



**CONSTITUTIONAL RIGHTS  
OF CHILDREN**

**QUALITIES OF A CHILD &  
YOUTH CARE WORKER**

**BASIC CONSIDERATIONS IN  
PREVENTING CHILD SEXUAL  
ABUSE**

# Child & Youth Care

**ISSN 0258-8927 Volume 18 No.3 March 2000**

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

**Inkathalelo Yabantwana Nolutsha: Incwadi ebhalelwe abantu abasebenza nabantwana abaneengxaki  
nolutsha olujongene neengxaki**

# OUR AFRICAN CONNECTEDNESS

EDITORIAL



**B**efore the most recent Biennial Conference, **Masihambeni**, we held an Indaba at Kroonstad with all regions' representatives to discuss a vision for the way forward.

A theme that emerged in that Indaba was the vision of the NACCW as an Association of Child and Youth Care Workers in Africa. We envisioned ourselves building our African connections over the next two years, and growing our awareness of the unique contribution that we can make to the profession as Child Care Practitioners in Africa. Our African experience, we believe, has as much to give the global field of Child Care as the Native American Indian child rearing practices set out by Martin Brokenleg and Larry Brendtro in their classic work *Reclaiming Youth at Risk* and the Circle of Courage. In fact, in reclaiming children and youth here, we are in a unique position to explore what is best and works in African cultural child care practices; what is best and works in Eurocentric models, and to find our own African Child Care model. We can and should define our African practice model.

Our African culture of Child Care will have an impact on the international field.

As a National Association in South Africa we have gone some way on this path already and have ideas to build and expand our African connections; our African connectedness.

Thanks to the support of the Royal Netherlands Embassy, some 150 Child and Youth Care agencies north of our borders receive this Journal. We are selecting between 15 - 20 of these, especially agencies that have shown a special interest in NACCW work. We will make contact with these agencies to encourage African delegates to our next Biennial Conference in Port Elizabeth, July 2001.

It would be particularly valuable if we could:

- develop exchanges with agencies in the rest of Africa
- twin Children's Homes with Homes in this country for exchanges of practices, problems and cultural knowledge
- encourage leadership development programmes focusing on our African context
- cement our connections with Namibia especially in the provision of training

- develop training partnerships in the rest of Africa; either in this country or in North Africa
- put on an African road-show to showcase what we are doing in South Africa

One practical step that you can take to partner us on this African journey in Child and Youth Care is to write your practice experiences for consideration for publication in this Journal. Recognise your value as a Child and Youth Care Worker in Africa. Write to us and let the NACCW know what it is that you do, how, and, if possible why it works on this continent – our continent – Africa. Celebrate your African Connectedness.

**Barrie Lodge**

*"The person who is being carried does not realise how far the town is."*

— Nigerian Proverb

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# QUALITIES OF A CHILD AND YOUTH CARE WORKER

*Veteran Child and Youth Care Practitioner Ernie Nightingale addresses BQCC graduates of Kwazulu-Natal*

**A**s I prepare to retire from Ethelbert Children's Home where I have been the Principal for the past 27 years, I thought it would be appropriate for me to reflect over the years and share with you some qualities I have observed and admired in good child care workers I have worked with.

## **They have a Twinkle in their eyes**

Al Trieschman once said "the youth becomes a twinkle in your eyes and you in his". I think you either like children or you don't. I have not met anyone who has succeeded in fooling children that they are special and liked when deep down inside that is not the case. It is unthinkable that someone who does not have a passion for children or youth should want to work with them, let alone be an effective child and youth careworker. Good workers that I have known have understood the concepts of "time" and space when developing relationships with children. They understand that relationships are not formed instantly, and that time is needed before the "twinkle" begins to sparkle.

## **Commitment**

Unfortunately, many people enter the field of child and youth care because they are in need of a job- "and surely anyone can look after children." These people do not appreciate or consider the impact their decision will have upon the children they work with. All children in care have grown up with broken relationships and impermanences as part of their lives.

Child Care workers simply add to this cycle of hurtful broken relationships if they are not committed to the profession and/ or the children they work with. It requires real commitment to "hang in" and "stick it out" when the going gets tough. Some of the best workers I have known are those who have understood the meaning of commitment and made this a priority in their workplace.

## **Eager To Learn**

I cannot think of anything worse than a worker who always says "I know" when counseled about some aspect of work only to continue behaving as before anyway. Workers who know it all and those who are unwilling to learn make life very difficult for themselves and for the children. I suppose what is a worse

scenario is the worker who "learns" but never applies what he has learnt. Learning and growing in child care are ongoing activities and no-one ever stops learning, be it from books, colleagues or children. Good child care workers are those who continuously ask, "please explain this to me" and then go away and actually practise becoming more competent workers.

## **Ability to Change and Adapt**

Coupled to the willingness to learn is the important quality of being able to adapt and change. I often remind my staff that every time a new child is received into our home, or a new staff member joins the team, the whole organisation should be willing and able to change and adapt to make place for the new person. This is never an easy thing to do. There are very real dangers to everyone, the organisation, staff and children when workers are rigid, inflexible and unwilling to change. Change is very threatening and many workers feel confident and safe in the familiar things and ways around them. Among the good child care workers I have known are those who have persevered

against great odds, those who have been willing to open themselves to risk, to become vulnerable to others and to courageously embrace change and growth. This is always easier to do when workers feel confident in themselves, confident in their team and secure in their work.

### **Ability to see small changes as big news**

Workers who really understand what child care work is about seldom see neon lights flashing to announce a major breakthrough with a child or a significant achievement in changed behavior at attitudes. They know it is all about the "little things"; sometimes so little that they are unnoticed by others. Amongst the best child care workers I know are those who have been able to celebrate small steps of growth, to recognise the achievement and effort made by the child and to respond appropriately in order to encourage further growth and development.

### **They are able to take responsibility for their personal lives**

It is easy to become an institutionalised staff member. Child care work can be exciting, satisfying and fulfilling – most of the time, and some of the best workers I have known are those



who have worked hard at maintaining a balance between work and personal life - often not an easy thing to do because it requires a conscious effort and good planning to make it work. I always wonder what workers have to offer children in terms of life experiences if they are not able to 'live' a life themselves?

### **They compromise and support each other**

Children learn an awful amount by simply watching the adults go about their daily duties. What wonderful teaching for children when adults are able to co-operate with each other, go the extra mile to help a struggling colleague and compromise their position in order to make things a little easier for someone else.

I have worked with wonderfully kind and generous people who have been willing to place others before themselves.

I do not know how we would have coped at times had it not been for those workers who were able to give of themselves selflessly in times of need.

### **They pray together**

No person can work in total isolation of others and in my opinion no worker can keep going without recognising their need for strength, guidance and encouragement from their Creator. Among the best child care workers I know are those who have recognised their dependence upon their Creator

and have been able to integrate their faith in their Creator into their daily child care practice.

You are now to graduate having completed two years of study and preparation. In extending my warmest congratulations to you on your success may I also challenge you to become the best child care workers that you can be. This will require a spirit of determination and courage, but having begun the journey, do not give up now. The children need good workers to help them - go out there and become one!

Well done, you have worked hard and deserve this special recognition today. May God bless you. ▣

*Media Statement issued by the WCED describing the transformation process affecting schools of industry and reform schools*

## **WESTERN CAPE EDUCATION DEPARTMENT: CHANGES IN THE SYSTEM THAT CATERS FOR YOUTH AT RISK**

**I**n 1995 an inter-ministerial committee (IMC), drawn from the national departments of Welfare, Justice, Correctional Services, Health, Safety and Security, Education, RDP and various national NGOs, began a thorough investigation into the child and youth care system in South Africa, which was failing to provide effective services to vulnerable children and their families. This committee investigated South Africa's places of safety, schools of industry and reform schools and reported to the national Cabinet in September 1996 "*In whose best interest?*" – report on places of safety, schools of industry and reform schools – that there were defects in the management and practices of these schools which warranted the urgent transformation of the system. The committee's research led to the formulation of a new model for the child and youth care system contained in the policy document "Interim Policy

Recommendations". November 1996. All provinces had the chance to contribute to the new approach and the new national policy while these were being evolved and formulated. As a result of the implementation of the recommendations of the IMC by the relevant departments, the enrolment figures at schools of industries and reform schools have dropped markedly, as alternative placements or programmes have been found for learners who until then would have been sent to these schools. An additional reason for this drop in enrolments in the Western Cape is that the WCED no longer admits learners from other provinces into its schools of industries and reform schools unless the provincial Education Departments concerned agree to pay the WCED for services rendered. The drop in enrolment has meant that our schools of industries and reform schools are now heavily overstaffed and underpopulated by learners. The

result is an unacceptable disparity between what the WCED spends per learner in one of these schools (on average R80 000) and what it spends on learners in its mainstream schools (R3 700).

Thus there are two reasons for transforming the schools of industry and reform schools. Firstly, they are part of an out-moded and ineffective system, and secondly, they are now grossly uneconomical to run.

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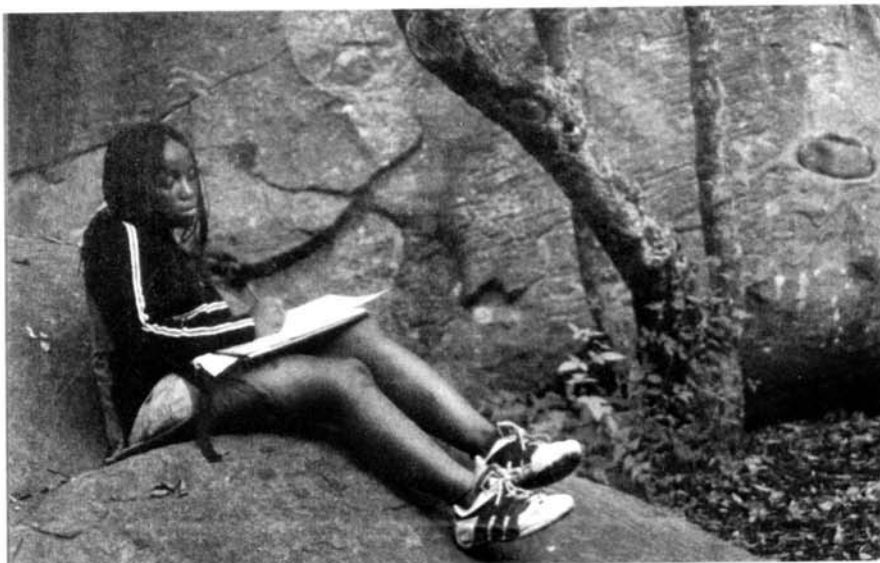
*In educating young people at risk, a development and discipline approach replaces one of control and punishment.*

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Transforming them, while at the same time rationalising them, has become an urgent necessity. The new approach, which involves the Department of Justice, Social Welfare, Education, etc. envisages the child and



ESST – Educational Support Services Trust



TDX/CO

youth care system as an integrated one which emphasises prevention and early intervention and minimizes residential care. In educating young people at risk, a development and discipline approach replaces one of control and punishment. The developmental approach aims at enabling young people to experience themselves as whole and competent at any given time, i.e. able to make the most effective decisions possible, for themselves and others, and thereby progress towards responsible actions and a greater sense of well-being and wholeness. This means that young people at risk will be cared for in an environment and manner completely different to those of the past. The WCED's application of the new national policy provides five levels of support to the young people needing it. The first three levels of support (mechanisms for early intervention) will be offered in ordinary "mainstream" schools and will use life orientation programmes, guidance and emotional support to help learners with emotional and/or behavioural problems, especially

where there is a risk that these problems may end up getting the learner expelled from school, placed away from home or charged with a crime. Additional support services and resources are based at school clinics, other provincial departments and in the community. Youth development programmes will be delivered by highly skilled multi-disciplinary teams. Mechanisms for inter-sectoral co-operation and effective communication will be ensured, as these are essential.

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*Young people at risk will be cared for in an environment and manner completely different to those of the past.*

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The fourth level of support will be offered at Youth Care and Education Centres. Some of the learners involved here will need residential care on different levels of restrictiveness; others may attend multi-disciplinary therapeutic and educational programmes on a daily basis, after school hours or during weekends.

On the fifth level of support, Special Youth Care and Education Centres will provide compulsory residence for young people in severe emotional turmoil or in conflict with the law who may need to be physically, emotionally and/or behaviourally contained. The curriculum at these schools will be determined by the needs of the learners and will be relevant to the needs of the community.

These centres will work in collaboration with social workers, school clinics and schools, and the developmental and therapeutic programmes they follow will focus not only on the needs of the young people at risk but also on those of their families. As part of the new policy on Youth at Risk, the new Youth Care and Education Centres will replace the present Schools of Industries and Reform Schools. The implementation of the new system of education for young people at risk thus entails the closure of the nine schools of industries and five reform schools in their present state, and to meet current needs, the opening of four Youth Care and Education Centres (in Faure, George, Ottery and Wellington) and two Special Youth Care and Education Centres (at Rawsonville and Tokai). If needed, more Centres will be opened. In addition, and as part of the continuum of services provided for learners with special education needs, five other schools are to be opened: one school for LSEN (in George) and four schools of skill (in Atlantis, Oudtshoorn, Pacaltsdorp and Paarl). □



# Basic Considerations in Preventing Child Sexual Abuse

by Karen Weissensee of CATTS (Child Abuse Treatment and Training Services),  
the specialist sexual abuse unit of Johannesburg Child Welfare Society

**I**n talking of preventing child sexual abuse, it is helpful to understand factors that contribute to abuse happening.

David Finkelhor (1984) identified four pre-conditions, which need to exist before the abuse can be enacted.

**1. Motivation to abuse:** This indicates what the offender gets out of such an offence. This includes sexual arousal to children plus an emotional fit with children, often-poor adult relationships, and self-esteem etc. Some offenders have been previously abused themselves.

**2. A person may be motivated to abuse, but is able to stop him/herself from doing this by using their "internal inhibitors",** that is, the things inside us that stop us from doing what we know is wrong. Some people call

this conscience but we all at times overpower our consciences or allow our minds to trick us by saying things like "It was only once", "it just happened", or "they owe it to me because..." A sex offender can use these same defenses as a way of living with themselves for what they have done. We call this "*overcoming internal inhibitors*".

Sometimes our social norms and values make it easier to overcome these inhibitors. For example where the status of women and children in society is low, this contributes to overcoming inhibitors.

**3. Both the motivation and overcoming internal inhibitors can be in place but if there are "external inhibitors",** circumstances or people to stop the offence from happening, then the abuse can not be enacted. This usually involves the presence of a protective adult in the life of our children.

**4. Overcoming the resistance of the child is the final pre-condition.** An offender often goes to great lengths to ensure secrecy. This most often involves building a relationship of special trust with the child but also may mean targeting children who are especially vul-

nerable. Children with disabilities, poor self esteem, children who lack a strong bond with another adult, children with no knowledge of sex, or previously abused children. Sometimes bribes or threats are used to overcome the child's resistance.

Prevention programmes can target any of these areas. For the purpose of this article, we will focus primarily on the last two while commenting on the first two.

## Increasing External Inhibitors

We, as adults prevent abuse from happening by creating safe environments for children. In communities we need to look at adults in whose care children are being left. The question of this person's maturity and availability needs to be considered. Older children are often left to care for youngsters. The older child has their own developmental needs and it is unfair to let them be responsible for younger children. A drunk or drug-using adult is not able to focus on ensuring a child is safe. An adult with a severe disability, or with many children to supervise cannot easily be a fully protective adult. It is part of our work as child and





youth care workers to both educate parents about these issues and to empower communities to provide safe day care for children. Sleeping arrangements which allow adults or older children access to younger or more vulnerable ones is another external factor making it easier for abuse to happen. It is important to consider this when we plan sleeping arrangements in our facilities. An example was that of a five year old being put in a room with a twelve year old so that the older child could help the younger one. Ongoing physical, sexual and emotional abuse of the little one occurred as a result of this decision. It is vital that we consider other practical arrangements in our residential settings, which reduce external inhibitors. Considerations include keys for bathrooms and bedroom doors and ensuring adult supervision at all times. A tired and over-burdened staff team does not allow for maximum availability of staff to prevent victimisation of more vulnerable children.

**Heightening the “resistance” of children** refers to giving children knowledge of their rights and skills associated with being assertive. This includes being able to report advances from an adult or another child. The summary alongside provides some guidelines for prevention programs for children. Another powerful tool is our relationship with children. Having a strong relationship with another adult allows children to be less vulnerable to abuse and more likely to get help if they are abused. Our day to day work of forming and maintaining relationships with children and youth and building both their self

Wrong	Effect	Right
You can say “NO”	The abuse is my fault, I could have stopped it and I did not.	You have a right to say no (amongst other rights) but this is often difficult as adults have more power.  It is the responsibility of adults to protect and respect children. It is the responsibility of children to recognize (once taught) high risk situations and avoid them.
You must tell	Guilt	Not telling is understandable and telling is necessary and safe.
A once-off event	Insignificant, forgotten or misinterpreted	An on-going process including: <ul style="list-style-type: none"> <li>• Age appropriate values clarification information on natural and healthy sexuality (and the difference from coercive sexuality)</li> <li>• Assertiveness training, with role plays,</li> <li>• On-going enabling of children to be open about talking about their bodies, sexuality development and abuse.</li> </ul> On-going self-esteem building and empowerment of children is vital in heightening a child’s resistance.
Focus on children only	Children to blame adults unsure how to respond to disclosures or child’s questions	Teachers, parents and significant adults need to be included in education.

esteem and a sense of control in themselves, is preventive action in itself.

The following qualities are essential in an adult doing a prevention/awareness program:

- knowledge of the dynamics and the effects of abuse
- Skills in recognizing a child who may have been abused
- Skills in responding appropriately to disclosures
- Comfort with talking about

sexuality and sex

- Knowledge regarding local resources
- Ability to create a climate of trust with children
- An understanding that disclosure is a process and may come out in pieces or in disguise
- An understanding of children’s development (programs must be age & development appropriate)
- A sensitivity to the culture of

the child and preferably, use of the child's own language

Finally, the four factors referred to earlier interconnect in that as we facilitate development of a child's self-esteem and self-discipline so we assist them in recognizing that they have choices each with consequences. As they develop a sense of internal control, it becomes more difficult to "trick" themselves and overcome their "internal inhibitors". If our relationships with young people are "corrective experiences", we have hope that those "relationship weary" children will be willing to try again and not resort to victimising those more vulnerable than themselves. Prevention of child sexual abuse is multi-faceted. Some of it is done in our daily work, some requires a community development approach. All require that we look at and challenge ourselves.

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2. Morrison T; Erooga, M & Beckett R C *Sexual Offending Against Children* Routledge, London, 1994
3. Brago W; Schimmer R *Sexual Abuse and Residential Treatment*. Haworth Press, NY 1993

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## TIPS FOR WORKING WITH GANGS

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Think small

Be realistic

Be prepared to take risks

Working with gangs is ongoing and hardwork

Consider your own safety

Challenge the causes and not the symptoms

Network! Involve other groupings with you

Consider all your options before choosing an appropriate plan of action

The alternative has to be as exciting as gang life

Don't provoke conflict by being anti- gangsterism

Gangsters are also people with fears and social burdens

Use their positive qualities

See the good in all, even if they have done "bad" things

Respect gang secrets if you are given access to them

Be careful of alignment with a particular gang

Try not to play by their rules

Draw on exciting existing materials such as street law booklets for examples of roleplays, problem-solving exercises and critical-thinking games that are fun.

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**Taken from the book:**  
***Gangs: The Search for Self-Respect***  
**by NICRO and UCT Institute for Criminology**

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# CHILD CARE EXCHANGE PROGRAM

*Mark Taylor, Principal of St Michaels Children's Home, Cape Town, reports on an exchange opportunity for Child and Youth Care workers being piloted in the Western Cape*

Near the end of 1999 the NACCW office was contacted by Thornlands Crisis Centre, a child care facility in North Devon which is just outside of London, to consider a child care worker exchange program. The program would mean that a child and youth care worker from South Africa would be able to go over to the UK and a worker from there would be able to come to our country. For a period of six months they would learn and observe more about Child and Youth Care strategies, techniques and cultures of the respective countries and their communities.

As the manager of Thornlands had previously worked at St Michael's Children's Home, she requested for the NACCW to contact our organization and to see if we would be interested in becoming involved in piloting the exchange program. I was approached by Jeanny Karth of the NACCW and given all the relevant contact details. This set in motion a course of events that has been both thought provoking and energy sapping. The Manager of Thornlands in North Devon was none other than Mrs Moira Storkey who had been Senior Child and Youth Care worker at St Michael's in 1989 and 1990 before she and her family left for London. Moira and I connected via email and started looking at what would be needed to make this venture a possibility.

First of all we had to establish what value there would be, for the worker as well as for the organizations, in starting this program. Once this had been established it had to be taken to our man-

agement committee for consultation and approval in principle. This part of the process was quite tedious, as the committee had to study the viability and value of the link with the facility.

Registration checks and inspection reports had to be read through to ensure that everything was above board. This part of the exercise just enhanced the credibility of both facilities and said a lot about the accountability of the Child and Youth Care profession in our country. Among some of the things that needed to be done were: suitability checks of candidates, police checks in relation to the respective candidates, visa and passport inquiries, letters of permission to the respective homes affairs officers, international drivers licence and many calls and faxes to and fro. (Thornlands have been absolutely wonderful in this regard as they offered to call us whenever telephonic contact was needed).

Once committee approval had been received we needed to look into actual dates and booking of flights. Well! We are now in the final stages of negotiations and are excited to announce that Teddi Fisher, one of our child care staff will be going over to Thornlands from 6 April to

5 October 2000. Danny Woodward will be coming to St Michael's a couple of days before Teddi leaves in order for the two to meet and for Teddi to do an orientation with Danny. We are most excited about this venture and will hopefully be able to have Teddi share some of his experiences via the journal. For those of us who are based in the Western Cape we will be able to share with Danny at one of the forums later this year. □



Teddi Fisher



# Constitutional Rights of Children – Child and Youth Care Workers Responsibilities

*A presentation by Mr Justice E Cameron at the NACCW Gauteng Region Annual Graduation*

**T**oday is an important day for you. It represents the culmination of substantial effort on your part. You must be very proud of that. You have taken the first important steps on the road to professionalism in child care work.

Today also represents the start of a continuous process. No achievement in life should be complete. We must always take pride in our achievements. They must always inspire us to even more effort.

That is particularly true in the South Africa. We live in a wonderful and beautiful land. Yet, it is also a land of contradictions. Amidst South Africa's beauty and plenty there is also great injustice and shame. These facts call those of us who are privileged to bear responsibility for improving the lot of others to extra commitment, extra self improvement.

I am a lawyer but my profession has something in common with child care. Both our occupations are related to social dislocation in one form or another. If there was nothing wrong with the world, if people lived in perfect harmony with one another, neither the law nor social work would exist.

The law and legal system exist to deal with social conflict. As I get

older and gain a little more experience in the law, I realise how little it really can do.

South Africa has had a very complex relationship with its legal system. Under Apartheid the law was used as an instrument of great evil. It enforced a system of racial subordination and oppression, which excluded most South Africans from a dignified part in our country's life.

Yet the negotiators at Kempton Park made a remarkable and miraculous choice. Despite the shabby role that the law had played in our country's past, they chose the legal system to be the chief instrument for the regulation of social conflict and the determination of conflicting social claims in the country's future.

That was a significant choice. The negotiators and thereafter the Constitutional Assembly gave us one of the world's most enlightened and progressive Constitutions.

In it, we as South Africans make many promises to each other. We promise each other equality. We promise each other dignity. We promise each other access to health and social services. Most importantly, we make promises to our country's children. The Bill of Rights in the Constitution makes a very large and detailed promise to South Africa's children.

In terms of section 28:

- 1) Every child has the right—
  - a) to a name and nationality from birth
  - b) to family care or parental care or to appropriate alternative care when removed from the family environment
  - c) to basic nutrition, shelter, basic health care services
  - d) to be protected from maltreatment, neglect, abuse or degradation
  - e) to be protected from exploitative labour practices
  - g) not to be detained except as a measure of last resort

2) A child's best interests are of paramount importance in every matter concerning the child. This provision is of great significance. On the one hand, it recognises the important role that children play in our society by highlighting them in the Constitution. On the other, it emphasises the importance to children of providing them with the basic means of well-being and survival. In doing so, the Constitution recognises that the welfare of children is not solely a matter for the family. The State now plays a more active role in the well-being of our children. Other institutions are now involved in the welfare of children and this is where the skills you have acquired come into play. The Constitutional Court has al-



ready heard two cases— arising from the same dispute— dealing with children's rights: *Fraser v Children's Court, Pretoria North, and Fraser v Naude and Others*. In the latter case, the court emphasised that the interests of the child are paramount in any litigation dealing with its future. It refused to allow a matter to drag on through more steps and more appeals because "continued uncertainty as to the status and placing of the child cannot be in the best interests of the child".

Who today can stand up and say that we as South Africans are fulfilling our constitutional promises to each other? Who can say that we are keeping the high promises our Constitution embodies to our country's children? This is where your role is so vital. We have a wonderful country, full of promise and challenge. Those of us who are empowered— through our professions, our positions, our training— to help others, to make our constitutional dream come true, have especially exciting possibilities open to us in South Africa. It is precisely because our country is, despite the high promise of our Constitution, still so poor, still so unequal, still so danger-



ous for women, still so unfriendly to children, that we have an extra special responsibility to make these promises come true.

The courts are an important mechanism in safeguarding the rights of children. But the courts cannot do this alone. The courts depend vitally upon the assistance and co-operation of others such as the police, parents, teachers and yourselves as child and youth care workers.

As newly qualified child and youth care workers on the road to professionalism, you are in an ideal position to take note of the status of the children's welfare. Your position will enable you to address any situation you will be faced with, to offer assistance to any child in your care who will need it and in so doing, you will give effect to the provisions of Section 28.

Every minute of every hour that you spend with a child is most important. Children learn about life and loving from you. In giving them love and care, you will teach them to love and care for others and to become loving adults. In making them safe and ensuring their well-being, you will teach them trust and to have confidence in our society.

When you do your work, looking after the children in your care, your highest striving must always be to be professional. Being professional does not mean carrying out your duties in a "cold, heartless" manner. Being professional is about being the best that you can be and doing the best that you can do. It means taking care of the children in the best way you can— with the assistance of Section 28

of the Constitution, but also in fulfilment of Section 28.

Children today face immense difficulties and challenges. They are faced with problems of alcohol and drug abuse. They are continuously pressured into this kind of abuse by their peers. Previously this had been a problem found amongst teenagers. Now more younger children, in primary schools, are faced with this danger. They are faced with this kind of problem when they go home where more and more parents deal with their abuse of alcohol and drugs. There is also the ever increasing problem of child abuse from many quarters. Legislation does not address this issue— including the Sexual Offences Act (no.23 of 1957) and the Child Care Act (no.86 of 1991). As said earlier, the courts with such legislation rely on your assistance as well.

The rights in Section 28 of the Constitution are strengthened by other provisions in the Constitution. The equality provision in Section 9, the dignity provision in Section 10 and the freedom and security provision in Section 12 all ensure that children are not subjected to cruel inhuman or degrading treatment and they ensure that the children of our country have the full protection of the law.

There are many more rewards that you will receive as child and youth care workers. You will be rewarded with the smiles you will receive each day from the children. The joy of seeing them grow into happy young adults. These rewards, small as they may seem, will be invaluable to you. □



# Ons Plek Projects for Girls: 'Sifunda ukuphila'

**We are here for our future lives**

*Renée Rossouw, Vocational Co-ordinator at Ons Plek*

**F**ormal education is a powerful symbol for all the girls at Ons Plek, since it represents to them, and to the community, a 'real' return to mainstream society. A suitable educational or vocational opportunity is a major factor in making it realistic for the children to leave street life behind.

In this article we highlight a little of the approach we have developed and refined since 1988.

## **The first step: Leaving street life behind**

"A place for us!" was the delighted response of Cape Town's invisible street children, the girls, when Ons Plek Shelter opened for them in 1988. Ons Plek is the only intake shelter for girls in Cape Town. The girls' basic needs of food, clothing, shelter, education and love are provided. The second stage shelter, Siviwe, is in Woodstock.

Once the children have crossed the threshold into Ons Plek they are not here as street children, but as children who are looking for a new place in society. They are not looking for an identity as former street children either, but want to be seen as ordinary chil-

dren. For them Ons Plek is not a project for female street children, but a place, OUR PLACE, where 'sifunda ukuphila' - we learn for our future lives.

The method we follow is to work from the basis of the shelters.

The shelter facilities allow the family, child and staff to work together thoroughly. We make arrangements and solve problems together, knowing that the child is safe, and fully cared for under adult guidance. In addition to weaning children from street life, the two other crucial focus areas of the project are resettling children in the community and vocational preparation. The different programmes are integrated very closely with each other to equip and prepare the children for their future lives. We empower the girls for life by developing a sense of responsibility for themselves. One of the ways in which we do this, is by being as much like an ordinary household as possible. Just like children at home with their families, they participate in household duties, including all cooking and shopping for the food. Girls and staff make household decisions and rules together. While the girls adjust to a structured

environment, our social worker and child care staff contact and interview families and investigate home circumstances. About 70% of the girls return to their families who are helped to resolve their difficulties. Of those who remain for a longer period of time, at least 75% return to formal schooling.

The core of our work lies in the personal relationships between the children and staff. We live together, sharing in the children's lives, joys and sadness. Without this, transformation in the children's lives would not be possible to the same extent and duration.

## **The second step: Informal Education**

The girls vary greatly in background, educational history and ability. Most of the girls experience smaller or larger developmental 'gaps' due to poverty, neglect, social circumstances, physical, emotional and/or sexual abuse at some stage in their personal history. As a result most of the girls need to be gently brought into practising sustained concentration and effort, and co-operating in a group. We assess each girl in





terms of developmental level and scholastic skills, to contribute to planning the best possible overall care plan for her.

In the informal education sessions the school support teacher and volunteer teachers reintroduce educational activities to the girls who may have not attended school for some time. The girls call their class Morning School, representing the dawn of their new start in life.

During the initial stages of the programme they would mumble that this is a "poppie skool" - a dolls play school. Recently they introduced a navy and white school uniform and a school bell for themselves, declaring that what they are learning is valuable and real to them.

One of the most important areas is the focus on communication, including first language and English communication. An increased ability to communicate in English facilitates the girls' ability to interact with the mainstream culture. They learn to use language to express their feelings

and opinions, clarify their thought processes and follow a process of reasoning. While the aims of the sessions are very clear and consistent, the structure is very flexible. Some girls return from streets specifically because they like their teacher and their classes so much.

### **The third step: Back to school**

We return a girl to school when we are sure she is committed and ready. The education staff consult closely with all other staff in the team in decisions regarding schooling. The

observations and assessments by experienced child care workers with regard to the girl's general ability and social involvement are essential in forming a complete picture of the girl's ability to cope in school.

We choose each school with great care, considering a host of factors including the family re-unification process, transport and language. We also look out for teachers with a particular dedication to making a difference.

### **School Support Programme**

When we introduced this support programme in 1996, the pass rate shot up from 5% to 95%! The programme includes daily homework help and regular liaison between our support teacher, child care staff and the schools. We provide structured support to the girls in all aspects of their schooling.

The support teacher is able to help girls when they experience

difficulties in their homework and need some assistance. Her work includes helping the girls understand concepts which they have not grasped and assisting the learners in gaining the study skills they need. She also maintains strong links with the schools through regular visits. Contact with the teachers is aimed at helping teachers understand the particular circumstances of each girl. Other school support activities also include a computer education programme, an interactive drama programme, regular counselling and well organised educational resources.

*A former Ons Plek girl gave staff a surprise party two weeks ago. She is graduating from Technical College and continuing her studies at Technikon. In her speech to us she laughed and said how much she appreciates all the arguments she had with the vocational co-ordinator and support teacher. In the end she learnt to make realistic choices, obtain the most from her learning environment, support herself financially and, in her mid-twenties, her dreams are alive and closer than ever.*

### **One girls' journey**

Once Nomsa had begun to get used to sleeping at night and being awake in Morning School we could take stock of her abilities. She had started school several times before. A previous teacher told us that she was a monster and that the school would never take her back. On the first day Morning School staff noticed that her letters were back to front and upside down. In other tasks they also noticed that she inverted images. She became easily frustrated and angry because she could not write and remember



the way others could. Further tests showed that she suffers from some damage in a specific area in her brain, which affects her ability to write and remember written material. Nomsa went on to attend the LSEN class with a very dedicated teacher in a local primary school.

She is now tall and happy and studying hairdressing at a skills school. While she writes slowly, she is very precise and neat. Recently she told us: "I met these girls, shame, they are my age and beautiful like me, but they can not write like me. I feel so sad for them". □

## CHILD & YOUTH CARE WORKER

Marsh Memorial Homes has a vacancy for an energetic, committed child and youth care worker with at least two years experience, to join its dynamic team. A Basic Qualification in Child Care (BQCC) will be an advantage.

The successful applicant must be:

- prepared to sleep in when on duty
- in possession of a valid driver's licence
- able to work under stress.

*Please fax a short CV and covering letter to The Principal at 686-4501*

## THE 29TH ICSW INTERNATIONAL CONFERENCE ON SOCIAL WELFARE

### Poverty, Social Welfare and Social Development — Challenges for the 21st Century

23 – 27 October 2000 – Cape Town, South Africa

The International Council on Social Welfare invites you to attend the 29th ICSW International Conference on Social Welfare in Cape Town, South Africa from 23 – 27 October 2000. The conference programme will cover a wide range of stimulating ideas and perspectives and provide opportunities to exchange information on social welfare and social development activities worldwide.

#### Who should attend?

Participants will be from all parts of the world and will be from non-government, academic and government backgrounds, as well as intergovernmental organisations.

#### Registration fees

The registration fee for the conference is US\$400 for registrations received by 31 July 2000. A 10% increase will apply after that date. Discounts on the standard fee will be available for participants from developing countries and countries in transition.

#### Conference venue

The conference will be held at the Nico Theatre Complex in Cape Town city centre.

#### Accommodation

Accommodation has been reserved, ranging from five star to inexpensive accommodation. Please note that October is high tourist season in Cape Town, and it is advisable to book early.

#### Presentation Proposal

If you would like to speak at a workshop, convene a workshop, display a poster or organise an exhibition stand, please contact Odette as indicated below.

If you would like more information on the conference, please complete the Expression of Interest form on our website at <http://www.icsw.org> or contact Odette as follows:

Email: [icsw@globalconf.co.za](mailto:icsw@globalconf.co.za) Fax: +27 (21) 762-8606 Telephone: +27 (21) 762-8600

## NEWS

## NACCW REGIONAL GRADUATIONS

## GAUTENG

Another very successful Graduation Ceremony was held at the Walter Sisulu Child and Youth Care Centre on the 25th February 2000, where — 186 BQCC Certificates were received as well as Specialists courses – 20 HIV/AIDS: Education, Care and Policy in Residential Child and Youth Care; 19 Professional Assault Response Training – Revised [PART]; 2 Working with Youth at Risk; 12 Consultative Supervision in Child and Youth Care Practice and 11 Training of Trainers.

We also registered 31 Professional Child and Youth Care Workers and Practitioners and 1 Child and Youth Care Practitioner.

The support from colleagues and other professionals, and these included people from the Department of Welfare, the Department of Education and Technikon SA, was very encouraging having over 400 people at the ceremony.

We involved the local community by having a poverty alleviation project provide the catering. Our guest speaker was Justice Edwin Cameron, his address was most inspiring, challenging and given from the heart.

**Marie Waspe**

Chairperson –  
Gauteng Executive Committee

## WESTERN CAPE

On 3 March 2000 child and youth care workers from all corners of the Western Cape gathered at the Baxter Theatre to applaud and celebrate the BQCC graduates of NACCW in the area. The venue did us proud and a sense of celebration was felt by all.

After the welcome we were privileged to hear an inspirational story by Mark Gamble. Yes, we are all searching for the Great White Bird in Child and Youth Care.

Merle Allsopp, the director, "who belongs to the Western Cape", congratulated the graduates on behalf of the NACCW. Thereafter we were enthralled by our guest speaker, Zeni Thumbadoo.

Thank you for your words to us all. Barry Lodge was on hand to give the graduates their certificates. He, too, congratulated and encouraged everyone.

Our morning was that much better for the wonderful singing by Carlyn Bartlett.

After the usual round of thanks, we all enjoyed a superb breakfast. I left feeling proud to be in Child and Youth Care and to be part of such a wonderful group of people who are committed to caring for the children of the Western Cape.

**Kathy Scott**

Chairperson – Western Cape

## KWAZULU-NATAL

Our celebrations took place at St Monica's Children's Home on 25 February 2000. Fifty seven students received their BQCC certificates and ten students received certificates in Consultative Supervision. Members came from as far as Ngutu and Newcastle. The guest speaker was Mr Ernie Nightingale, the retiring principal of Ethelbert Children's Home and a founding member of the NACCW. Ernie who has been in Child and Youth Care for 27 years, shared his expertise and inspired all who were present.

Other news from  
Kwazulu-Natal

## TRAINING

1. BQCC Module 3 training has commenced.
2. BQCC 2000 will begin on 12 April 2000.
3. The Family Preservation Reunification Evaluation workshop took place on 4- 5 March 2000.
4. The executive committee Strategic Planning workshop was held on 19 February 2000. This very fruitful day gave direction and a way forward for the committee.
5. The first Practitioners meeting on 10 March 2000 was held at St Monica's. The topic was HIV/AIDS. Team members from Durban Children's Home did a presentation of their experience in working with children suffering from HIV/AIDS. This touched the hearts of all present.

FORTHCOMING  
CONFERENCES  
KWAZULU NATAL

International AIDS Conference  
from 9- 14 July 2000

ISPACAN Conference from 3- 6  
September 2000

**Himla Makhan**

Chairperson – KZN Region



**Graduates Graduates Graduates Graduates Graduates  
Graduates Graduates Graduates Graduates Graduates**

**Basic Qualification in Child Care**

**Kwazulu Natal**

Premila Babulal  
 Jabulile Busisiwe Buthelezi  
 Martha Thabisile Buthelezi  
 Valerie Brenda Carstens  
 Purdy Cader  
 Jabu Agnes Cele  
 Mirriam Khona Cele  
 Sizani Cele  
 Nompumelelo Salesia Dlamini  
 Nophiwa Barbara Fodo  
 Busisiwe Gcabashe  
 Luvuyo Gema  
 Dingane Michael Gumede  
 Mavis Hlangu  
 Bernadette Hlatshwayo  
 Teresa K. Hlatshwayo  
 Florinah Tholakele Hlongwa  
 Getrude C. Hlongwa  
 Matthew Brian Hughes  
 Bonisile Goodness Khumalo  
 Lynn Zanele Luthuli  
 Thulani Goodman Madonsela  
 Lawrence M. Mahoto  
 Nompumelelo Rebecca Majola  
 Mzolisi Makiwane  
 Doris Dumazile Maphanga  
 Lungile Innocentia Mbatha  
 Nokulunga Penelope Mchunu  
 Linah Phumzile Mdlalose  
 Joshua Zwelakhe Mdluli  
 Patience Nokuthula Mhlongo  
 Thandiwe D. Mhlungu  
 Tholakele Mngoma  
 Lindiwe Theresa Mnyekwa  
 Virginia Mpontseng Mloi  
 Lucy Ntombikayise Mthlale  
 Zandile Mildred Mtetwa  
 Thandazile Mthembu  
 K. Mangroo  
 Jenneth Bongekile Muthwa  
 Savathree Nepal  
 Thandokuhle Ndawo  
 Olga Sybil Ndlovu  
 Sr Nonhlanhla Dorothy Ngcobo  
 Jabulani Robert Nsibande  
 Martha Qhwagi  
 Dudu D. Radebe  
 Dumisani Rhadebe  
 Francisca Nokuthula Shabalala  
 Esther Ntombiyenkosi Shabane  
 Rudolph R. Van Der Byl  
 Rossano Wells  
 Esta Xulu  
 Lungile Matric Zondi  
 Musa Membry Zondo  
 Muriel Smangele Zungu  
 Rose Thelma Zwane  
 Dolly Mungaroo

**Gauteng**

Ruth Margaret Karina Adams  
 Irene Aphane  
 Mercia Armoed  
 Maggie M Babolaeng  
 Margaret Bahula  
 Evelyn Nthakoana Baloyi

Leah Bapela  
 Deon Gerald Baron  
 Rita Bisschoff  
 Angelina Nomsa Booie  
 Nomsa Zanele Dennis Buthelezi  
 Felicitas Dajee  
 Beatrice de Bruyn  
 Ada Deysel  
 Lettie Dinga  
 Martin Hyasinth Dladla  
 Francisca Nthabiseng Dlamini  
 Joyce Dlamini  
 Maria M. du Toit  
 Temba Dwenga  
 Fatiema Edwards  
 Elizabeth Eppit  
 Irene Ntombi Fosuhene  
 Dorothy Thembi Gama  
 Nomsa Cynthia Gumede  
 Cynthia Mamane Hleza  
 Lenie HAMann  
 Josline Howe  
 Sarah Kamanga  
 Alice Gaylady Busisiwe Kau  
 Joseph Lehoko Kgositlou  
 Maria Dimakatso Khanye  
 James Khewu  
 Yvonne M. Khoza  
 Buyisiwe Emily Komanisi  
 Nicole Kruger  
 Hendrick Madimetsa Leballo  
 Victoria Thembekile Lechuti  
 Mosima Bertha Lekalakala  
 Fredrik Loubser  
 Willemien Lubbe  
 Tabhile Emily Mabasa  
 Florence Sphenge Mabena  
 Marcus Makhosonke Mabena  
 Princess Machogo  
 Odette Lee Mac Kenzie  
 Thoko Juliet Madonsela  
 Margaret Madumo  
 Gladys Mafuxwana  
 Lizzie Magagula  
 Gloria Mahlangu  
 Lucien B Mahlangu  
 Meshack Mahlangu  
 Timothy Samuel Mahlangu  
 Hazel Mahlobogoane  
 Elizabeth Noko Makganya  
 Martha Ngwanamokgalake Makgoro  
 Jakomina Malambo  
 Poppy Frieddah Malatji  
 Salome L. M. Maleka  
 Lorraine Malloy  
 Kgobane Philemon Maloka  
 Themba Eric Manganyi  
 Ephenia Mangwane  
 Esther Mashego  
 Gladys Mashiane  
 Beauty D Mashilela  
 Sibongile Euphonia Mashinini  
 Caiphus Siphon Mashiya  
 Margaret Mashiyane  
 Phindiswa Dawn Matebese  
 Evelyn Matshego  
 Vuyiswa Gladys Mayisa  
 Agnes Mbatha  
 Minah M. Mbonani

Betty Nobantu Mbuli  
 Fikile Mavis Mdakane  
 Charmaine Meyer  
 Jabulisile Mhlambi  
 Christine Darling Minnaar  
 Thabisile Mkhontwana  
 Jabulile Patricia Mkhonza  
 Mavis Mkhonza  
 Angeline Mkhulise  
 Phumzile Adelaide Thoko Mkhwanazi  
 Regina Mlambo  
 Hilda Mlungwane  
 Sibongile Mofokeng  
 Martha Thulile Mogotsi  
 Dorcas Mpho Mohlaping  
 Kwena Julia Mojela  
 Magdeline Selloane Mokoena  
 Sydney Mokoena  
 Theodorah Mokoena  
 Louisa Mokwape  
 Martha Mokwena  
 Pitsa Thomas Molebeledi  
 Tabiso Moreriane  
 Sarah Moshidi  
 Simon Motaung  
 Phillemon Motha  
 Idah Makhosazana Mthabela  
 Alphina Mthembu  
 Ntombifuthi Joyce Mthuli  
 Martha Mtimkulu  
 Mirriam Mutle  
 Nelisiwe Goodness Mzila  
 Priscilla Vita Mzileni  
 Noluthando Mzwakali  
 Eleanor Joyce Naicker  
 Elizabeth Ndawonde  
 Dinah Ndlovu  
 Nomsa Faith Ndlovu  
 Freddy Ngobeni  
 July Trevor Ngobeni  
 Makhosazana Nhlapo Ngomane  
 Busisiwe Prediance Ngubo  
 Audrey Margaret Nhlapo  
 Kate Nhlapo  
 Nonhlanhla Nhlapo  
 Patience Nkosi  
 Petunia Nozibele  
 Azwidohwi Virginia Ntshauba  
 Masekani Lucky Nukeri  
 Dylan Pather  
 Margaret-Rose Penny  
 Violet Mashego Phaahla  
 Elizabeth Morokwane Phala  
 Catherine Mookho Phatsoane  
 Lily Pika  
 Christina Mmampe Pitie  
 Rebecca Pitso  
 Matthew Poulter  
 Naomie Rabosiwane  
 Asnath Ramasenya  
 Bernard Makwena Ramoroka  
 Samuel Chuene Ramoroka  
 Asnath Sejeng Rankapole  
 Emily Fumane Rantsoai  
 Evah Lululu Raphiri  
 Mercia Riddles  
 Bernadette Rousseau  
 Linah Rumo  
 Joseph Gaedamore Salokale

Martha S. Sediane  
Edward Lebeko Selematsela  
Stephinah Sephuma  
Lucille Sherman  
Virginia Sibanda  
Muzi Cedrick Sibisi  
Annah Sima  
Albertinah Betty Simelane  
Kenneth Simelane  
Sandra Mokgatla Simelane  
Rackel Siqhoza  
Annah Nonhlanhla Sithole  
Noah Thanduxolo Sithole  
Agnes Thabile Skosana  
Veronica M. Smith  
Elizabeth B. Sondezi  
Florentina Steyn  
Debra Tazanarwo  
Fraser M. Thabethe  
Shavhani Elliot Thenga  
Keitumetse Tlhapi  
Sydney Tommy  
Christine Tshabalala  
Charmaine Nomfundiso Tshebethu  
Patience Twala  
Thabile B. Vilakazi  
Sannah Williams  
Godfrey Themba Xeza  
Gabisile Cathrine Zwane

#### **Western Cape**

Lydia Africa  
Diana Anyster  
Cathleen Booyes  
Jenny Dukani  
Nokuzola Dunjwa  
Jennifer Du Plooy  
Phumla Gqomfa  
Thabisa Gqwangu  
Nuraan Isaacs  
Felicity Khambula  
Tryphena Mathe  
Anthony Martin  
Alicia McBride  
Vusumuzi Mdala  
Esmeralda Meyer  
Sindiswa Mlilwana  
Mymoena Moses  
Juliet Murphy  
Christina Ngqumba  
Linda Ntshinga  
Zingisa Ntuni  
Othaneal Plaatjies  
Warren Reid  
Laetitia Schalk  
Muriel Sifumba  
Vincent Shabangu  
Beverley Sobekwa  
Liesel Van Der Poel  
Phumla Wangqutywa  
Princess Xotyeni  
Luvuyi Zahela  
Petra Fraser

#### **Border**

Mildred Nociki Dume  
Susan Angeline Faltein  
Thelma Nomathamsanqa Hewu-Cola  
Nonzaliseko Leonorah Krishe  
Wendy Weziwe Lindie

Phelisa Madlokazi  
Nosisa Vatiswa Mfenqe  
Michael Nomtoto  
Faith Seti  
Priscilla Nontobeko Seya  
Nomandla Victoria Sicwetsha  
Bonisile Milton Xayiwa  
Christina Moshani

#### **Umtata**

Nosisa Jangile

#### **Eastern Cape**

Bernard Gordon Bergens  
Nomonde Thelma Bonya  
Althia Constance  
Lizette Crause  
Mandisa Cutalele  
Zamuxolo Thomas Funde  
Abelene Goezaar  
Raynaldo Grootboom  
Zukiswa Cecilia Gunguluza  
Thandeka Hena  
Makkie de Lange  
Cynthia Lucas  
Nomiki Sylvia Jakuja  
Zukiswa Gladys Jolobe  
Delia Jonck  
Nomakhaya Joyi  
Dr J.G. Kilian  
Mavis Yoliswa Ketye  
Mbongeni Mohamed Maranti  
Margaret Martin  
Nomvuyo Glendor Macwili  
Madoda Mayipase  
Cynthia Miller  
Nomvula Gladys Mpehlo  
Tembekile Jeffry Msizi  
Lulamile Lawrence Naketsane  
Rose Ndiyane  
Nontsikelelo Sylvia Nelana  
Nomsa Carol Nqezane  
Nandipha Faith Ngoqo  
Shawn Ngqokwe  
Thembsa Patience Niwa  
Nomathamsanqa Gloria Nkayi  
Nomantombi Nomnga  
Nosisi Nopote  
Thobela Irvin Ntuntwana  
Nikiwe Nyamakazi  
Thamsanqa Hamilton Peter  
Ernest Petersen  
John Petrus  
Aletta Pretorius  
Ndumiso Michael Seyisi  
Gloria Smith  
Cynthia Ntombizilungile Tetyana  
Siphiwo Owen Tofile  
Sisa Moses Tshaka  
Crystal Watson  
Julia Williams  
Corky van Niekerk  
Wendy Venter  
Christelle Vosloo  
Hazel Nondzwakazi Zono  
Andrew Jacobs

## **SPECIALISED COURSES**

### **Gauteng**

#### **Training of Trainers**

Alida Botha  
Syvion Mfanafuthi Dlamini  
Katy Jenkins  
Luke Lamprecht  
Slinky Doctor Mahamba  
Cynthia Mashaya  
Mlamuli Thomas Mazibuko  
Sarojini Yvonne Naick  
Mirriam Siluma  
Lesiba Jan Tswai  
Claude Vergie

#### **Consultative Supervision**

Katy Jenkins  
Daniella Kanareck  
Adina Menhard  
Ramiteng Joseph Molifi  
George Pavey  
Irene Pavey  
Ikgopoleng Gladys Rankudu  
Gail Schultz  
Anna M. Sepeng  
Marius Van Der Lith  
Mandy Wasserman  
Syvion Mfanafuthi Dlamini

#### **HIV/AIDS Course**

John Dlamini  
Heather Gail Gregersen  
Roger Gregersen  
Esther Mahlangu  
Veniesa Sharon Mulaudzi  
Anita Fikile Manana  
Slender Pauline Molobela  
Meisie Monama  
Lydia Thabiso Moreriane  
Nonhlanhla Hilda Nhlapo  
Gabisile Catherine Zwane  
Nomatamba Zebia Belesi  
Mmoniemang Regina Botsewe  
Esther Mariba  
Pauline Matshailwe  
Thembi Phiri  
Nomalongelo Judith Masoabi  
Pumla Mdunyelwa  
Vuyo Mvumvu

### **KwaZulu Natal**

#### **Consultative Supervision**

Tholakele Emily Mdlalose  
Sandy Naidoo  
Thandekile Getrude Shomela  
Sr Dorothy Nonhlanhla Ngcobob  
Ellen Mbutho  
Pamela Rose August  
Kevin Green  
Anusha Jaimungal  
Molly Makhosazana Myeza  
Jabulile Metrude Makhay  
Boniface Brandon Tshabangu

**Graduates Graduates Graduates Graduates Graduates  
Graduates Graduates Graduates Graduates Graduates**



# GIVING

*You give but little when you give of your possessions.*

*It is when you give of yourself that you truly give.*

*For what are your possessions but things you keep and guard for fear you may need them tomorrow?*

*And what is fear of need but need itself?*

*Is not dread of thirst when your well is full, the thirst that is unquenchable?*

*There are those who give little of the much which they have – and they give it for recognition and their hidden desire makes their gifts unwholesome.*

*And there are those who give little and give it all.*

*These are the believers in life and the bounty of life, and their coffer is never empty.*

*There are those who give with joy, and that joy is their reward.*

*And there are those who give with pain, and that pain is their baptism.*

*And there are those who give and know not pain in giving,*

*nor do they seek joy, nor give with mindfulness of virtue:*

*They give as in yonder valley the myrtle breathes its fragrance into space.*

*Through the hands of such as these God speaks, and from behind their eyes  
He smiles upon the earth.*

*For in truth it is life that gives unto life –*

*While you, who deem yourself a giver, are but a witness.*