

Volume 18 No.1 January 2000

# Child Youth Care

A Journal for those who work with troubled children and youth at risk  
Incwadi ebhalelwe abantu abasebenza nabantwana abaneengxaki  
nolutsha olujongene neengxaki

**Strength-Based  
Assessment & Intervention**

**Africa Network:  
Mkombozi Centre for  
Street Children**

**Therapeutic Groups for  
Sexually Abused Children**

# From Magodjong to Professional — Bridging the divide — A Millennium Task



EDITORIAL

In 1983 was heard the term — *magodjong*.

The term emerged in the Western Cape, was popularised, and put into common usage — certainly in the Eastern and Western Cape in the early 80's. It came from a commonly used form of interaction between child care worker — (then called *housemothers*) and children. If a child didn't conform to an instruction. They could be faced with an irate worker, shaking a finger and heard saying — "*Maar God jong — ek her vir jou gesê!*" Thus the derogatory descriptive term for a child care worker — a "*magodjong*".

Yet in those same years the Transvaal Association of Child Care Workers had a journal called *Trans-Care*. In December 1977 the contents of that journal published articles on the effects of Institutionalisation, Sex Problems with Adolescent Girls, Play Therapy and the Ingredients of Child Care. The Editorial wrote of a need to educate the community on a broad front of the real needs of children in care. Changes to the Child Care Act were published.

## **The Magodjong/Professionalism divide was clear.**

Editorial comments in the February 1980 edition of *Trans-Care* said that the Association (NACCW) was receiving recognition by the State, and that the 1979 Biennial Conference was represented by *all races*. It made reference to an address at the 1979 Conference by the Assistant Director of Child and Welfare Services. In his address this state official is quoted as referring to 81 registered homes for White children accommodating 5,800 *White* children. Saying that the NACCW could promote communication between all these institutions.

At the 1979 Biennial Conference the NACCW passed a resolution saying "*that the communication established on a national basis between child care workers of all races will go a long way to raising professional standards at every level*".

And "*it would be responsible for bring to the attention of the authorities, those areas of child care work which so badly need revision today*".

## **The Political/NACCW divide was clear.**

Growing recognition but social-political tension marked the relationship between the NACCW as an NGO and State for the years preceding 1994. But the basic principles set out in 1979 remain intact for the Association even as the recognition of the Association's contribution to the field of child and youth care allow us to partner the new democratic Government in the transformation of the child and youth care system. We have reached professional milestones too. The Registration of Child and Youth Care Workers and the adoption of a code of ethics is a millennium milestone; as is the assurance of quality services based on principles of care and minimum standards; the entrenchment of a Basic Qualification; the introduction of bachelors and masters degrees in the field; conditions of service for child and youth care workers; pilot programmes of distinction in preventative services and community based family development programmes; family preservation programmes; CYC-Net connects us with the Child and Youth Care global village — all these are millennium milestones.

However, now in a new millennium, one wonders to what extent the division — between **state of the art child care praxis** and **actual on-line child care practice** has really closed. Since 1979 certainly the NACCW has influenced the upgrading of practices and policies in large numbers of agencies working with children and youth across the country. At first glance it seems that the divide has decidedly narrowed but with the rapid growth of the field as a professional and academic discipline, the divide could be deeper.

The social and economical divides of the past have not completely closed — the playing fields are really only theoretically level. Some agencies find it geographically difficult to get access to the body of knowledge and skills available in the field, but others without doubt are for some reason hanging on desperately to tired and ineffective *magodjong* practices — much to the disadvantage of children and youth. Large numbers of child and youth care agencies have still not gone along with the raising of standards or transforming their practices for numerous reasons. Vestiges of resistance to the concepts behind changed practices and interactive styles is apparent in clusters of agencies throughout the country. Is it because of the NACCW's history of advocacy for the revision of past discrepancies in services? Is it because of our present partnership and recognition by State as a leader in the transformation process?

All too often in the process of professionalisation and in professions themselves, especially in journals, literature and conferences, the **state of the art** is of more interest than the **state of practice**, and is given more focus.

The NACCW must and will continue into the new millennium to *advocate for the raising of professional standards, and to bring to the attention of the authorities, those areas of child care work which so badly need revision today*. It must continue to be a political voice and an advocate for Children and Youth at Risk. It must and will be an NGO in the African context. It must and will lead the field in the professionalisation of the field of Child and Youth Care. It must bridge the **magodjong/professional** divide.

— Barry 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 Skellton, Ruth Bruintjies, Brenda Filmatter, BA



# CONTENTS

Volume 18 No.1 January 2000 ISSN 0258-8927

**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: naccwb@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: naccwb@iafrica.com,  
Erna Bowers (Southern Cape)  
Mvuyo Manyungwana (Northern Cape)  
e-mail: m\_rmbh@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: naccwct@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 Deolall, 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



## A PROGRAMME OF PROMISE:

Therapeutic Groups for Sexually abused children

... 5



## MKOMBOZI CENTRE FOR STREET CHILDREN ... 9

## Strength-Based Assessment & Intervention

... 12

### IN THIS ISSUE...

**A Programme of Promise:**

Facilitating therapeutic groups for children who have been sexually abused as part of the treatment programme  
— Joyce Sigoza, Guild Cottage . . . . . 4

**A Gardening Tale for Child Care people**

— Peter Powis . . . . . 6

**CYC-Net**

Make a new friend today . . . . . 8

**Africa Network: Mkombozi Centre for Street Children**

Moshi, Tanzania . . . . . 9

**Strength-Based Assessment and Intervention**

— Thomas Tate and William Wasmund . . . . . 12

**Mobilising for a Caring Society** — People first for sustainable development

— Dr Zola Skweyiya . . . . . 14

**Matete Matches Secure Care Centre**

— Harold Malgas . . . . . 17

**News**

from around the country . . . . . 18



*During the NACCW Conference held in July 1999, a presentation was done to illustrate how therapeutic groups for children who have been sexually abused are facilitated as part of the treatment programme. This article gives a summary of the Conference Presentation.*

### **Introduction**

In order to facilitate therapeutic groups for children who have been sexually abused, facilitators need to be knowledgeable, self-aware and skilful in order to meet sexually abused children's needs for healthy growth and development. At Guild Cottage residential programme for abused and troubled children and youth and their families, such groups are facilitated by Child and Youth Care Workers with much benefit for the participating children.

### **Possible goals for the group**

- Decrease children and youth's problematic behaviour.
- Understand and integrate feelings and thoughts associated with prior victimization, including physical, sexual and emotional abuse.
- Increase children's understanding of their unhealthy associations and beliefs regarding sex and sexuality.
- Increase their understanding of natural and healthy sexuality.
- Increase children's awareness of their own family patterns

# **A PROGRAMME OF PROMISE:**

## **Facilitating therapeutic groups for children who have been sexually abused as part of the treatment programme**

that precipitate, sustain or increase sexually abusive and non-adaptive behaviours.

- Help children understand their needs and values and assist them to develop their own goals and internal resources to reach their goals.
- Help them to observe and assess their own behaviour, be aware of their circumstances preceding their behaviour and think of the consequences before they act.
- Increase children's ability to observe and appreciate other people's feelings, needs and rights.
- Increase children's connectedness to positive others and building internal objects that support future growth.

### **Group Process**

A therapeutic support group can run for a period of two to three terms. Each session runs for approximately 45 minutes or less in order to maintain containment among members. The group can only have eight or six members. The following is an example of a programme outline:

#### **Session 1**

Getting to know each other  
Introduction  
Ground rules  
My Family

#### **Session 2**

What is a right?

We all have the right to be SAFE  
Story telling about times when they felt unsafe

#### **Session 3**

Let's talk about keeping ourselves safe at home / school / church / in camps / at Residential Centres.

Let's act keeping ourselves safe in these places.

#### **Session 4**

Keeping ourselves safe from hurt, especially hurtful touching. Explain hurtful touching.

What do men and women look like (pictures).

Let's name body parts (funny names / right names).

#### **Session 5 – Touching**

Let's act good touching for children.

Let's talk about how people touch each other.

Let's act good touching between people.





### Session 6 – Good and Hurtful Touching

Explain the difference between good and hurtful touching.

Story telling, Mary Jo and Johnathan's Story. (Guild Cottage Publications).

Let's pretend we are Mary Jo and Johnathan and tell others how we feel.

Let's act Mary Jo and Johnathan trying to keep themselves safe.

### Session 7 – Hurtful Touching

How can we help Mary Jo and Johnathan to keep safe.

Normalise sex.

Let's act keeping ourselves safe from hurtful touching.

Role-plays – Finger Puppets.

Mask Work.

### Session 8 – Termination

- Revise Prevention Skills they learnt to keep safe:
  - Reverse calls
  - Secret place
  - Scream
  - Run away towards adult people
  - Bite
  - Kick
  - Tell someone you trust
  - Lock security gates
  - Have bathroom / bedroom keys
  - Do not go near strangers
  - Never take a lift from

strangers

- Never take any food from strangers
- Say No and walk away when feeling uncomfortable
- Try not to be at home alone
- Walk with other children to the bus-stop
- **NB:** Bear in mind that parents, caregivers and all adults who are involved with young people should still take full responsibility for children's protection and safety.
- Play games of their choice
- Play music of their choice
- Nurture them by giving juice/biscuits/sweets or a fruit

### Activities

Activities help sexually abused children to be involved, co-operative, assertive, self-aware and improves their ability to communicate. These are some of the activities used in the group process:-

Mirror Exercise, Finger Puppets, Painting, Collage, Drama, Mask Work, Videos, Role-Plays and Story Telling.

### Important points about the final termination of the group

Four sessions are usually enough to terminate such groups. All members should be aware and know when the group is going to end. Let members decide what they want to do. Encourage members to talk to each other about their feelings. Let them go through termination exercises, which are usually written messages on cards, use of Helium balloons which symbolizes feelings they need to get rid of, and ordinary balloons symbolizing positive feelings. What members usually write on Helium balloons are feelings that make them feel

different and those that are directed to their perpetrators. They let go of the Helium balloons carrying "ugly", heavy feelings into the air. They watch them disappear in the sky. Most members believe that they can feel positive because they have got rid of the feelings that bother them most of the time. In this process they share experiences and they care so much about each other. They write all they feel good about on their ordinary balloon. They keep the balloon and it's up to them to decide what they would eventually do with it. Sometimes children play around with them, look after them with care, lock them in their cupboards, hug them and share those feelings written on them with other caregivers and friends.

### Conclusion

It has been experienced at Guild Cottage that these support groups are beneficial to children who have been sexually abused. It allows them a space to experience their hurtful feelings without fear. They experience a relationship with an adult who speaks in a non-threatening language, who is caring, supportive, accepting, believing, understanding, consistent and interested in them. The children also build supportive relationships amongst themselves which counteract dynamics of child sexual abuse such as isolation, stigma and feeling different from other people.

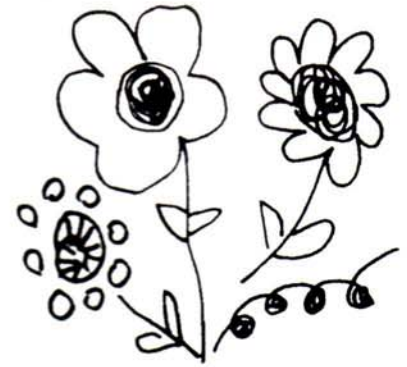
### Joyce Sigoza

Child and Youth Care Worker,  
Guild Cottage



# A Gardening Tale for Child Care people

*Peter Powis, former member of the Editorial Board of the NACCW uses this Gardening Tale to describe the developmental perspective in working with children.*



In 2037 in a city somewhere in Africa there was a large park full of tropical plants and trees. Although it was unfashionable to grow tropical plants at that time, the city people were nevertheless quite proud of the fact that they had such a park. As long as they didn't have to grow the plants themselves, they enjoyed strolling through the park among the plants which were not to be seen elsewhere in the city.

In one corner of the park there was a large greenhouse where the seedlings and young shrubs and trees were cared for until they could be planted outside in one of the big gardens. By 2037, the climate of central Africa had changed so much that many tropical plants only survived outdoors if they were first nurtured under controlled conditions. Other plants had adapted to climatic conditions and had therefore been able to survive in the natural environment.

In June 2037, after the resignation of two gardeners, the park manager had to start looking for replacements. As very few people liked working with special plants, it was difficult to find the right people for those posts. Most people grew plants that grew in the natural environment and could not be bothered with plants that

needed special attention. Nevertheless, six people responded to the job advertisement in the newspaper. Two of the applicants had exactly the right experience and qualifications for the job. Unfortunately, however, they couldn't afford to work for the low salaries which were being offered. Two other applicants mumbled something about being "fond of plants", but were clearly unreliable people and were therefore not considered suitable. Of the remaining two applicants, one (Freddie) seemed to have had some appropriate experience and showed a real understanding of plants in general. He was employed without further ado. Although the manager wasn't sure about the other applicant (Rick), he needed another gardener quickly and despite his misgivings, he employed him. Fred and Rick settled down to their new jobs and you wouldn't have noticed anything amiss. However, Freddie, who had a natural feel for working with plants, was a bit concerned about some of the things he saw. For example, he noticed that many of the seedlings and young plants which came into the greenhouse never grew enough to be planted in the gardens outside. Many of these young plants

were simply thrown into big black bags and taken off to the rubbish dump outside the city. As he drove past the rubbish dumps on his way home, it impressed him to see that some of these plants had somehow found their way out of the bags and taken root in the soil around the rubbish dumps. They even seemed to be growing far better there than in the greenhouse. Freddie also noticed that Rick was becoming very frustrated. In fact poor old Rick wasn't coping at all. He had previously been a technical inspector on a motor car production line. There his job was very clear — he had to test certain components of the vehicle and if they were not functioning according to technical specifications, he reported the fault and made sure that it was rectified. The plants, however, did not function according to man-made specifications, and he couldn't monitor their growth by using mechanical instruments. Rick nevertheless applied his technical logic to his new job — he looked for obvious problems with the plants and when there were problems, he treated the plants by pouring on extra water, fertilizer and compost. Those plants which didn't show obvious problems he simply watered and then left them alone.



As it happened, the additional water, fertilizer and compost made some of the problem plants perk up their leaves and develop new bright green shoots in the place of their old yellowing leaves. This greatly encouraged Rick. On the other hand, other plants reacted by getting worse and worse.

Freddie noticed a whole table full of very sick-looking plants being given yet another dose of water, fertilizer and compost. They looked as though very soon they'd get the "black bag" treatment. He called Rick aside and said " Rick, these plants are getting too much water and they don't like all that fertilizer and compost. They like dryish, sandy soil." Rick was rather taken aback when he realised that all his efforts had been making the plants worse instead of better. Nevertheless, he appreciated Freddie's advice and wished that he knew more about plants.

He took Freddie to another table of plants whose leaves were dry and shrivelled up, despite all his efforts. "What have you been doing here!" Freddie asked.

"The same as with that other lot. I've given them water and lots of compost and fertilizer" said Rick. Looking closely at the plants Freddie said, "Let me tell you about these plants. If you have a good look at these leaves you'll see very tiny spots. That's a fungus and it means that you need to spray or dust these leaves with a fungicide. Secondly, these plants aren't getting enough sun they shouldn't even be in the greenhouse — they need hot, direct sun and cooler air at night." Freddie, who had an almost poetic way of talking about plants, went on to explain a whole lot of things, only some of which Rick's

technical mind understood. What he sort of understood was basically this: that each plant (and every kind of plant) is unique, and that therefore what stimulates one plant's growth may destroy another plant.

---

*"What he sort of understood was basically this: that each plant (and every kind of plant) is unique, and that therefore what stimulates one plant's growth may destroy another plant."*

---

Freddie said something about each plant having its own "spirit" which you could only get to know by watching very closely how it responded to the way you treated it. You had to take time to study shape, colour and texture of the leaves; you had to watch to see how the shoots developed and you had to feel around in the soil to get an idea of how the roots developed. Plants with thin, hairy spread-out roots needed different treatment to plants with thick, deep roots. Freddie said that he even watched to see how different plants responded to light and shade and changes in temperature. Most plants grew towards light, but he said that there were actually some which couldn't process bright light and sun. He said that you had to remember this when planting and transplanting them.

Freddie said that it was only when you understood the spirit of plants that you could provide the right conditions for growth. He said some people often ignored the spirit of plants and then gave up on them, thinking that they were "dud plants" — instead

of realising that they were simply not receiving the right treatment, or were not planted in the right place. These people would repeatedly plant and pull out plants. They were the kind of people who wanted to grow a 'delicious monster' in the hot, sunny daisy bed just because they thought it would look good there.

Freddie said that it was amazing how people carried on doing the same things over and over again, even when those things didn't work.

Rick felt a bit stupid but he also felt encouraged because he now had more ideas about how to deal with plants. When Rick went to show Freddie some "weeds", Freddie said something about there being very few real weeds. "Sure, there'll always be some weeds" he said. "but people often call beautiful plants weeds just because they're growing in an inconvenient place — and don't ever tell a tortoise that a dandelion is a weed! ", he added. Freddie carried on talking for quite a while, but Rick couldn't absorb much more. The park manager was rather surprised to hear that some of the plants in the greenhouse should never have been placed there, but after consulting his gardening books he gave permission for them to



be planted outside. Freddie and Rick even discovered some non-tropical plants in various corners of the greenhouse, and these were taken and planted in the streets outside the park. When Rick arrived home after work that night, he couldn't help but notice his own garden. He seemed to see it very differently to the way he'd seen it before. He was more curious about it and went and found some gardening books which he'd hardly read before. He realised that there were no short cuts when working with plants, and that his work would be more interesting and yet also more demanding from that point on. He closed his book and dozed off into a rather unsettling dream about thousands of plants floating into the greenhouse and floating out all over the place in haphazard fashion. He stood watching helplessly, waiting in vain for the park manager or somebody to take charge and do something. After what seemed like ages, he noticed that an unfamiliar figure arrived who was somehow able to control the flow of plants. Suddenly the park manager and a number of gardeners appeared including Freddie. The unfamiliar figure stopped all the plants before they could float into the greenhouse. He then allowed some of the plants to go inside where the park manager channelled them to one of the gardeners who deftly planted them in neat beds. Other plants were taken by other gardeners and planted in the park, while others were taken outside by gardeners who ran like lightning and planted them all over the city. As this dream faded away, Rick drifted into a deeper, more restful sleep. □

**CYC-NET: THE INTERNATIONAL  
CHILD AND YOUTH CARE NETWORK**

**Make a new  
friend today**

It's 5 am in South Africa, and the computers are fired up to download the day's messages on the world's foremost child and youth care internet service — CYC-NET.

The messages may read like this:

*"Where can I find work for a 17-year-old who has no home and is due to leave an alternative non-academic school?"*

*"We have a young girl who has been cutting her wrists — and now other kids are starting to copy her behaviour. We urgently need help with this."*

*"I am a student and need to know something about August Aichhorn who did interesting work with aggressive youth in the 1930s"*

*"I am about to do a student placement, I'm only in my first year of my child care course and am feeling very unconfident about coming into contact with difficult youth. What ideas can anyone offer?"*

*"Our program is considering splitting the boys' section and the girls' section into two separate units. What advice does anyone have — not only about the idea, but also about the architectural principles involved?"*

These messages are relayed to the e-mail of some 600 child and youth care people in 20 countries around the world who are members of CYC-NET's discussion group. Most of the messages are rather longer, especially the replies of colleagues who are willing to respond to and help these enquirers.

CYC-NET's members include ordinary child and youth care workers, supervisors, university lecturers and trainers, directors, students — newcomers to the field and old hands. Anyone is welcome. And to be a member of this exciting group of people costs nothing. Send a simple message ("include me!") to [cyc-net@icon.co.za](mailto:cyc-net@icon.co.za) — or even fax any request for information or help to (021) 788-9423.



CYC-NET also offers a web site with nearly 300 pages of information and reading. *If you're new to this, get someone to show you.* The web address is [www.cyc-net.org](http://www.cyc-net.org) and the service is specially for you, the child and youth care worker. On the web site, apart from much information about the field and its ethics, organisations and

upcoming conferences, you will find lots of reading — articles on topics being discussed in the daily discussion group as well as the lead articles or editorials of the world's leading journals. There is a weekly news service

specially for people like you who work with troubled kids and youth and their families, a job bureau where people can advertise or look for employment, and even an on-line specialist child care bookstore run in association with Amazon.com. Being built now is a reference library which will allow you to look up and read about a wide range of child care topics.

**CYC-ONLINE**

One of the most popular features of CYC-NET is the monthly on-line magazine CYC-ONLINE. This offers pages of interesting material every month — with features on practice, on child care people, administration and policy, together with short stories, poems, cartoons — even a regular page of recipes which people have found useful in child care! Get there from [www.cyc-net.org](http://www.cyc-net.org)

CYC-NET has been operating for more than three years, and its Editors are Thom Garfat in Canada and Brian Gannon in South Africa.

This year CYC-NET has received most helpful sponsorship from the Royal Netherlands Embassy in Pretoria, so right now it is a service which is growing — for you.

Especially if you are an on-line worker or a student, get in touch. E-mail your request to [cyc-net@icon.co.za](mailto:cyc-net@icon.co.za). visit the web at [www.cyc-net.org](http://www.cyc-net.org) — or fax your query to (021) 788-9423.

**Join the network!**

P.O. Box 23199, Claremont 7735  
Tel. 021-788-3610 [cyc-net@icon.co.za](mailto:cyc-net@icon.co.za)







# MKOMBOZI CENTRE FOR STREET CHILDREN

*Moshi, Tanzania*

## **How did we start?**

In 1996 Kara Kirby, our community Outreach director, spent ten months with the street children in Moshi, at their usual haunts. She used art to build trust and slowly the boys felt able to voice their needs. Their initial priorities were food and a safe place where they could go during the day. In January 1997 we started a feeding programme at a tree nursery in Moshi. Food vouchers are sold and can be given to a begging child instead of money. In April 1997 we moved to rented premises where we opened a Day Centre, providing a safe daytime haven, food, basic education and medical care. At that stage the boys felt that a night refuge and residential care was inappropriate. However, in July 1997 they voiced a desire for a more integrated approach, particularly a safe place for nights. By January 1998 a few children were requesting formal schooling and three boys entered primary school. We now have twenty-two children in school. In September 1998 we expanded the centre to encompass the Street Children Centre and a Community Outreach and Vocational Training Block. The children finished building the new centre, decided on the decor and are making all the furniture. The boys' sense of empowerment

and pride in their new home has been remarkable.

## **What does Mkombozi do?**

- Enables street children to become happy, productive and self-supporting members of the community. Without learning how to function in society street children lead impoverished lives.
- Open development to street children so that they can be freed from poverty through their own efforts.
- Advocates for children's rights. Initiates discussion and responses to the question of why children are abandoning their families and what can be done to address the root causes.

## **Why Street Children?**

The primary causal factor driving children to the streets in Kilimanjaro Region is neglect and abuse of a verbal, physical and, we suspect in a number of cases, sexual nature. This abuse can be charted back to three roots:

- The rights of both women and children are not upheld nor do they possess the education and security to be able to voice these rights.
- Local, Chagga, traditions with regard to inheritance reinforce the subservient position of

both women and children.

Children are regarded as property to be disposed of as parents and elders see fit. Mkombozi works with a disproportionate number of first born males who have been harassed out by stepmothers, since they pose a threat to her and her offspring's inheritance.

- Population pressure, reductions in the size of family smallholdings and the lack of employment prospects in the village have contributed to the breakdown and dispersal of Chagga families. These pressures also result in unskilled teenage boys being chased to town to look for work and / or live with their fathers.

## **Street children are impoverished in every way. They lack:**

- The basic necessities of food, health and a safe place to stay.
- Formal & Non-Formal education opportunities, particularly life skills.
- The protection and upholding of their rights as laid down by the United Nations convention on the rights of the Child (UNCRC).
- Are abused, physically, verbally and sexually. Drug and alcohol abuse blot out the vi-



olence they face on a daily basis.

- The consequences for society in the immediate term are increased crime, child prostitution and begging. In the long-term street children end up unskilled and jobless, often resorting to crime. The end result is poverty for the individual and ultimately for society.

### Gender

- Kilimanjaro Region is unique in Tanzania in that there are no visible street girls. Our research indicates that girls are instead facing dangers in the home and as hidden domestic 'slaves'.
- Men usually perpetrate abuse. Traditionally men are the drivers of society and the bearers of news. We believe that there is little point in only educating women. Men are an integral part of the equation and their preconceptions and behaviour must be addressed.
- Mkombozi's Community Outreach is about educating men to be more sensitive towards both women and all children, so that together we can all build a stronger, more caring society.

### Target Groups

Contact with poor people is the touchstone of the project. Street Children are our primary clients and community outreach is at a grassroots level.

#### *Children of the street.*

- These are children who have abandoned or been abandoned by their families and have little or no contact with relatives of their homes. Their

lives are completely on the street; living, sleeping, eating and working in this environment.

- We also work with the 'difficult children; the petty criminals, the homosexuals, those with emotional problems, the older boys.
- Mkombozi responds to all street children in Moshi and can access a new child to the streets within twelve hours of his arrival. This greatly reduces the risks faced by a new child sleeping on the streets.

#### *Poor children at Risk in Kilimanjaro and Arusha Regions.*

- Preventative work under our Community Outreach Programme endeavours to address the causal factors driving children to town.

### We believe children have the right to be heard

They have the right to voice their opinions, to be the main person in any decision-making about their lives and to participate fully in the development of their homes, schools and communities.

- The active participation of street children in planning and implementing programmes at Mkombozi is our guiding principle.
- Street children have been supporting themselves and know more than anyone the problems they face and possible solutions.
- Street work is the first stage in building trust with street children. Our street educator is himself a long-term street boy, at ease in their territory and seen as a peer, rather than a threatening and judgmental adult.



- If a child is unwilling to enter formal programming at the Street Children centre informal support and medical services are offered through our Street Work Programme. All assistance is on the children's terms.
- Mkombozi does not want to forcibly remove children from the streets. We hope to widen the choices open to street children and encourage them to take advantage of these and improve their lives. This approach is based on mutual respect and is proving popular with the majority of children.
- The boys decided on the name of the Centre and completed the building and decoration of the Centre.
- Decisions about discipline are

taken democratically as a group.

- The success of Mkombozi thus far is due to the participation of the street children and the sense of ownership and pride they have in 'their home'.

**We believe that it is paramount to work at a community level to prevent children coming to the streets in the first place. Why?**

1. The dangers for children living on the streets are quite immense.
  2. The costs involved in re-uniting children with their families, protecting, caring and educating them in town is disproportionately large.
  3. The long-term effects of abandoning one's family include difficulties in establishing a secure identity, the impossibility of inheriting and the emotional, physical and behavioural scars of abuse.
- The Community Outreach and Re-integration Programmes work to return children home quickly, give support and assistance to families in need, and educate communities about the dangers faced by children on the streets.
  - With the help of the Social Welfare Department our Re-integration Programming helps re-build broken family bonds. We visit the homes of all our children to assess the situation. If his family circumstances are such that he needs to stay at Mkombozi for the longer term he will continue to visit his family members in order to keep contact with his place of origin. It is our hope that all the children we work with will return home one day.
  - For the children that we return

back to their families we have developed a follow-up system to ensure that the Social Welfare Department and village officials are aware of the child's situation and can notify us of any problems. We then return to the home to check on the child and family together to see if further input is needed, or if the home situation is positive and healthy.

**We believe children have the right to health**

They have the right to adequate medical services, to be protected from any form of physical, mental or sexual exploitation and cruelty.

- Mkombozi defends the right of all children to live in safety. We have successfully prosecuted five offenders for raping street children. To our knowledge Mkombozi is the only street children centre in Tanzania actively addressing sexual abuse and pursuing offenders in the courts.
- Mkombozi's Day Centre & Night Refuge provide a safe haven for street children and a focus for other activities.
- Our Feeding programme provides food and clean water for all street children. Children also receive tuition about basic nutrition, shopping and food preparation and cultivation of vegetables.
- Mkombozi's Health Programme improves the health of street children and responds to illness. Basic health education is provided for all children, focussing on hygiene, health awareness and safe sexual practices.

**We believe children have the right to education:**

They have the right to primary education to develop their personalities, talents, physical and mental abilities to their greatest potential.

- Our Non-formal Education Programme teaches basic mathematics and literacy. We work with children to bring them up to the appropriate standard to enter primary school. Children with special educational needs are given individual tuition, helping them to cope in society.
- Life Skills education teaches children skills that they would normally learn at home. We work with street children to improve their emotional health, develop relationships and self-control. Emphasis is on making decisions, love and respect for others.
- Mkombozi's Formal Education Programme presently pays for twenty-two children to complete primary school education.
- Vocational Training in building, carpentry, welding, tailoring and farming enables the older boys to develop the necessary skills to become income generators. As adults they can then be self-supporting, able to set up small business opportunities for the boys. These will include selling their farming produce, the furniture we make and setting up a co-operative whereby each boy has a stake in the business.

*We believe that Mkombozi can now only go from strength to strength. □*



---

*What we want to achieve in our work with young people is to find and strengthen the positive and healthy elements, no matter how deeply they are hidden.*

– Karl Wilker

---

**W**hen we are confronted with different youth, frequently our preoccupation with what is “wrong” eclipses what is “right”. Many troubled kids have skills and abilities that are either unrecognized or discouraged. For example, in addition to being dishonest, thieves are often daring, adventurous, and creative. Gang members may be criminals, but they are also loyal and interested in the greater good of their “community”. Con artists are verbal and socially able, and have leadership qualities. Unfortunately, many teachers and childcare providers try to suppress those skills rather than redirect them. In essence, they try to reassemble socially correct citizens by discarding existing strengths and emphasizing undeveloped weaknesses. Recipients of this weakness-based, cookie-cutter process find it discouraging. The adage that “people’s strengths are their greatest weaknesses” really acknowledges both assets and debits. The personality characteristics of individuals in care are not weaknesses merely because they cause inconveniences for caregivers. Furthermore, especially prominent personality characteristics are relatively fixed and will not change

# Strength-Based Assessment & Intervention

Thomas Tate & William Wasmund

*Thomas Tate, MS, is director of OHIO programs for Starr Commonwealth. He was a peer group therapist and trainer in Minnesota and has held leadership positions in programs in Ohio and Virginia since 1981.*

*William Wasmund was a nationally prominent researcher and consultant in the development of positive peer culture treatment methodology. He was on the administrative staff of Starr Commonwealth in Albion, Michigan, when he died in 1997.*

much in treatment. The real issue is whether people use those characteristics constructively or destructively, socially or selfishly. Strength-based paradigms separate negative behaviour from personal worth, and they can be used to honestly and productively reframe weaknesses as strengths (Burger 1995). Like the rest of us, young people need to feel competent, important, and worthwhile. They want to belong to something. If social means for recognition fails, they may adopt antisocial means (Merton, 1957). Environments that do not provide opportunities for children to develop may inadvertently promote the resistance and rebelliousness adults so desperately want to suppress (Erickson, 1978). In that sense, this rush toward conformity may cause staff members in treatment environments to intensify the very problems they are supposed to resolve. This article illustrates how the identification of both needs and strengths can forge a partnership between the service provider and service consumer – the young person.

## Three Problem Patterns

In examining peer group problems, researchers have developed three general problem categories – Inconsiderate of Others, Inconsiderate of Self, and Low Self-Image – that can be useful in many assessment and treatment applications.

- *Inconsiderate of Others:* Some young people meet their needs at *others'* expense – in one way or another, they prey upon others.
- *Inconsiderate of Self:* Some young people meet their needs at *their own* expense.
- *Low Self-Image:* A third group of youth are so compelled to act out their low self-images that they *don't* meet their needs, but it still is at *everyone's* expense.

The value of any classification model depends upon its utility in identifying and meeting student needs. This system offers a simple basis for differentiating among students and their problems and prescribing specific, individual treatment interventions based upon the person's needs and strengths.



## A Prescription for Strength-Based Intervention

Modifying a plan offered by Brendtro and Ness (1995), we suggest adopting the following steps as a realistic way to develop truly individualized, strength-based treatment plans:

1. Identify the problem contextually;
2. Identify the needs behind the problem behaviours;
3. Identify strengths and abilities;
4. Verify with the students and other caregivers that the methods selected to solve the problem are realistic and available.

### *Identify the Problem Contextually*

Problem identification is often confined to compiling lists of past offenses or annoying behaviours. Effective problem identification must examine people in social, rather than purely behavioural, contexts: How did they behave at home, at school, and with friends? What roles did they play in these situations, and what forces were acting upon them? Who were their friends,



and what were their hobbies and special interests? What did they think they were accomplishing (or avoiding) by engaging in these behaviours?

### *Identify the Needs Behind the Problem Behaviours*

Behaviour is goal directed, and it is a response to something. Although society may disagree, young people in our care act purposefully, not randomly, to try to accomplish one thing or avoid something else. Their problems usually centre upon difficulties with issues like belonging, power and dominance, achievement, and independence. Understanding what purpose problem behaviour is intended to serve – what need it attempts to meet – is a significant step in solving the problem.

### *Identify Strengths and Abilities*

Once one understands the purpose of behaviours and has identified the unmet needs associated with them, one can view those behaviours as a flawed means to an end and reframe them more constructively by identifying them as strengths rather than as purposeless weaknesses. For example, some might consider aggressive behaviour to be assertive, bold, or inner directed. Those who mislead others are certainly independent and have the capability for leadership. Those who are easily misled are often very sensitive and accommodating. Defiance may also indicate independence or self-confidence.

*Verify with Student That Solutions Are Realistic and Available*  
Solutions must be appropriate for the problem identified and must also be endorsed by and be

within the grasp of the individuals expected to adopt them. Some people cannot solve a problem

- because they do not believe it can be solved,
- because they cannot envision themselves behaving any other way,
- because they do not realize the effect their behaviour has upon themselves or others,
- because they cannot generate alternative means to accomplish their ends,
- because they cannot visualize what their goal is, or
- because they cannot figure out how to implement their problem-solving ideas.

If there are so many different reasons for why one does not solve a problem, there are certainly many different solutions: One size does not fit all, no matter how hard caregivers insist it does.

## Summary

Antisocial behaviour and problem-solving skills are related. Personality characteristics, peer social status, and group roles are also related. By considering specific problem-solving skills (or deficiencies) and personality strengths and weaknesses, we may make better diagnoses about specific interpersonal dysfunctions and prescribe more effective, individualized interventions. Reframing weakness as strength enables us to enlist these students as part of the solution rather than part of the problem.

— Reprinted from *Reclaiming Children and Youth*, Vol.8 No. 3, Fall 1999.

Statement by the Minister for Welfare, Population & Development, **Dr Zola Skweyiya**, at the launch of a 10-Point Programme of action for the Welfare and Development Portfolio.



# Mobilising for a Caring Society

## People first for sustainable development

*The 10-Point plan is a result of the consultative hearings where the NACCW had the opportunity to input.*

*The Association would like to respond to the minister's 10-Point plan by describing how we contextualize our work in the transformation of the child and youth care system into this national plan.*

*An open letter to the Minister will be published in the next journal.*

*You are encouraged to make your contributions and submissions to the director of the NACCW within the next three weeks to facilitate a joint and comprehensive response.*

I have been in the welfare, population and development portfolio since June 1999. During this period I have had many opportunities to engage with the sector and our intended beneficiaries. The 10-point programme of action is therefore the result of a number of processes I have initiated. Among other things, I have undertaken visits to most of the nine provinces, met with civil society organisations, visited various projects and, of course, convened the six-day National Consultative Process in October last year. All this has been a true journey of discovery. What I have heard and seen brought me to one conclusion: that despite many courageous and sensitive responses to the challenges we face, the welfare system has

been failing those who most need its support. South Africa is experiencing a deep social crisis. Indeed, we are sitting on a time bomb of poverty and social disintegration. This crisis has the potential to reverse the democratic gains made since 1994. That is why we need to act swiftly to correct the weaknesses in our welfare system. But we have to set about this task with a full understanding of the nature and extent of the crisis that we face. Such an appreciation creates a foundation from which we can translate President Thabo Mbeki's call for a caring society into reality. South Africa is experiencing persistent poverty, joblessness, low economic growth and highly inequitable income distribution, which in turn is accompanied by social alienation and related pa-

thologies. This has placed increased demands on the range of social welfare services offered by government. Violence against children, women and the elderly is an affront to the type of society we are building. Added to this is one of the fastest growing infection rates of HIV/AIDS in the world. Poor people are the most vulnerable to HIV/AIDS and HIV/AIDS exacerbates poverty. This disintegration of our social fabric – of family and community life – is a reality that has not been acknowledged at a fundamental level. Our social policies assume the ability of families and communities to respond to the crisis. Welfare has proceeded as if these social institutions are fully functional and provide the full range of social support that is required

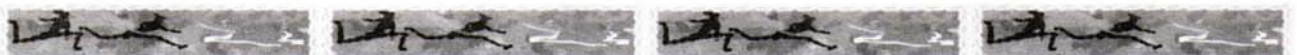
to restore the well being of people. Such a "business as usual" approach cannot continue. The first five years of democratic governance has laid the foundation to respond to the social crisis facing our country. We have put in place legislative and policy frameworks that are in keeping with the principles of the Reconstruction and Development Programme and our constitutional mandate. However, much more needs to be done. One particular challenge I want to highlight is the question of fraud and corruption. Within our social grants system this problem will be dealt with in part through the establishment of a new welfare payment and information service. We are negotiating with international agencies to assist us in the setting up of a national inspection and monitoring unit to prevent fraud and corruption in social security. Already we have seen the benefits of these measures. A few weeks ago we were able to deal immediately with an incident of alleged fraud in our poverty alleviation programme. Such swift action and the start of a police investigation indicate that we are committed to root out corruption, inefficiency and abuse that interferes with our goal of meeting the needs of our people. Ladies and gentlemen, to adequately address the crisis we face, we need a collective vision and strategy that is more responsive to the structural causes of problems as well as their social manifestations. To be responsive in this way means that the Department of Welfare has to mobilise our communities to establish a caring society, based on the principle of

people first for sustainable development. As government, we will be guided by the *Batho Pele* (people first) approach in creating this collective vision and strategy to respond to the social crisis, and in transforming social welfare. This mobilisation for caring society began with the national consultative process in October 1999. For six days I engaged in a dialogue with a range of organisations representing women, children, people with disabilities, the homeless, poor people, development workers, and professional associations. The verbal presentations and written inputs made during this national consultative process confirmed the analysis that the welfare system is not responding to the fundamental social crisis South Africa is facing. Given this situation, I have identified the following priorities that need to be addressed over the next five years:

- We will restore the ethics of care and human development into all our programmes. This requires the urgent **rebuilding of family, community and social relations** in order to promote social integration. Nationally we will promote a culture of volunteerism and civic responsibility. We must begin to evolve our own methods of meeting people's needs without transplanting foreign models.
- We will design an **integrated poverty eradication strategy** that provides direct benefits to those who are in greatest need, especially women, youth and children in rural areas and informal set-

tlements. This will take place within a sustainable development approach. The integrated poverty eradication strategy will include the recommendations of the Presidential Jobs Summit as well as the expansion of the Micro-Save programme – a programme to strengthen stokvel-type savings and credit collectives and promote a culture of savings.

- We will develop a **comprehensive social security system** that builds on the existing contributory and non-contributory schemes and prioritizes the most vulnerable households. Such a system must reduce dependency on non-contributory cash payments and give consideration to food security. Work on the feasibility of a basic income grant is being fast tracked. A new welfare payment and information service will be established to improve the administration of social grants. We will also work with other government departments such as Home Affairs to ensure that the birth of every child is registered so that services such as the Child Support Grant, education and health services can be accessed.
- We must respond to the brutal effects of all forms of **violence against women and children** as well as effective strategies to deal with the perpetrators. An advocacy campaign to highlight the role of men in preventing violence against women and children will be launched. The department will also strengthen services under the Victim Empowerment Programme of





the National Crime Prevention Strategy.

- Our programmes will include a range of services to support the community-based care and assistance for **people living with HIV/AIDS**. Particular attention will be given to orphans and children affected by HIV/AIDS. We are finalising a National Strategy Framework for Children Infected and Affected by HIV/AIDS as a priority.
- A national strategy will be developed to reduce **youth criminality and youth unemployment** within the framework of the National Crime Prevention Strategy. Together with the National Youth Commission and other organisations, we will support the initiative for a national youth service programme that is developmental for youth and communities.
- We will make **social welfare services accessible** and available to people in rural, peri-urban and informal settlements, and ensure equity in service provision. This is critical as no woman or child should be so powerless as to believe that murder or suicide is the only option. The welfare financing policy will be refined with a clear focus on the redirection of resources to underserved areas.
- We will redesign services to **people with disabilities** in ways that promote their human rights and economic development. We will support and advocate for the appropriate production and supply of assistive devices. The ratification of various international instruments will be completed and programmes to ensure

access to information for people with disabilities will be undertaken. The Department will work with people with disabilities to ensure that their needs are met without further marginalising them.

- All our work must be based on a commitment to **co-operative governance** that includes working with different spheres of government and civil society. The Department will work in partnership with communities, organisations and institutions in civil society. As first step, the national consultation process will be continued as a dialogue with and report back to the sector and citizens. The national department will create a framework for provincial MECs and local structures to carry out this strategic vision and mandate. After all, our performance nationally depends on effective service delivery by provincial and local officials.
- We must train, educate, re-deploy and employ a **new category of workers in social development** to respond to the realities of South Africa's crisis. This includes the **re-orientation of social service workers** to meet the development challenges of South Africa and link these to our regional and global demands.

The National Population Unit will be strengthened as a support unit to help all government departments take cognisance of the key challenges as reflected in national data, such as HIV/AIDS rates, and to build a shared set of indicators on key development issues.

These priorities will form part of

a systematic, co-ordinated strategy for social development over the next 5 years. It will be linked to the department's medium term expenditure framework. In addition the plan will involve the mobilization of national and inter-national resources including the use of a wider pool of technical expertise.

Linkages with other programmes of government will be consolidated to integrate the work of the Department of Welfare into these programmes. Particular focus areas will be the Integrated Rural Development Strategy, the National Plan of Action for Children, the work of the Office on the Status of People with Disabilities and the Office on the Status of Women.

Ladies and gentlemen, I invite you to join me as I continue my journey in the welfare and development portfolio. In more concrete terms, you can join me in monitoring the implementation of these national priorities through joint civil society and government processes.

We need to move quickly at all levels to link social development and population concerns to economic strategies so as to establish socially integrated and caring communities.

In reclaiming Africa's place in the global community, let us work towards an African Renaissance that will deal with poverty, social inequality, women's marginalisation, violence, social alienation, the impact of HIV/AIDS and human development that is environmentally sustainable. Let us mobilise for a caring society. □





## Matete Matches Secure Care Centre

Secure Care in the Free State is going strong!

On Monday 28<sup>th</sup> June 1999 four CYCW's (and the rest of the staff) impatiently waited for the first boys to arrive. When the police van arrived with the boys everybody, I mean everybody ran out to the van to meet them. The warden of the prison who accompanied the boys introduced himself. He then open the back door of the van. Five timid looking boys sat crouched together and all of them had cuffs around their ankles. The warden told them to help each other to take the cuffs off. One of the boys was sick during the journey and was looking very pale. He was helped by the other boys.

The next moment, the CYCW's and other staff members surrounded those boys with handshakes, hugs and welcomes. The warders just stood and looked at this in amazement. That was the start of many things at Matete Matches Secure Care Centre.

### Staff Compliment

We have 37 people on the staff and I can assure you, the team spirit is beyond expectations. This was particularly evident in the preparations for the official opening of the centre.

Before the youth arrived we were visited by the executive members of the NACCW. They were accommodated in rooms which the children would occupy. The visit gave us a chance to try out and test all the areas and equipment as well as show off our talents at cooking and catering.

We were all very involved with the preparations for the official opening. The date was set for the 13<sup>th</sup> August 1999.

The event ran smoothly until rain interrupted proceedings. Once everyone had moved indoors the speeches were completed and the centre was officially named.

Now, as the dust has settled and the hard work has begun, we are slowly gaining momentum. Presently we have 22 boys and 1 girl in our care. To date we had a total number of 42 boys who were admitted to the centre, of which 13 were sent home from court and 6 were older than 18 years. We have staff on duty 24 hours a day. There are four teams consisting of four CYCW's each and they work 12 hour shifts.

The CYCW's have been very actively running developmental programmes with the children and no-one has had any difficulty with problematic behaviour so far. The programmes are all geared to develop the children's skills so as to help prepare them for the future. The areas we are concentrating on are in the domestic areas like the kitchen and the laundry. Then there is an active carpentry workshop



and the vegetable gardens. In all of these areas all staff members and not just CYCW's take full responsibility for the developing and supervision of the children, but the CYCW's ultimately have to account for their whereabouts. We are very happy to say that we have had no abscondments thus far and neither were there any threats made to staff members. The attitude of the staff members largely contributed to the positive resolving of problems.

The way forward is to continue exploring other skills programmes. We envisage starting a small scale poultry farm and a welding unit. There is a lot which need to be done to make the community more aware about the centre's activities. Last but not least, all staff will be exposed to further training so as to enhance their effectiveness.

### Celebrating our Successes

We had a potjiekos day at the centre for all staff members and the children. We also went on an outing to Nyakallong Recreation Park where we had a very enjoyable day with all the staff and the children. These events were held in appreciation of all the support given by staff since the opening of Matete Matches.

**Harold Malgas**

*We are troubled by children  
so now we call them troubled children*

*- Thom Garfat*

## NEWS

### ORIENTATION WORKSHOP FOR LECTURERS AND SUPERVISORS AT TECHNIKON NATAL: A BRIEF REPORT

The NACCW has been engaged in a partnership with Technikon Natal since January 1999. The partnership is linked to the transformation of the Department of Child and Youth Development at the Technikon and involves NACCW in lecturing most of the major subjects for the B.Tech (Child and Youth Development) at the first three levels.

On 18-19 January 2000, there was an orientation workshop for Technikon lecturers and supervisors. These supervisors are child and youth care workers who demonstrate sound practice to supplement the theoretical learning of Technikon students and guide their practice in the field. The aim of the workshop was to bring together lecturers and practitioners to solidify the partnership and ensure that all parties are teaching students from the same philosophical base in line with the transformation of the South African child and youth care system. The workshop was attended by fifteen regional members of the NACCW, eight staff from the Technikon and three NACCW staff members who facilitated the workshop.

After a cordial welcome from Frida Rundell, the Head of Department, the group discussed the nature of child and youth care work and explored ways to integrate this into their roles of lecturer and supervisor. The first day continued with an overview of the transformation of the child and youth care system by exploring the concept of young people at risk and discussing the practice principles the developmental perspective and the framework for services. On the second day, we evaluated the strengths and challenges identified from the a partnership in 1999. The group then divided into lecturers and supervisors with each group exploring roles, expectations and support needed. The final activity involved a sharing of ideas to ensure a more integrated approach for Technikon students in 2000. Part of this plan involved future meetings and collaborations between the Department of Child and Youth Development and NACCW/child and youth care workers.

The workshop was an important step in promoting sound theory and practice in child and youth care work in the region and more broadly. Many participants commented on how valuable this experience had been for them and were excited to consider the potential of this partnership. The Kwazulu-Natal child and youth care workers were a credit to the profession and shared their ideas with enthusiasm.

*Jackie Winfield*

## NEWS

### TECHNIKON SA – B.Tech

#### IMPORTANT INFORMATION

The students who have completed the two year Child and Youth Care course at Unisa will be able to register for the third year in Child and Youth Development: Option 1 (Child and Youth Care).

The two major subjects, that is, Child and Youth Care III and Applied Development for Child and Youth Care III will be available for the first registration cycle in 2000.

Please take note: the major subjects are only available for the first registration and not for the second and third registration cycle due to the practicums involved.



**THE HOMESTEAD**  
Projects for Street Children

Require the services of a strong resilient Social Worker who is mature, experienced and registered.

Our residential programmes cater for adolescent boys who are considered difficult.

The ability to speak Xhosa would be a recommendation and a drivers licence is essential.

Phone Annie on 419 9763/4

### **Tennyson House**

**Youth for Christ (Durban)**  
**Street shelter for girls**

#### **Senior Child & Youth Care Worker**

A vacancy exists for a qualified and experienced female,

Zulu speaking child and youth care worker to manage a residential facility for girls. The applicant should be committed to serve as part of a team, have initiative, be creative, compassionate and carry a sense of call to serve these children and young people.

Applicants should have a code 8 driver's licence. Suitably qualified Christian person should apply by sending CV to fax (031) 312 3404 or Shelter Coordinator P O Box 74574, Rochdale Park, 4034

## Reomogetswe Secure Care Centre, Brits

### CHILD & YOUTH CARE WORKER

**Commencing Salary:** R50 610

**Qualification:** An appropriate recognized Bachelor's Degree  
OR  
Std 10 plus a three-year diploma in Child and youth Care plus 1 year appropriate experience.  
OR  
Std 10 plus a two-year qualification in Child and Youth Care plus 2 years appropriate experience

**Skills needed:**

- Ability to work in a team
- Be a positive role model for young people
- Skills in child and youth care

**Duties:**

- Development of appropriate life space programmes
- Secure caring and a therapeutic environment
- Building positive relationships with young people through life space work.
- Write progress reports
- Accompany young people to community activities, hospital and other outside resources as needed.
- Developmental work with young person and his/her family.

Preference will be given to male applicants.

**Enquiries:** Mr N Moloto Tel: (012) 256 6141

Applications must be submitted on forms Z83 and Z27, obtainable from any public services department, and should be accompanied by a CV (previous experience must be comprehensively detailed), certified copies of qualification certificates and the names of 2 referees.

**Closing date:** 29 February 2000

Direct your application to **Mr Mofokeng** Department of Health and Developmental Social Welfare Private Bag X02, SONOP, 0258

## **NACCW** PUBLICATIONS DEPARTMENT

Applications are invited for the post of Publications Assistant.

**Requirements:**  
Registered Child and Youth Care Worker with at least 5 years experience  
Administration experience  
Computer literate  
Good command of English  
Own transport with drivers licence

### **Duties**

- Preparation of all journal contents
- Liaise with Publishers
- Maintain membership database
- Secretary to Editorial Board
- Responsible for administration of all publications

**Closing date 15/2/2000**

Salary negotiable  
Please contact Vivien  
on (021) 697-4123

### **NAZARETH HOUSE CHILDREN'S HOME - CAPE TOWN** (Caring for babies and children with HIV/AIDS)

Wishes to employ a Child Care Supervisor.

The ideal applicant should:

- Have relevant child care qualifications
- Have experience in child care and staff supervision
- A valid driver's license
- Love working with children

Please send a CV to: **Jayne Payne**, Nazareth House  
PO Box 12116, Mill Street 8010  
Tel: (021) 461-1635 Fax: (021) 465-6414



### **EXPERIENCED CHILD CARE WORKER**

*St George's Home, Johannesburg* requires candidates with previous experience working with children.

Valid driver's licence essential and training in child care related field.  
Shift Work.

We offer development opportunity and usual benefits.

Telephone: (011) 616-4015