event not to be missed. It is full of the richness and the chaos of the world we work in. It is longish, in three languages, and full of surprises. (One year the Angel Gabriel stabbed Joseph behind the curtain at the end.) This year the Nativity Play departed from the norm.



I think sometimes we forget, for all the talk of frankincense and myrrh, that Mary and Joseph were poor people. The scene opens with a group of Street Children playing dice, sharing a loaf of bread and a litre of Coke. The overhead projector casts a pool of light onto the stage, and a street girl comes into the light and hears the age-old message from a voice-over: "Behold, I bring you tidings of great joy." Joseph is not convinced. This is not my child.

Don't give me this rubbish about the son of God. Another pool of light, and Joseph is severely reprimanded by a stern angel in the wings. Briefly he apologises to Mary and they set off to find a place for the baby to be born. Some groups of Street Children on the stage say: "There is no room here, not in our territory."

There is also an encounter with the police — very stereotypical — but it elicits waves of laughter and feelings of identification from the boys in the audience. The policeman tells the strollers and Mary and Joseph to push off (though rather more graphically). I glance at the three representatives from the SA Police Services, who for the first time ever have come to this concert. They are laughing their heads off!

Eventually Mary and Joseph end up under the bridge at the bottom of Napier Street and the people there

agree to build them a shack. The scene moves to jugglers and acrobats in the street and we see a virtuoso display from the children. (I assume this is instead of the shepherds.)

Some chairs are placed in a line and they become a taxi complete with the tout. They are picking up Wise Men from Khayelitsha. The Wise Men are well dressed and want to go to see the baby born under the bridge in Cape Town. They are bearing gifts.

The Street Worker runs onto the stage. "Come and see the baby," he shouts, and everyone rushes off.

In the next scene, the baby is there, one month old — and real. There is a token sheep in a grey blanket who says "bah, bah" on an *ad hoc* basis. The Wise Men arrive and offer their gifts, elaborately wrapped in see-through cellophane: eight tins of baby food, a packet of nappies and a parcel containing some vests. My eyes fill with tears. I bet the real Mary would have preferred these gifts to all that frankincense and myrrh!



The rendition, stark, immediate and compelling, lacked no reverence, and was imbued with a sense of excitement and celebration that few traditional nativity plays achieve. Amazing stuff! Accolades to all concerned.