



**RESPECT &
DISRESPECT: AN
AFRICAN
PERSPECTIVE**

**DOES DIVERSION
WORK?**

**PROMOTING THE
RIGHTS OF THE
GIRL CHILD**

**MANAGING TRAUMA
MANAGING TRAUMA**

**MANAGING TRAUMA
DIVERSION
DIVERSION**

Child Youth Care

Volume 18 No.2 February 2000

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

Hlokomelo ya bana le baswa: Ke mogomo wa bao ba dirago ka bana le baswa bao ba tshwenyegilego, ba ka welago kotsing

DQA — Whereto?

It's platitudinous to say that if you go on a journey, you have to know where you are starting and where you want to finish up, but the Developmental Quality Assurance (DQA) process sets out to establish agency agreement on these two points in a Children's Home's journey toward quality service. The DQA process looks over time towards the provision of programmes that adhere to minimum standards of care, and to the principles that ensure that practice is transformed into a developmental service for children. It replaces the old system of inspections as the official State policy.

In 1999, the DQA's conducted in the field of residential child and youth care have been regarded as a pilot procedure to smooth out the bumps in this new process.

NGO representatives have partnered with the Department of Welfare in this.

Partnerships of this kind are encouraged and regarded as policy. The Minister of Welfare in his recent 10 point plan set out, again, State's commitment to *co-operative governance ... in partnership with communities, organisations and institutions in civil society*.

In this NGO/State partnership, 32 DQA's have been completed and the response is encouraging. In Gauteng, for example, the

Children's Homes approached for comment made these remarks:

- *the whole idea of minimum standards and practice principles changes the way we look at things and do things. It is good to see people who have actually worked in residential child and youth care agencies looking at our practice objectively.*
- *a DQA must be done by people who have actual, relevant experience.*
- *I understand that the Departmental members in the team found it a good experience for them as social workers.*
- *the team opened my eyes.*
- *ever since the DQA, we have gone from strength to strength.*

The pilot process is not complete, but it is clear that the Department/NGO partnership in the DQA process in the field of residential child and youth care has provided credibility and guaranteed that practice proposals are in line with international thinking in the field of Child and Youth Care. It would be good if this partnership in the DQA process could continue for at least another year. Another year of constructive partnership would allow the pilot process to be completed and also ensure that

EDITORIAL



Department of Welfare team members benefit from the experience of working with seasoned practitioners in the field. It would be good if the DQA process would retain NGO involvement as a matter of policy into the future.

The problem is that there are signs that the DQA partnership is at risk as a result of cumbersome State bureaucratic and administrative procedures hampering its relationship with the NGO representatives in the DQA teams. In a welfare plan that is said by the Minister of Welfare to put people first (*Batho Pele*), and to have a commitment to co-operative governance, it would be a pity if the Department of Welfare were to disenchant its NGO co-workers and put the future integrity of the DQA process in question.

Thus far the synergy of experienced child & youth care practitioners and the Department of Welfare have created something really good for the future of residential services to children and youth in this country. But we can't help wondering — DQA — Whereto?

Barrie Lodge

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 © The National Association of Child Care Workers

Editorial: PO Box 36407, Glosderry 7702 South Africa. e-mail: naccwct@iafrica.com Telephone: (021) 697-4123 Fax: (021) 697-4130.

Child & Youth Care is published on the 25th of each month except December. Copy deadline for all material is the 10th of each month.

Subscriptions: Individual Membership of NACCW is R90.00 p.a. which includes a free copy of the journal. Non-members, 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 above address.

Editorial Board: Merle Allsopp BA, HDE, NHCRC; Annette Cockburn LTCL, Dip Ad.Ed (UCT), Pumla Mncayi BA (SW); Adv. Ann Skelton, Ruth Bruintjies, Brenda Filmmalter, BA.

CONTENTS

Volume 18 No.2 February 2000

ISSN 0258-8927

IN THIS ISSUE...

- Siyakhula –**
Durban Children's Home substance abuse programme 4
- Voices of Courage – Working with challenging girls**
Polly Nichols and Zita Steinberg. 6
- Molo Songololo,**
honours women and girls 7
- Managing life's traumas**
Sarah Crawford Browne 8
- Respect and Disrespect in Relation to Children:
an African Prespective**
Vincent Hlabangwana 11
- BQCC 2000** 12
- Does Diversion Work?**
L.M. Muntingh. 14
- Stepping Stones Youth Justice Centre**
Recipient of the First Impumelelo Innovations Award 16
- A brief word on free time**
Brian Gannon 17
- A Child and Youth Care Pioneer retires**
Tribute to Professor M de Bruyn 18

Response to Articles

In the January issue of **Child And Youth Care** we published Minister Zola Skweyiya's 10 Point plan, asking for contributions from members to be included in a response from the NACCW. We would like to extend the return date for contributions to the end of March 2000. The NACCW response will be published thereafter.

A Programme of Promise: Facilitating therapeutic groups for children who have been sexually abused as part of the treatment programme.

This programme was discussed in the January issue of **Child and Youth Care**. For further information contact Zelda Kruger on (011) 726-2102

NACCW

The National Association of Child Care Workers is an independent, non-profit organisation in South Africa 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.

National Executive Chairman

The Revd Barrie Lodge, BA, UED, Bed
PO. Box 751013, Garden View 2047
Tel (011) 614-0121 Fax (011) 484-2928
Cell: 082-501-0525
email: naccwjb@iafrica.com

Treasurer

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

Members

Kathy Scott (Western Cape) e-mail: kathys@icon.co.za,
Nomisa Mandoyi (acting Border) e-mail: naccwkt@iafrica.com,
Elwin Galant (Eastern Cape) Himla Makhan (KwaZulu Natal)
Marie Waspe (Gauteng) e-mail: naccwjb@iafrica.com,
Erna Bowers (Southern Cape)
Mvuyo Manyungwana (Northern Cape)
e-mail: m_mbh@yahoo.com

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: naccwt@iafrica.com

Deputy Director: Zeni Thumbadoo

PO. Box 17279, Congella 4013.
Tel. 031-205-3775 Fax 031-205-3369
e-mail: naccwdb@iafrica.com

Liaison: Spongile Manyathi B.Soc.Sc. (Hons).

PO. Box 17279, Congella 4013.
Tel. 031-205-3775 Fax 031-205-3369
e-mail: naccwdb@iafrica.com

Consultant: Jacqui Winfield B.Soc.Sc., NHCRC.

PO. Box 17279, Congella 4013.
Tel. 031-205-3775 Fax 031-205-3369
e-mail: naccwdb@iafrica.com

Regional Secretaries

Gauteng/Transvaal: Sheila Deolali, Aryan Benevolent Home
25 Falcon St, Lenasia Ext 1 1827. Tel. 011-854-6864

Kwazulu-Natal: Irene Cowley, PO Box 95, Pietermaritzburg 3200
Tel. 0331-45-4425. email: nicropmb@pmb.lia.net

Border: Contact Nomisa Mandoyi

PO. Box 482, King Williams Town 5600. Tel: 0433-21932

Western Cape: Nola Riley, 5 Dingle Avenue Kenilworth 7700.
Tel 021-61-0788

Eastern Cape: Cecil Wood, 76 Circular Drive, Charlo 6070.

Tel. 041-32-2329. email: naccwpe@iafrica.com

Southern Cape: Yvonne Edwards, P.Bag X6587, George 6530
Tel: 0448-75-8082.

Namaqualand: Father Anthony Cloete, RC Sending

Kinderhuis, Kamieskroon 8241. Tel 0257-608

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

Fund Raising Organisation 088004480002

Website: www.pretext.co.za/naccw
e-mail: naccwct@iafrica.com



SIYAKHULA

Durban Children's Home initiates a programme for substance abusing youth focussing on residential care and re-education

The Siyakhula Project is a 12 week residential programme, offering hope to young people caught in the web of substance abuse.

Having struggled with an increasing number of young people who abuse substances, within our residential programme, and having been frustrated with the lack of available support and resources, we at Durban Children's Home, in partnership with the Lulama Treatment Centre, embarked on a project to develop a programme for young people struggling with substance abuse. When the Inter-Ministerial Committee on Young People at Risk invited applications for seed money, through the Make a difference Project, we jumped at the opportunity and submitted a proposal. In principle our proposed programme was accepted, however our medical approach was challenged. We spent much time in discussion with Zeni Thumbadoo, the Make a Differ-

ence Co-ordinator, and so emerged, a programme that is grounded in strengths-based, developmental practice.

The uniqueness of this programme is its holistic, developmental approach. Furthermore, it targets the 11 to 15 year old group. It is a 12 week residential programme drawing heavily on sound child and youth care practice, which is provided by on-line child and youth care workers.

The goal of the programme is to enable the young person to reach a point where he or she wants to stop the abusive behaviour, and has the internal resources and external supports to do so. To achieve this goal, we have incorporated aspects of the Adolescent Development Programme into our model, which the Phandulwazi Life Centre Project, in King William's Town, has used with great success.


These aspects assist the young person in developing inner strengths, as well as the capacity to understand and utilise the information shared. We know from our past experiences, that the facts alone are meaningless – in order for meaningful change to happen, the young person has to develop the capacity to use the information given, and develop the belief that he or she can break out of the web, of substance abuse.



Components of the 12 week programme include:

- the young person is worked with from a developmental perspective.
- the programme is residential.
- the young person is educated on the facts of substance abuse, the physical and emotional effects thereof.
- the educational needs of the young person are met through creative education.
- the young person is exposed to wilderness therapy.
- the Adolescent Development Programme addresses the capacity building of the young person.
- the young person undergoes an initial medical assessment and thereafter is monitored on an ongoing basis.
- reunification and aftercare are support components offered by the programme for the young person and his/her family.
- networking ensures that the young person is provided with the most appropriate treatment, care and aftercare possible.
- due to its uniqueness, this programme is providing material for reserach.





The Siyakhula Project is managed by the Durban Children's Home. It functions from an existing facility on the property of the Home. The staff team who facilitated the first intake, which started on the 19 August 1999, consisted of three of our child and youth care workers. They received support from our two social workers. We admitted 6 young people for the first intake. The programme can accommodate a maximum of 8 young people at a time.

Siyakhula – when translated from Zulu, means “we are growing”. We feel this name is fitting for the programme since after the 12 week programme, the young person demonstrates both personal and spiritual growth, and has developed the capacity to continue growing in a healthy and meaningful manner, – free of the need to use harmful, life destroying substances.

Our first intake was both challenging and exhilarating. Our team was stretched to the limits, frequently having to draw on their child and youth care experience and newly acquired skills in order to manage some difficult situations. The graduation held on 11 November was a time of celebration for the young people, their families who had supported them throughout the 12 weeks, their community supports and of course a wary, but jubilant Siyakhula team.

Siyakhula's next intake is scheduled for 8 June 2000.

For further information regarding the project please contact The Principal, Mandy Goble on (031) 2011301 or fax (031) 2021330. □

A Donor Bill of Rights

Philanthropy is based on voluntary action for the common good. It is a tradition of giving and sharing that is primary to the quality of life. To assure that philanthropy merits the respect and trust of the general public, and that donors and prospective donors can have full confidence in the not-for-profit organisations and causes they are asked to support, we declare that all donors have these rights:

1. To be informed of the organisation's mission, of the way the organisation intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.
2. To be informed of the identity of those serving on the organisation's governing board, and to expect the board to exercise prudent judgement in its stewardship responsibilities.
3. To have access to the organisation's most recent financial statements.
4. To be assured their gifts will be used for the purposes for which they were given.
5. To receive appropriate acknowledgement and recognition.
6. To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.
7. To expect that all relationships with individuals representing organisations of interest to the donor will be professional in nature.
8. To be informed whether those seeking donations are volunteers, employees of the organisations or hired solicitors.
9. To have the opportunity for their names to be deleted from mailing lists that an organisation may intend to share.
10. To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.

Developed by:

American Association of Fundraising Council (AAFRC)
Association for Health and Philanthropy (AHP)
Council for Advancement and Support of Education (CASE)
National Society of Fund Raising Executives (NSFRE)

Endorsed by:

Independent Sector.
National Catholic Development Conference (NCDC)
National Committee on Planned Giving (NCPG)
National Council for Resource Development (NCRD)
United Way of America □

VOICES OF COURAGE

Working with challenging girls

Polly Nichols and Zita Steinberg

An extract from the guest editorial, *Voices of Courage*, published in *Reclaiming Children and Youth*, Summer 1996. This issue was devoted to courage for troubled girls.

Working with girls is hard. We should be prepared to tap into our own lives, histories and values.

As we give girls an opportunity to voice themselves, we may - indeed, should- find aspects of our own voices that need attention. In effect, we, the adults and the girls, become each others' active listeners to the constructions and meanings of each other's experience. It is hands on and hands dirty. Interestingly, it is an emphasis we don't see or

hear in work with boys. Here are sources of courage and themes emerging in work with girls:

- Self-understanding and expression, girls knowing and valuing their own voices
- Relationships with listening, sharing, guiding adult women, teachers, aunts, counselors, and committed staff
- Relationships with girls as members of sisterhoods who support each other
- Relationships with adult men who model respect and appropriate care for girls as people of merit without regard to their appearance or sexuality
- Opportunities for growth through grappling with moral issues
- Training for leadership in resolving social conflicts
- Opportunities to serve others in helping relationships
- Support from individuals in social, educational, and mental health systems to get through life crises: parents who are dying of AIDS, incarceration, eating disorders, gang involvement and
- Programs in all settings - schools, placements, jails, neighborhoods - that are tailored to meet girls' wants and

needs - including the need for fun.

A common chord resonates through each theme —

Relationships

By involving ourselves in the lives of girls from the bottom up, we provide them with sources of power, helping them to find the courage to control their own lives. This involves checking our own reactions and responses, remembering that to varying degrees our character has been formed by the same culture that has shaped them. We can then legitimately teach them that their anger is better turned on those who exploit them, whether they are media stars, sex sellers, pushers of expensive clothes or drugs, whether they are boys or men, women or other girls, or faceless powerful "Everyone" - than on themselves.

Relationships build on this synergy and mutuality work. That's the good news isn't it? Isn't that what we were hoping to do when we started our careers as teachers and counselors, wanting to do good and help people fulfill their potential- not give points and structure environment, but give hope and invest *ourselves* in the lives of young people who need our support? □



Caroline Reich

INTERNATIONAL WOMEN'S DAY – 8 MARCH

Molo Songololo Honours Women and Girls and suggests Actions to Promote the Rights of the Girl Child

If a baby is born a girl, she will be worse off than a boy almost anywhere. She will receive less than her brother will, when food is scarce. She will be less likely to start school early, and if she is put in school she will have a greater chance than her brother of being taken out. If a baby is born a girl, she will be expected to help out in the house, look after her little brothers and sisters, cook, clean and receive little consideration for her needs. In fact she will be expected to earn her keep. If a baby is born a girl, she will receive less pocket money and opportunity to play and explore than her brother will. She will be kept in the house and be treated like a prisoner. She will not be allowed to think and have an opinion. If a baby is born a girl, she is more likely to be sexually abused and exploited than her brother. If



A Today Full of Rights - RANCAN

she does not become pregnant before her body is fully ready to carry a child; she will be expected to marry and bear children. If a baby is born a girl, she is expected to own nothing. She will be given no responsibilities and opportunities that give her power. She will not inherit what is rightfully hers. Her father, brother, husband, uncle, nephew will own her and whatever she possesses. If a baby is born a girl, she has less chance of survival than her brother does.

Actions

1st – 15th March 2000

Join us in creating awareness on the rights of the girl child. Make sure that you, your organisation, school, office, factory, business, shop or club affirm the girl child with respect, dignity, and the rights she deserves.

What Can You Do?

- Make a poster/ banner to highlight the problems of girl children in your area, province, region or country. Display it where your colleagues, friends and the public can see it.
- Make pamphlets on the problems girl children experience and what people can do to fight and prevent problems. Hand out pamphlets to colleagues and public.



A Today Full of Rights - RANCAN

- Organise a discussion with your colleagues on the issues affecting girl children and what you can do about it. Invite child rights groups to give input.
- Make a petition to lobby for the rights of girl children where you have identified it as lacking. Hand it over to the Principal, Police or relevant government department.
- Organise platforms for girl children and for boys to speak, raise their opinions and reflect their thoughts on issues affecting girls and on gender equality.
- Have an Open Day for girl children at your work. Invite girl children to your workplace to inform them of career and vocational opportunities and possibilities.

For further information contact **Molo Songololo** at
Tel: (021) 4485421 or
Fax: (021) 4474997
email: molo@mweb.co.za



Managing life's traumas

*Sarah Crawford-Browne from the Trauma Centre, is a Cape Town based social worker.
She describes the positive role Child and Youth Care Workers can play in
helping young trauma victims*

Protea Cottage, Critical incident diary — 2 February 2000

When Beverley walked in from school I could see that something was wrong. She was quiet, greeted me briefly and then went up to her room. A few minutes later I walked past her doorway to see her huddled on her bed. I gently went in and asked about her day at school. Emotionless, she said it was ok, but that there was a sports day tomorrow and she wouldn't be going. Worried, I sat on the corner of the bed and cautiously reflected that something was bothering her. She nodded and said she didn't want to talk about it. I took my cue and left, but noted that this usually bright and spontaneous child was withdrawn, shaken, anxious and sad.

When our cottage sat down for dinner that evening Beverley seemed to struggle with the noise - telling the younger ones to keep quiet. When one of them slammed the door, she was startled and shrieked. She was distracted during our homework session and instead of her usual routine of watching television, she went back up to her room. By this time I was really worried.

Just before bedtime I asked her to come to fold laundry... to give us some time to talk. After a few minutes I asked again about what had happened today. Slowly she began to talk of how during tea break she and two friends were talking just outside the school buildings when three guys came up to them, pulled off her backpack and demanded that the girls hand over their watches and jewellery. When her friend took too long, she was pushed around and shouted at. One of the guys showed the girls a gun and said that if anything was reported, he knew where they lived.

When I heard Beverley's story, I was shocked and angry. The first thing I wanted to do was to phone the police and the principal. Fortunately for me just then Beverley started to cry and I was reminded that her needs come first. We sat down amongst the clean clothes and I tried to offer her a space where she could talk knowing that I would just listen, not judge and not take over. We talked through the details of what happened, what the guys looked like, what she was thinking at the time, what was the worst part and how she reacted

at the time, during school and now. We talked for an hour... well, really she talked and I just held her, listened and tried to make things safe so she could regain control over what had happened.

At breakfast the next morning she told me that she had struggled to sleep and had had some bad dreams. She was still very shaken but okay to go to the sports day. She agreed that it was a good idea to ask some of her friends to be with her during the day, especially when walking to and from school. The next few weeks are going to be difficult — and I'll make sure that I spend time with her.

Yet as a child care worker I am left with some questions:

- What is a traumatic experience?
- What impact does a traumatic incident have on a person?
- What should I do as a child care worker?
- When should I refer a child who is traumatised?
- Are things different when a child has had many experiences of violence, or when the child is violated by a person he or she trusts?

What is a traumatic experience?

Experiences or incidents which cause trauma are usually life threatening events where a person is threatened with serious injury or death — or witnesses someone else being threatened with injury or death. During a traumatic incident the person feels violated, out of control and frightened. Examples of traumatic incidents include: natural disasters, car accidents, serious assaults, robbery, witnessing or experiencing a rape or murder and being caught up in gang conflict. A child may also be traumatised if a caregiver is threatened or traumatised.

What impact does a traumatic experience have on a person?

Although trauma is a term which is used in many medical contexts, in psychological terms, trauma refers to the emotional reaction of a person who has been threatened by a traumatic incident. This is a normal reaction to an abnormal experience. The reaction, which we call a post traumatic stress response, has three key components: a re-experiencing of the trauma, an avoidance of the trauma and physical hyperarousal. This response usually lasts for up to six weeks.

The symptoms of *re-experiencing* the trauma may include nightmares, intrusive memories or thoughts, a reliving of the incident or parts of the incident. The symptoms of *avoiding* the trauma may involve avoiding thoughts, feelings, places or people linked with the trauma. To avoid the feelings the person may become numb or detached,

use substances, or withdraw from activities. As the event causes fear, the person unconsciously tries to protect themselves from further harm through their body being hyperaroused — ready for fight or flight. This leads to common symptoms of difficulty in sleeping, eating, irritability, being angry, moody, difficulty in concentration, difficulty in relaxing, somatic complaints like stomach aches, muscle pain or headaches, and an exaggerated startle response.

Along with the symptoms of re-experiencing the trauma, avoiding reminders of the trauma and physical hyperarousal, it is also common for the person to feel helpless, powerless, fearful, guilty, ashamed and confused. They may think that life is meaningless, there is no future and may plan revenge. Many people withdraw and want to be alone, or may take out their frustration on friends and family. These symptoms may be worse if the trauma is linked to violence, where the victim realises that another person was prepared to


hurt or kill. These realisations shatter a person's sense that the world is safe, people are trustworthy and that one's life is in one's control.

What should I do as a careworker?

Sadly, we are living in violent communities and the children we work with are exposed to violence at school, in the streets and in their own homes. Children who witness violence or experience a traumatic incident may respond with symptoms of a post traumatic stress response. There is much that a child or youth careworker can do to offer support.

The first priority is to help the child find a safe and comfortable space, where they feel they can regain some sense of control. If you are not able to offer that space ie. in a district surgeon's waiting room, you can offer a safe, containing presence. Immediately after a trauma a child may struggle to think or act for themselves. During this time it is important to give direct care and guidance. Yet it is important to





engage with the child as much as they are able. They need to be given information, need to share decision making and must be allowed to feel like a full person in this situation. Whilst we need to offer support and containment, we must be wary of taking over what they can do for themselves. The second priority is to listen and believe. When the child is ready give him or her space to talk as much as they are able about the incident. Perhaps ask them to draw the events, if that appeals to them. Help them build up a picture of what happened by asking gentle questions about the event and how things smelt, looked and sounded. Ask about how the child responded and what other people did. In this way, talk them through what was happening before the incident, during the incident, immediately afterwards and how they are responding now. As it is important that they regain a sense of control, reframe their actions as important responses which helped them to survive. Recognise any feelings of guilt or shame, and help them to see that what they did was useful or that this was not their fault (or help them take responsibility for their behaviour if it was their fault). Let the child tell and retell the story as often as he or she needs, so that he or she can develop their own sense of meaning and control over what happened. Whilst the memories will never go away, in due course the child may come to live with the event. The third priority is to share with the child that their feelings and symptoms are a normal response to an abnormal experience. They are not going crazy... and that the symptoms will usually

pass within six weeks. During these six weeks the child will need support, opportunities to talk through the event and strategies to help them to feel safe eg. an extra check with him or her that all the doors are locked at night, company in less safe contexts and a good support system that believes in him or her.

When do I refer a traumatised child?

The golden rule is always to refer when you feel out of your depth or the child is not coping with the daily tasks of life a day or two after the incident, ie. is unable to go to school, is unable to leave the house, is seriously withdrawn or aggressive. Traumatic incidents should always be reported to the team working with the child. Even after a referral, a child care worker has an important role in hearing the story and offering ongoing reassurance.

Are things different when a child has had many experiences of violence, or when the child is violated by a caregiver?

Children who are in care have frequently experienced a range of trauma. Some may have been exposed to very violent circumstances, others may have been abused by family members and they have experienced the additional crises of being separated from their families. These experiences of trauma may accumulate and evoke memories of previous experiences. This may lead to a child responding very strongly to what appears to be an insignificant event. Similarly, a child who is constantly in an unsafe environment may become emotionally

numb, untrusting and have limited hopes for the future. A child who has been harmed by a caregiver, has a complex experience of trauma. This reduces his or her sense of trust and may make relationships more confusing. Whilst these children may also be ready and therefore need space to tell their stories, more often we can best help by strengthening their coping strategies, developing their self-esteem and facilitating their learning of life skills.

Conclusion

Experiencing violence or a traumatic incident is frightening. Yet for some the emotional and physical responses of a post traumatic stress response can be even more distressing. We need to share that these are normal responses to an experience which is abnormal and in fact these responses are designed to keep us safe and help us acknowledge that something enormous has happened. □

Referral Sources

The Trauma Centre for Survivors of Violence and Torture, Woodstock
021 4657373

Bathuthuze Youth Stress Clinic, Bellville
021 9592283

The Trauma Clinic and Centre for the Study of Violence and Reconciliation
011 403 5102

Kwazulu Natal Programme for Survivors of Violence
031 305 3497

Respect and Disrespect in Relation to Children: an African Perspective

Vincent Hlabangana, Child and Youth Care Worker
Patrick's House, Cape Town



Vincent has been involved in Child and Youth Care for the past six years.

A second year student in **Child and Youth Development** at Technikon SA, Vincent has obtained certificates in several short courses. He is employed by The Homestead (Projects for Street Children) in Cape Town.

The question of respect is one of the most vital and indispensable aspects to the growth and development of any child. It relates to people and possessions, self and others. Teaching respect calls for Child and Youth Care Workers to uphold children's rights and their responsibilities and to bear in mind the individuality of each child, recognising the uniqueness of their respective cultures.

Relating to people: Culture

Culture plays a very profound role in inculcating respect in the minds of children – Africa has very diverse cultures and often, respect for elders is taught to a child in various ways from grassroots level.

Ways of talking, posture, when to express oneself and where to play are all indispensable when talking of respect. These and many more are the behaviours that children are expected to learn and master at the “knee” of their parents. The child should be trained from an early age. As we see in many disadvantaged children, living out respect can be difficult for older children as often their culture has not taught them from an early age. Respect when taught at a later stage becomes more difficult for a child to relate to as he/she cannot understand the need for respect because of having grown up without it.

Relating to Possessions

Very important in child and youth care work is respect for personal things. Children

which belong to others are not theirs and they need to proceed upon the principle that “what is mine is mine only unless I choose to relinquish the right to it”.

Respect as a reciprocal and mutual act

Cultures differ in ways of expressing respect and as children are taught to live together, we must expect difficulty at times. Mutual trust must be built up between child and his peers and elders. Respect, in an African context considers the other person's worthiness and integrity by teaching children to be able to live together, relate to each other harmoniously and with the sound spirit of mutual regard. This brings about the African principle of “Ubuntu” in Zulu or “Unhu” in Shona which states that “I am with the other person and our ability to live in tranquility is characteristic of respect of self and others”. □

The NACCW is proud to announce that “the most widely used child and youth care course in Africa” has been revised to meet the requirements of a transforming child and youth care system in SA. BQCC, a course which has been undertaken by thousands of child and youth care workers in our country has always aimed to equip people working with challenging children and youth with the basic skills applied in the field. The revised BQCC 2000 has taken into account the many developments which have taken place in our field over the past five years. It includes policies and principles which underline the transformation of the system in our country. The course focuses on teaching skills which can be applied in a variety of settings - classrooms, communities, families as well as residential settings.

BQCC is based on the Circle of Courage model which is used widely in South African child and youth care services, particularly in developmental assessment and programming. A number of themes are used throughout all four models. The themes are:

- child and youth care policy and principles
- the child and youth care perspective/life-space work
- reclaiming environments, self-awareness, teamwork, strengths-based work
- working in the moment, creativity, values/spirituality and cultural sensitivity.

The course is divided into four models. Each module consists of eight three-hour sessions and a practical assignment. Students may register for the modules in any order. Each module focuses



on a particular developmental need of young people and aims to provide learners with the knowledge, skills and self-awareness to assist children, youth and families to meet these needs in appropriate ways.

The modules are:

- Belonging, Attachment and Relationships
- Mastery and Competence
- Independence and Empowerment
- Generosity and the Spirit of Ubuntu

A number of questions have been asked about BQCC 2000. It is important to ensure that there is clarity in our field around these questions.

“I have done the BQCC. Now that BQCC 2000 is out must I do this course? Is my BQCC still of value?”

The answer to the last question is yes. Any learning that we take in our field which helps us to intervene more effectively and helpfully in the lives of young people and families is of benefit. The BQCC allowed students the opportunity to learn basic practice skills which are critical for working effectively. Many of these skills will be included in the course material for BQCC 2000. Much of our core practice does not date. So those people who will be graduating with BQCC this year may feel proud of their qualification and their achievement. It is thus not suggested that BQCC graduates

undertake BQCC 2000. However, those graduates who wish to update their qualification, to ensure that they are familiar with the new trends in the field will have the option to undertake a short bridging course, BQCC – Update to 2000. This will be on offer during the course of this year and next year in all of the major centers. For those BQCC graduates who wish to go onto further training but who do not feel that they wish to undertake training at Technikons, the NACCW intends introducing a Higher Qualification in Child and Youth Care during the course of this year. For years membership has requested that a qualification be introduced for graduates of the BQCC. The NACCW is committed to providing a continuum of training opportunities for people working in the field and hopes that with donor support it will be able to meet the needs of this particular group of trainees. Members will

be made aware of information on the subject of the HQCYC during the course of the year.

“How was membership consulted on the process of developing BQCC 2000?”

Evaluations are done at the end of every module of the BQCC. Both students and trainers evaluate the material and this is done country-wide. This process has continued over the 7 years that the BQCC was on offer and thus there was a wealth of observations and opinions to draw on when designing BQCC 2000. This material was collated and in some instances current trainers were brought together to give input into necessary adjustments.

“BQCC 2000 like the previous BQCC is only printed in English. Why is this so?”

It must be borne in mind that the NACCW is a non-government

organization dependent on donor-funding. It would be helpful to students all round the country to be able to translate material and we will be continuing to seek funding for this purpose, however in many instances bilingual trainers deliver the course and this practice will continue. Where trainers are not bilingual translation is facilitated to ensure that training is available to all.

“Will I receive credits towards the degree at Technikon SA if I do BQCC?”

The answer to this question is no, however those trainees who are not in a possession of a Senior Certificate may use the BQCC to support an application to study at the Technikon. □

Goodbye...

Brenda Filmlter applied for the job as NACCW Publications Department Secretary in 1989 and has stayed with the organisation ever since. Now, in 2000, her family is being transferred to Europe and we have to say goodbye. Brenda quickly learned the ropes of computers, printing and publishing and was a competent contributor to the success of our publications,



Ruth and Brenda discussing the layout for the next issue of Child and Youth Care

books and journal over this period. But more than this, she developed a strong interest in the work we do, and has become a great supporter and participator in NACCW -

even travelling 1000 miles to attend conferences!

Her greatest gift, though, has been her ever willing, friendly and positive style. Brian Gannon, with whom she worked every day for ten years, remembers gratefully that in all that time there was never a conflict, never a cross word, and this has meant a lot to all those with whom Brenda has worked.

Hello...

Ruth Bruintjies who has worked as a Child and Youth Care Worker in residential facilities and who has been a long standing member of the NACCW will be the new Publications Assistant. Ruth has also been a member of the editorial board of the journal and so brings with her a broad understanding of our field and the role that publications play in developing and transforming the Child and Youth Care climate in South Africa.

Does Diversion Work?



L.M. Muntingh, Director: Research & Programme Development, NICRO

Diversion can be defined as the channeling of cases from the formal criminal justice system on certain conditions to extra-judicial programmes, at the discretion of the prosecution. Diversionary options in no way intend to make offenders less accountable or responsible for their actions but rather to provide offenders with the opportunity to re-think their lives without getting a criminal record. In principle a case is eligible for diversion when it is not in the best interest of the offender, the victim (if present), the criminal justice system and society that he/she should be prosecuted and convicted. Under South African criminal law the Director of Public Prosecutions has the authority to withdraw the charges against any accused person conditionally or unconditionally. This power is delegated to prosecutors at local courts and makes the diversion of cases possible. Should a person not comply with the conditions of the diversion, this will be reported to the prosecutor who will in turn re-institute the prosecution.

Introduction

The first formal diversion programmes were established in South Africa in the early 1990s in Cape Town and Pietermaritzburg. From a few hundred cases per year then, diversion programmes have grown and it is estimated that in excess of 10 000 children will benefit from diversion in the 1999/2000 financial year. Diversion programmes are also now available in small town and rural areas, preventing the unnecessary conviction of children for lesser offences. Diversion is now a central part of the proposed Child Justice Bill and all indications are that it is here to stay.

Despite its wide use, many questions regarding the use of diversion remain to be answered: Does diversion work? Does it prevent crime? Does it teach the client anything? These are the questions that are asked by both sceptics and advocates of diversion alike. NICRO and Lawyers for Human Rights established diversion in South Africa on a fairly informal basis in the early 1990's. Advocates of diversion have campaigned for the expansion of diversion and enactment of legislation so that diversion

can become the cornerstone of juvenile justice system. Diversion has been successful in Europe, Britain, North America, Australia and New Zealand.

NICRO offers five core diversion programmes, namely the Youth Empowerment Scheme (YES), Pre-Trial Community Service, Victim Offender Mediation, Family Group Conferencing and The Journey Programme. The programmes can be varied to cater for different types of child offenders and high-risk children. The overall aim of the programmes is to divert the child from the mainstream criminal justice system and to encourage acceptance of responsibility for the wrongdoing. The child is presented with practical ways to account for his or her infraction. In 1998, NICRO conducted a national survey of 640 children who had participated in its five diversion programmes in the preceding twelve months before the survey. NICRO drew up a stratified sample of its clients according to geographical location and programme participation. The research was aimed at providing the following:

- accurate information on the

past participants of NICRO's diversion programmes; identifying trends in re-offender and non-offending cases;

- collecting feed-back from past participants of the programme;
- assessing the impact of the programmes on the participants; and
- creating a profile of recidivists.

Research Methodology

The field workers were able to interview 70% of the 640 children in person or through an immediate family member. The questionnaires covered a number of issues including these:

- expectations of the programme
- what was learnt
- current opinion of the programme

Overview of Findings

The study represents the first evaluation of diversion in South

Africa and was in itself a learning experience for the researchers. The focus was not limited to tracing recidivists, but also yielded valuable feedback from the former participants to inform future planning. The study was able to build a countrywide profile of programme participants and a representative sample was selected from all the programmes.

Results of the Study

It became clear that the typical diversion programme participant is a 15-17 year old male first offender, charged with a property crime, residing with his parents and in his second to third year of secondary schooling. The compliance rate for all the programmes was above 75% and this indicates the commitment of the participants to completion of the programme. The majority of participants were pre-trial referrals, which resulted in the withdrawal of the charges and the child not having a crimi-

nal record. This is in line with the stated objectives of diversion to limit the conviction rate of the children, and not merely provide alternative sentencing options. Avoiding re-arrest and conviction is the single most important reason for complying with the conditions of diversion.

The programmes had a significant impact – participants could remember the programme content in detail. Participants expressed a positive personal change after the programme, the highlight being acceptance of responsibility for their actions. In the first twelve months after participating in the diversion programme, only 6.7% of the sample re-offended.

The average time lapse from completing the programme to re-offending was 7.2 months. The majority of re-offenders showed a degree of "specialisation", with all the recidivists again committing property offences. □

Letter from Sr Celine Jones on receipt of the Child & Youth Care journals

Makondo H. Centre (St Kizito Nursery School) Masaka, Uganda



What a really lovely surprise to get your excellent Child and Youth Care Journal.

I received copies of May June July August and September and your welcome letter.

You really are very well established. It is a very different picture here in Uganda.

In our area there are no facilities at all. We are trying to educate 5 handicapped orphans, blind, deaf, slow learners and children with speech difficulties, handicapped and trying to find schools! During the regime of Idi Amin all child and youth care facilities were destroyed. Gradually schools for the handicapped are re-appearing and various groups trying to get something organised for the increasing number of street children in the cities and towns.

I will pass on your journals to sisters working with street children in Kampala and Masaka.

There is no training for child care workers in Uganda. Thank you for sending on the journals – it is great encouragement. We are all working to help the children. So many good people all over the world. It gives us hope and encouragement. The journal is really good. It is much better than anything we have in Ireland. Our new school year begins 7 February 2000. Every good wish.

Celine



STEPPING STONES YOUTH JUSTICE CENTRE

Recipient of the First Impumelelo Innovations Award

The Stepping Stones Centre, along with 174 other applicants applied for the prestigious Impumelelo Innovations Award, a programme which recognises and rewards innovative poverty alleviation projects for government delivery projects. The word "Impumelelo" is a Isixhosa and Zulu word for success through working together. The award which provoked huge interest from both the government and NGO's, was launched in June 1999 at a function addressed by the Minister of Finance, Mr Trevor Manuel. This award is based on similar programmes in the United States, Brazil and the Phillipines, and intends establishing an accessible database for developing programmes. It is funded by the Ford Foundation, The Open Society Foundation, The Netherlands Science Research Council and the Human Science Research Council. The focus of the National Selection Committee was on the reduction of the alleviation of poverty in South Africa, and on best practices that improve the quality of life of the poor. The Committee was searching to identify creative problem-solving projects which exist in partnership with government, and to document, broadcast and celebrate these projects in order to share their successes nationwide.

On 8 December 1999, the Award Ceremony was held in Parliament. The Stepping Stones Centre, together with 9 other first prize winners (4 from the Eastern Cape) received their award from the Minister in the office of the State President, Minister Essop Pahad.

The Stepping Stones Youth Justice Centre is a world first, where all matters relating to young people in trouble with the law are dealt with under one roof, without bringing the young person into contact with adult offenders. The arrest, assessment and referral Centre was officially opened on 15 August 1997, consists of a Magistrates Court, a Police Station, a NICRO social worker as well as Child and Youth Care workers.

It's aim is, where possible, to keep young people out of the criminal justice system and out of institutions. Where this is unavoidable, then to ensure that young people are referred to treatment and diversion programmes rather than alienating them from society. The Impumelelo Award is the second prestigious Award bestowed upon the Centre. Stepping Stones was also awarded the "Make a Difference Award", signed by our former State President Mr Nelson Mandela during 1998, for making a difference in the lives of young people and their families. The Centre also acts as a

National Learning Centre and has hosted various national intersectoral (SAPS, Justice, Welfare) delegations. They have also managed to seize the attention of foreigners since its inception and have hosted amongst others, delegations from New Zealand, Canada, Germany, America, Australia, The Netherlands and Switzerland.

The manager of the Centre, Ursula Scheepers attributes the success of the project to a dedicated intersectoral staff complement, who with the support of the Steering Committee share a common vision and mission. The Centre also enjoys the support of the local communities, churches, corporate sector and various community based organisations.

The philosophy of the Centre is based on the following citation:

For the harm done through their wrongdoing, offenders are responsible. But, for using inappropriate methods for treating offenders, when better methods are known, we are all guilty.

The Centre welcomes any interest shown in its service delivery, and any one interested in visiting the Centre can contact either Ursula Scheepers or Dawie Marais at 041- 4812147 to arrange a visit. □

A brief word on FREE TIME

Brian Gannon

In formally structured times, troubles come in ones and twos: Themba and Richard are fooling around in the homework group, Margie wouldn't go to the athletics group she begged to join. But in informal and unstructured times, the troubles can come in bunches: the children are rough-housing in the lounge; the boys are ganging up on the girls in the pool. The informal and "free" times are as essential as structured times — but how can we keep these beneficial?

Check your groupings

Everyone off doing their own thing anywhere can lead to an out-of-control situation. Little children (who deserve protection) can be at the mercy of the older ones. Your program schedule can ensure that different age groups are free at different times. Some social engineering is sometimes necessary — to create useful groups or to pull a disruptive member from a group which would function better without him. Without snooping, child care workers can be aware of groups' activities, and spot those likely to become over-boisterous or destructive.

Be aware of brewing situations

Child care workers are most distressed when situations have got out of hand, when romping has ended in breakages or arguments have become fights. We don't have to wait for disasters to deal with them; we can head them off at the pass, and we re-

main responsible for intervening when sensible, to maintain realistic boundaries. "Let's put a paper down here for you to paint on", "Let's move this game out into the yard where things won't get broken" or "Let's see if we can settle this argument before we get into a boxing match".



Have a repertoire of things to do

Bored children easily become rowdy and destructive. Your facility should have a number of features to draw and challenge youngsters: everything from a football, a rope swing, a cricket bat and a tennis wall outside, to a computer, dart-board, library or table tennis board inside. The more of these attractions there are, the more occupied and the smaller your groups will be.

Use free time observations for your learning

During free time children are living in a 'real life' situation, trying out



new ideas, roles and behaviours in the wider group. How they manage (or mismanage) their free time, their choice of activities and their getting along with others, tells you something about their resources and development — and therefore something about what you still need to teach.

Never replace structured group activities

It is not enough to lament poor group behaviour or inadequate personal skills on the part of children. Structured groups are your classroom for teaching children to manage their unstructured times. You retain your initiative as a teacher when you involve youngsters in group activities: you model healthy participation, creativity and sportsmanship; you allow children to share achievement and deal with losing. Whether in a pick-up swimming gala, a table-tennis league or a building project, children learn by doing.

Remember Fritz Redl's warning that if we offer the children an empty program, they will soon fill it up with their own stuff — and then they are calling the shots, not us. □



What power is real?

To direct the actions of men and empires seems insignificant as compared to helping influence one learns to love

— Theta Burke

In child and youth care and indeed in social work and other helping professions we all know the importance of attachment, of belonging. We know that each child needs someone who thinks they're the best thing since post-toasties, who will be there for them no matter what. Urie Bronfenbrenner (1981) teaches us that every child needs at least one special adult who is fervently involved in his or her life, for only then can the child develop to full potential.

All of us who have ever worked with a damaged, hurting, troubled child, know how much a sense of love and belonging means to them. We know how much it takes to turn hatred, mistrust, trauma and pain into forgiveness, generosity and love. Unlike many other professions, including social work, child and youth care workers are taught to get involved, to base their relationship with children on a depth of care, to help the hard-to-reach child learn to love.

10 years ago we had many special people in the field, but only a few who had been trained sufficiently to provide that special mixture of love and professional skill to the more hurting and troubled children of our land. Professor de Bruyn, through pioneering the first ever South African university-based course in CYC, has made it possible for this country to have many hundreds of these specially trained workers, many hundreds of dedi-



A CHILD & YOUTH CARE PIONEER, RETIRES

Tribute to Professor M de Bruyn

cated, skilled, enthusiastic child and youth care workers who each day are helping influence one, and then another one, and another... learn to love.

Professor de Bruyn – how can we (and the children and youth) ever say thank you to you for

- believing in our profession
- for your vision and commitment
- for using your 40 years experience as a professor of social work to help us navigate through the storms (and a few tidal waves!) of setting up a new professional course
- for delaying your retirement for 10 years!
- for loving children and youth enough to know that they deserved the best service possible
- for the courage it took to fight alone within a vast academic institution for a profession few had even heard of.

We will never forget what you did for this country and for us as CYC workers. Our tribute to you is that we will build on the foundation you have laid and continue to ensure that the standards you set for academic CYC work and practice will be passed along in the courses which are set up elsewhere.

We wish we had the power to bestow on you an Hon. Doctorate in CYC, for we do honour you, we do see you as our Professor of Child and Youth Care and in our eyes you are a child and youth care worker whom we will always remember with love and gratitude. May you have a

great retirement! – *Lesley du Toit*

Prof de Bruyn comments on the eve of her retirement –

'Two hundred and thirty one students have received the certificate in Child and Youth Care at UNISA since 1995. Many of these students are employed in this field. A sizable number indicated that they will register at Technikon S A to further their studies in Child and Youth Care. The certificate from UNISA was a first step in the professionalisation of Child & Youth Care work.

Professionalisation must imply better understanding of the children /youth in their care and more effective service delivery to these inmates and their families. I welcome the introduction of the B.Tech degree at Tech SA and the registration of Child Care Workers at the SA Council for Social Service Professions. Appropriate training on different levels and the regulation of the members will contribute to the professional identity of child and youth care workers. Higher qualifications and appropriate service delivery will enable the profession to grow in stature, effectiveness and will lead to broader acceptance by the professional fraternity at this stage of its development. The child care workers must demonstrate clearly the uniqueness of their role.

I firmly believe and support these new developments and wish you well for the future.' □

13th International Congress on Child Abuse & Neglect

Theme: Implementing the United Nations Convention on the Rights of the Child, myth or reality?

Date: 3-6 September 2000

Venue: International Convention Centre, Durban.

Congress Organiser: South African Society for the Prevention of Child Abuse & Neglect (SASPCAN)

Subtopics: Prevention and Protection; Children and Violence; Children and HIV/AIDS; Child Labour and Sex Workers; Children & Poverty; Justice, Legislation and Law Enforcement; Culture and Context in relation to children's rights; Offender Management; Medical issues in Child Abuse and Neglect.

Contact: The Scientific Committee, 13th International Congress on Child Abuse & Neglect, Private Bag X37, Greyville, 4023, Durban, Republic of South Africa
e-mail: joanvn@global.co.za

The Sixth International Child and Youth Care Conference

Theme: Towards 2000: Celebrating the Legacy of Caring in a Millennium of New Commitment

Date: 6-9 June 2000

Venue: Cleveland, Ohio

Conference presenters and delegates will include youth workers, youth service managers, policy-makers, academics, alternative educators, government and non-government organizations, students, and young people.

Conference web site: <http://www.together2000.net>



The First International Youth Service Models Conference

An exposé of services and policy responses to challenging youth issues.

Date: 12-15 March 2000

Venue: Adelaide Convention Centre, Adelaide.

Conference web site: <http://www.youthchallenges-conf.net>

Contact: Conference Manager, Hartley Management Group

Ph: (08) 8363 4399, email youth@hartleymgt.com.au



FICE Congress 2000

in co-operation with EUSARF

Theme: The Century of the Child: Changes in View on (residential) Child and Youth Care:

Retrospect and perspectives

Date: 10-13 May 2000

Venue: MECC Congress Centre, Maastricht, Netherlands.



RESIDENTIAL CHILD CARE WORKER POSITION

We are a small Children's Home in the Southern Suburbs of Cape Town and we require the services of an energetic, caring, patient, and tough person to fill the above position.

The ideal applicant needs to have:

- Experience in the field of residential child care
- a desire to work with troubled children
- a valid driver's licence
- be prepared to reside on the premises
- Be prepared to undergo training and be part of programme planning

Only single accommodation is provided.

In return we offer a pleasant working environment, a salary of R18 000,00 per annum and full board and lodging. We care for 18 children aged between 6 and 18 years and are run on Christian principles.

Interested persons may fax a C V to (021) 683-5991

ST NICOLAS HOME – GAUTENG

Wishes to employ a Senior Child and Youth Care Worker
The applicant should have:

- relevant Child Care qualifications
- management experience in the field
- a valid Driver's Licence

Accommodation is part of the package and one of the conditions of employment.

Please send C. V. to

Claude Vergie at

P. O. Box 58138

Newville 2114

Tel (011) 477-7324/5

Fax: (011) 4776364

SOCIAL WORK POSITION

Registered Social Worker for

Short Term Fixed Contract needed for children's home in Athlone.

This is an exciting post with plenty of opportunity for personal growth, community and service development. The post will be considered for renewal after a fixed contract period with the view to a permanent appointment.

Salary commensurate with experience (minimum 2 years)
Approximately 35 hour week.
Position available from March 2000. Drivers licence and own transport essential.

Please send C. V. with written references to:

The Director, Christine Revell
Children's Home
Huntley Street, Athlone 7764

**Closing date for applications –
Friday 10 March 2000**

CHILDREN'S

BILL OF RIGHTS & RESPONSIBILITIES

