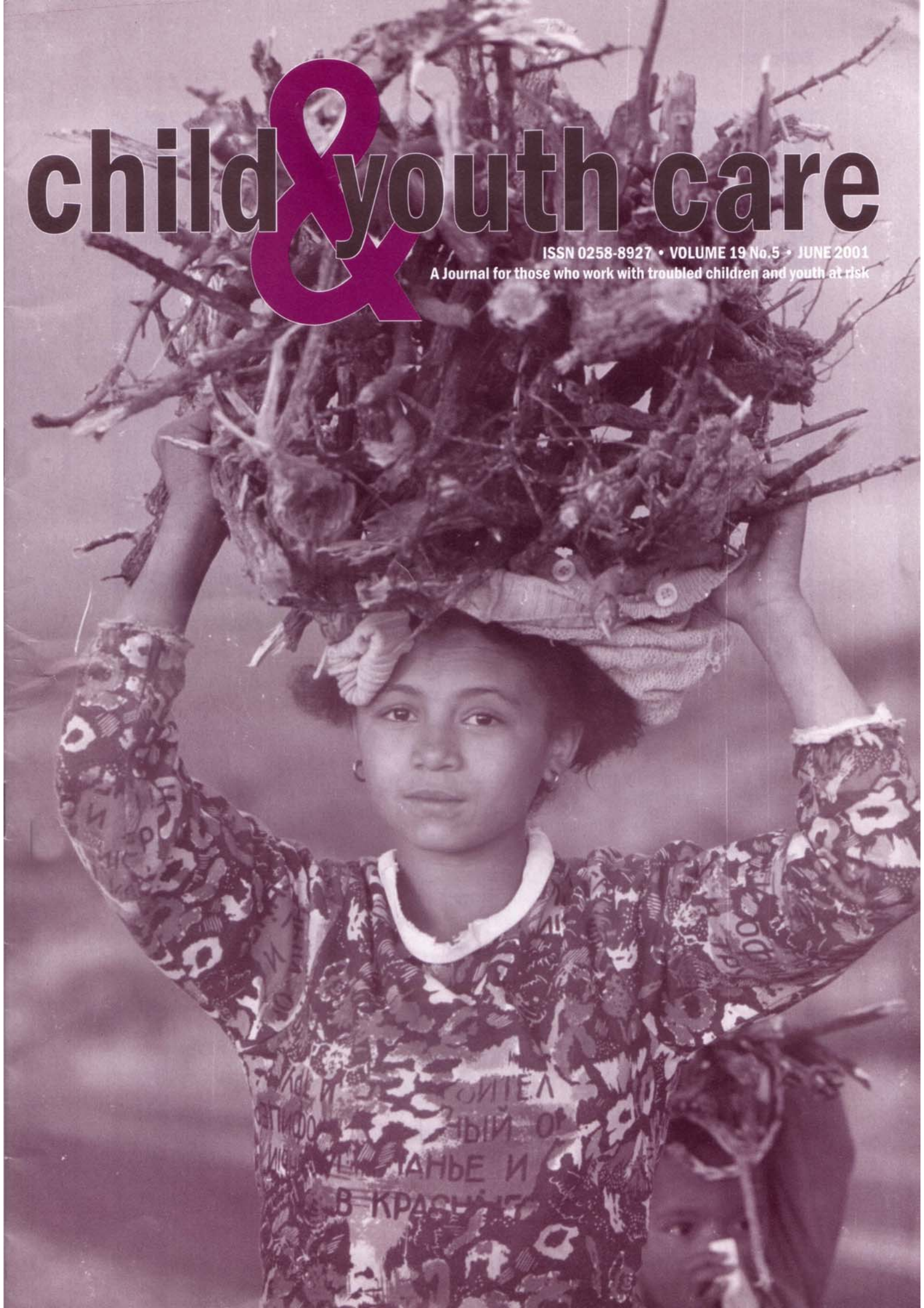


child & youth care

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



Another Tragedy



There have to my knowledge been 11 children who have died in residential care or detention in post-apartheid South Africa. Some have made headlines for days; some have not been reported on in the press. One cannot help but wonder why this is so. Surely the death of a child through negligence diminishes us all as much as does sanctioned cruelty? A toddler dying from burn wounds after being placed in boiling bath water is as horrifying as deliberate cruelty. But the toddler did not make national news. According to recent newspaper reports Logan Klingenberg suffocated after being chained by the neck, too fatigued to stand on tiptoes as required to prevent his own death. Both of these children died in places which exist in order to protect and heal children. Perhaps as we mourn Logan Klingenberg's death, as we send condolences to his family we can hold in our thoughts the other 10 children who have not survived our care system.

I have heard it said that the death of one child is one child too many. A rather obvious statement it seems to be. The question is... what needs to be done to prevent this happening to any of the other thousands of children in the Child and Youth Care system in our country? And what can be done to help heal the wounds of family members, friends, and the community – including the child and youth care community?

We have learned as a country that as much as the truth hurts, it can also assist in the healing process. Archbishop Desmond Tutu led South Africa through a traumatic remembering of the pain of the past – predicated on the notion that knowing the truth aids reparation of self and community. Clearly many many elements will need to be orchestrated to prevent the kind of horror of Logan's death taking place once again. But one critical element will be an understanding of the truth. Yes, the two adults who did the chaining of Logan have been arrested for murder. This kind of action is applauded. But the truth on this matter takes in a wider range of people

than these two individuals. Questions must be asked and answered on the fact that this kind of practice (according again to news reports) was not abnormal in this care centre. To what extent does the management of the facility bear responsibility for this death? And what of the provincial and national authorities? How is it that such organizations exist for 10 years without being registered? Is someone in authority responsible for turning a blind eye, and if so for what reason?

Throughout the transformation process on the child and youth care system, concern has been raised over this ultimately serious issue. The "Interim Policy" recommends the establishment of an independent authority whose function it will be to follow up on reported abuses within the system. A recent inter-sectoral meeting was convened by the Office for Child Rights to look at measures for establishing a centralized and legislated reporting system and a strategy to prevent deaths in the future. This meeting took place prior to Logan's death. Surely in honour of his memory and those of the other 10 children these measures could now be effected? Surely it is now undeniable that such a strategy needs to be initiated to assist healing by identifying all parties responsible.

Obviously this mechanism alone will not prevent further tragedies. Making the care system safe and caring for children is a complex and multi-faceted process requiring capacity-building and development of people in the system. But the monitoring of services is critical to transformation.

All of us in the child and youth care field need to be raising our voices on this issue – to ascertain the chain of responsibility linked to Logan's death and give a message that we are serious about protecting children.

Merle Allsopp

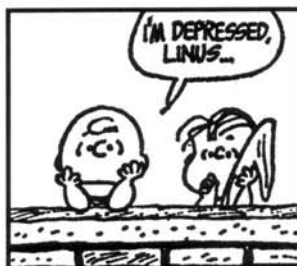
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NACCW

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.

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There are several words we use to convey different emphases or aspects of the nature of child care work. Some call child care work a profession and this highlights the sense of commitment, integrity, and dedication required of those who do this work. Some would regard child care as education and indeed in some European countries child care workers undergo a basically educational training to become educateurs or orthopedagogues in order to practise this work. There are some who regard child care work as a field of applied social science and this confirms the need for knowledge and objectivity in our work. Others regard child care as an art implying a creative occupation responsive to a malleable social environment.

All of these are valid and helpful descriptions of child care, but one interesting way of regarding our work is to see it as a craft. This suggests a skilled and workmanlike occupation which combines knowledge and practical ability. It also implies an understanding of the medium with which we work, as well as of our tools and methods. A craft is concerned with the creation of a serviceable or aesthetically pleasing product. The word craft also suggests the craft guild~ which in some countries survive to the present day, and through which learning of new methods is undertaken and loyalty to one's fellow-craftsmen is expressed.

One Craft — Many Skills

A craft is anything but boring. One uses a variety of tools as any task progresses to its conclusion. There is a world of difference between using a crosscut saw to prepare planks of wood and a fine glass paper with which one finishes a job. There is a world of difference between the sweat of chiselling or planing and the detailed work of painting or varnishing. But craftsmen know all the tools and all the techniques and child care workers may well take a leaf from the craftsman's book: It is training and experience which tell us when we can go for the broad strokes in our practice, and when we need to work sensitively and carefully and in finer detail. Child care is a painstaking process. There are no instant products. We are not involved in mass production just as the craftsman is not involved in mass production. Rather we are involved with individuals and individual development. A craftsman knows what it means to be patient and to wait, and we in child care, possibly more than in any other profession, know what it is to wait for the results of our efforts for it may sometimes take many months for a planned approach with a partic-

Child and Youth Care Work as a Craft

The text of a talk given by Brian Gannon, with contributions by Vivien Harber and Barrie Lodge

ular child to take effect. The impetuous worker is not a good worker. The craftsman who attempts to use his wood before it is cured, the potter who tries to fire his pot too quickly, the impatient finisher who varnishes before he has finished the sanding, produce inferior products. These are not craftsmanlike workers. A craftsman knows the end product that is wanted and is prepared to work for a long time to achieve it.

Too many leaders became administrators and they lose their touch and therefore they lose their ability to teach.

Learning

A craftsman takes the trouble to learn his craft. He recognises the things that he can't do and wants to learn them. He learns his craft by studying previous work. He learns by reading and study. But perhaps most of all he learns most by watching. When one thinks of craftsmen, one thinks of master craftsmen and their apprentices. We who are new to child care should regard ourselves as apprentices, people who are in training, who are watching the masters at work, and learning from

them as we develop our own style and our own skills. There is a challenge here to the leaders in child care as well. They should realise that they are expected to be competent practitioners whom newcomers can watch at work. Too many leaders become administrators and they lose their touch and therefore they lose their ability to teach.

The Craftsman's Medium

The craftsman's understanding of the medium in which he works has some lessons for child care workers. He knows what is possible and what is not possible from a particular medium, and hence what he can ask from it and what he cannot. He also knows the point at which to stop work, beyond which he is not going to achieve more. To recognise the inherent potentials of our children as well as their limitations is to be realistic in our goals. We may on occasion make the proverbial silk purse from a sow's ear, but if our expectations of a particular child are inappropriately ambitious (as they often are with regard to education) the resulting sense of failure is discouraging to us and certainly unfairly discouraging to the child.

Further, a craftsman is always true to his medium. He uses each medium honestly and would never try to make plastic look like wood. How often do considerations of class prompt us to elevate children above the social milieu to which they will have to readjust on their return and to what extent is this really a subtle rejection of who they are?

"In this place we expect all children to be well-behaved, polite, contributing and contented."

Working with Wood

I have a special respect for people who work with wood. I like children doing woodwork at school for they learn soon that each part of a job must be carefully and fully completed before the next stage is begun; that the end product is either serviceable

or not and that the quality of the end product depends on thoroughness at each stage. There is no point in hurrying. A child care worker who is a craftsman knows that each person is made up of a whole lot of parts, of qualities and abilities, of experiences and strengths, and also flaws, limits and



weaknesses, and that each of these requires careful and painstaking work towards the development of the person as a whole. Child care workers work on such things as self-concept, competence, verbal fluency, trust, independence, physical health and strength, education, self-control, spiritual awareness, social co-op-

eration — all of these parts need to be right before the whole is right. Occasionally we stand all the parts together to see what it looks like, how the parts fit together, and this is what we might call evaluation — how is the job coming along? We know we can't use something which is stood together in this way. We know that we have to go on working at it, but we can see what still has to be done before the job is finished. So, regular evaluation progressively generates new agendas.

We often lose sight of the developmental nature of child care work. We expect instant success, but you can't take in a rough kid in bits and pieces with a few knocks and chips out of him with a few pieces too short, stick a notice regarding rules and regulations up on the notice board and then expect him immediately to be a fully functioning person. I suspect we often do this. "In this place we expect all children to be well-behaved, polite, contributing and contented." Worse, I suspect we often make it a matter of our acceptance or rejection of a child — that he can perform as a fully-fledged human being because we require him to. We assume too often that a child has had the same upbringing experiences and opportunities as we have. The craftsman knows that the broken chair can't be sat on straight away. He knows that he may have to take it to pieces. He may have to replace parts, strengthen parts, rebuild parts, wait for the glue to dry, that it takes time — but that eventually the chair can be sat on.

Another aspect of wood, perhaps more relevant to child care workers, is that wood often has knots.

Practice

There isn't a lot you can do about a knot. You could attempt to knock it out but then you'd have a hole in the wood, and perhaps the best thing to do is to accept the knot, perhaps as part of the design. We've done this, haven't we. in popularising knotty pine ceilings where the knots actually achieve a place in the pattern of the wood? We tend to have children with more knots than most children. We often have to accept those knots, help the children to accept them, and guide them to maturity and independence in spite of them. But a good knotty pine chair is better than an unsafe one which has been made to look pretty by knocking the knots out.

Working with the Grain

Something about wood, the medium of wood which many craftsmen use. The strength of wood lies in its direction of growth over time, not in any point during its growth. People who grow wood are growing planks and you've never seen a plank of wood that is not cut with the grain, in other words, using the years of growth and development of the wood. A plank which is cut across the grain would break under the slightest pressure. We don't ask too much of wood until it is planks, so we should be careful that what we ask of children is appropriate to their development. One might expect a small plank to hold up a shelf — but not a whole floor. If we look at our goals in child care, we should see that we're in the business of growing whole people. We're not in the business of instant good behaviour, brittle politeness. We are in the business of child development. We

can try for instant success and with a lot of polish we can often make it look good but we know as craftsmen that it isn't good.

Thinking more about grain, we often cut kids prematurely into cross-grain planks. We expect them to be strong, to perform, to bear loads before they've learnt how to do it. We place loads on them while they're still learning and while we're still teaching them, and I fear that many children use up a lot of energy holding themselves together to meet our demands today, instead of devoting their energy to their growth. If we're in the business of child development, then we should be careful always to work with the grain and not across it. If you have ever chiselled a piece of wood across the grain, you know how it tears, splits and chips, and often is spoiled permanently. When we expect things of children which are not in line with their development, we often break their confidence and ruin them.

At a recent course we explored the concept of grain. We admitted that too often we make short-term claims on groups of children rather than developmental claims on individual children. Because of our own anxiety or impatience, perhaps because of the expectations of ignorant committee members, who are concerned only with the "image" of the home, we expect our group of children to "perform" to our satisfaction. We demand from them loyalty to the group or the home (shown, of course, by obedient and acceptable behaviour) while they are still struggling with their own conflicts and before they have mastered their own inner strengths. Analogy: The physiotherapist works painstakingly

with the individual accident victim training him for the personal triumph of being able to walk again; she doesn't try with the whole group of patients to stage a gymnastic display to impress the donors! Children normally like to do what they've learnt to do. They normally like to show us the skills that they have mastered, but they feel threatened when they're expected to do something they can't do, and they're devastated when they fail — or are rejected because they have failed.

Crafting for Others

Perhaps one of the most sobering lessons to child care workers is that craftsmen rarely keep for themselves what they have made. Invariably they work on something which will grace someone else's home. There is a special generosity in the craftsman who knows that he is working meticulously on a task for someone else's joy and appreciation. So, too, our children will be passed on hopefully to enrich the lives of others. Our fulfilment must come not from enjoying our relationship with the children for its own sake, but from the satisfaction of a job well done. As Kahlil Gibran's *Prophet* reminds us, our children are not our children, and when we have done what we can as well as we can, we have to hand them on to their own futures away from the narrow visions of our institutions. When Beethoven looked at a completed symphony in pen and ink on his desk, could he ever have known the infinite future he bestowed on it by giving it away to the world?

Conclusion

Remember too that craftsmen don't only make works of

art. Only seldom is a craftsman commissioned to make an historic statue or an important doorway. Usually craftsmen are engaged upon building ordinary serviceable things: a sound table, a good chair — even a good kitchen chair. You and I in child care are certainly not engaged in building important statues. What we are engaged upon is building good, strong, ordinary people. Because of our own values we often wish for a glossy product. We must be careful that the look of the thing is never improved at the expense of its functioning — respectability is a poor substitute for integrity.

A last word. In the end a craftsman doesn't really need anyone to tell him if his work is good. A craftsman who understands his medium, who is prepared to work painstakingly at his product, knows for himself whether his work is good or bad. ○

James House Family Preservation Centre

We are need a male Youth Worker/Facilitator for the pilot phase of our Life Centre.

A 6 month contract (option for renewal, performance based and funding dependant).

The ideal applicant should:

- be fluent in at least two of the official languages
- have a minimum qualification of the BQCC and matric
- be registered as a CYCW and
- be computer literate.

CV's & letter of application to
Mrs K Scott
James House
PO Box 26703
Hout Bay 7872

The drafting of a new Child Care Act

Sonja Giese



The new Child Care Act will constitute a comprehensive rewrite of the 1983 Child Care Act. The re-write will be aimed at:

- Ensuring that the new Child Care Act takes into account South Africa's International Law and Constitutional obligations towards children
- Harmonising all relevant child care legislation; and
- Africanising our child care system.

In July 1997 the Minister of Welfare mandated the South African Law Commission (SALC) to review the Child Care Act. The SALC set up a Project Committee of child care experts to drive the process. The Project Committee drafted an Issue Paper that was released for comment in May 1998.

Workshops were held to gather comment on the Issue Paper. The work of the project committee was then divided into various components, and researchers were commissioned to draft discussion papers on each component.

To facilitate public participation, the SALC has held workshops on the following topics:

- The parent/child relationship
- Children living with HIV/AIDS
- Children living on the streets
- Forum and Forum orders
- Legislating for child protection
- Adoption
- Fostering
- Residential Care

The SALC is busy finalising the Discussion Paper and Draft Bill, which will be handed to the Minister by the 31 July 2001. Thereafter, the Minister may take the draft bill and introduce it in Parliament in which case the work of the SALC will stop. If the Minister does not do that, the SALC will embark on another consultation process with the final recommendations being released early next year.

For further information on the Child Care Act, contact Gordon Hollamby at the SALC: Tel: 012-322-6440 e-mail: Gordon@salawcom.org.za

Agape and the Therapeutic Personality

An address given by Barrie Lodge in Umtata, Potchefstroom and Winburg



As child care workers you are involved in the most difficult work in the world – you are very special people. You have special qualities which enable you to heal and mend damaged and broken lives of children. You have *warmth, give unconditional acceptance, you have congruence and empathy.* These are the four personal qualities that have been found to be essential in what is known as the therapeutic personality. It means that without one of these qualities, a child care worker's interaction with troubled children and youth will not be completely healing. With them, your interactive dynamic will be useful, developmental and move the children and youth toward wholeness.

Many child and youth care workers throughout the country talk of loving children. We all know that there are many types of loving. We will look at three of these.

There is **filio** love – this is the love we know when we love our own children, our own flesh and blood, genetically connected

sons and daughters.

There is **eros** love. You will recognise this. It is sexual love and is reserved for our sexual partner. It means the package of feelings that we have for the person with whom we have a sexual relationship.

*Another package of feelings make up **agape** love. This is love of humanity, love of all humankind, a deep genuine concern for the human condition.*

The point is that when we as child care workers talk of loving children and youth, we must be very conscious of what we are talking about. If children or youth read the signals or pick up from you, the set of feelings associated with filio – the love of your own children – it simply confuses even more the already disturbed patterns of their relationships. The experience of the children themselves should speak to us.

An adolescent girl abandoned in the office of a social worker watched her parents walk away with the fear that she would never live with them

again. It is significant that her biggest fear as she approached the children's home, was that the child care worker would try to take over the role or place of her mother.

A youth *mothered* by his child care worker was shattered when she suddenly and without warning left the children's home. His behaviour, as a result of this new loss, expressed itself in rebellion, drug-taking and stealing. He never regained his equilibrium.

Filio love is the reserve of parent for child and in child and youth care practice is not therapeutic for children.

We all know that eros love for our clients is therapeutically counterproductive and dangerous. Any attempt at a therapeutic relationship that sends out messages of eros from the worker is doomed to be more damaging than helpful.

What the child needs to experience from you in a therapeutic, helping relationship is agape. The four qualities of the therapeutic personality seem to be contained in this expression of love.

Agape love is closest to the idea of **warmth**. It is a deep love of all humanity. A compassion for the human condition of all people. It comes from your

knowing as a care worker that you share the human condition with all human beings.

I know a priest who moved from a very poor, very needy, deprived area, to a parish in one of the most wealthy upper middle-class high walled areas. When he was asked: "How is it to minister to rich people?" He said that it is the same. People all hurt when they suffer loss, grieve when someone dies, become angry or fearful when threatened.

The point he made is that we all experience the same range, depth and intensity of feelings as we journey through this valley of tears which we call life. It took me many years of therapeutic work before I understood what it means when we glibly say, "there but for the grace of God go I". We all have the same feelings, it is only that we respond, react or express them differently. Some people respond or react in a way that makes us and society feel uncomfortable or threatened and these are often the children, youth or families whom you work with on a daily basis. Children experience warmth from us when they recognise that we share with them a common sense of belonging to the human condition; when we let children and youth know that – for all the world – I could be you. Agape love has warmth.

Another of the qualities that



make up a therapeutic relationship is that of **unconditional acceptance**. It means that you won't give up on a child or youth no matter what. If the child re-



acts to values, beliefs and feelings in a way that leaves others feeling uncomfortable or threatened, it means that you won't let her/him down. She/he won't frighten you out of your relationship with her/him because of the depth or intensity of those feelings or behaviour. It means that you are a champion for the child, an interpreter rather than a judge and a twinkle in the child's eye as the child is a twinkle in yours. Agape love has unconditional acceptance.

The third quality is **congruence**. It means that you are genuine – you are not putting on an act – you don't pretend that you have agape love or that you have warmth or that you show unconditional acceptance. It is called being real. To become real is not easy – sometimes it is a hard journey. The problem is, that if you do pretend to be real/ genuine and you are not – the children see through it straight away. In the book *The Velveteen Rabbit*, the toy rabbit

became real to the child only when it was well worn and roughly treated. Agape love has congruence, it is real, it is not an act.

Finally, **empathy**: It means really, genuinely knowing what other people are feeling and letting them know that you do through being able to say something or behave in a way that lets them know. I always think of a doctor or priest when I think of empathy. Recently I was at the bedside of a young girl of 20 who died of cystic fibrosis. Over a long time we all knew that she would die sometime and it happened suddenly. The doctor had grown a relationship with her over the years and he felt the loss and the family's loss very acutely. He was the one who was able to be useful to the family. His feelings were their feelings, but they didn't paralyse him as they did the family. Agape love has empathy.

These four agape qualities in your personality are useful to children. You show warmth to their human condition, you accept them unconditionally, you don't pretend to have these qualities, and you empathise with them. You are very special people. You have agape love with these qualities. You have a therapeutic personality and you have also been trained to use knowledge and develop skills. When you combine all these qualities, then you become truly professional.

Child and Youth Care is the most difficult job in the world and you are very special people – thank you for what you are doing for the children and youth in this country. ○



Affection is part of protective parenting

Joan Van Niekerk, Director of Childline, Durban, believes that much more serious attention needs to be given to children's awareness of their sexuality at different stages of their development.

The sexuality of children is one of the least understood, least researched and least written about aspects of childhood development. This ignorance, among parents, caregivers and professionals who work with children, about the issue of children and sexuality and their reluctance to address it, is an aspect of child care that increases the susceptibility of children to sexual abuse and exploitation. It also allows myths about sexual abuse to impact negatively on good management of the sexually abused child.

Children are inherently capable of genital pleasure and re-

sponse, from the stage of development in the womb throughout childhood. We will look at what can be considered 'normal' sexual behaviour in children at various stages and at appropriate adult responses.

Infancy through preschool

With the aid of scanning techniques, one is able to observe spontaneous erections in the male foetus and these are usually accompanied by what is known as the 'generalised pleasure response'. Once they are born, we can observe the ability of male children to have – and apparently enjoy – penile erec-

tions. If the genitalia of female babies were as easy and accessible to observe, it is possible that similar observations would be made of girl children.

Even during baby and toddlerhood, children, when left unclothed, will explore their own bodies. Once they have discovered the pleasure of genital touching they will, if left undisturbed, spend some time enjoying self-stimulation. Sometimes girls will manipulate their own genitals and sometimes they will rub themselves against something that enhances the stimulation of their genital area. Little girls have to be fairly well co-ordinated to reach between the legs and rub the genital area, so rubbing against something may be more common than self-stimulation.

Children are also inherently curious about everything: this includes their own bodies and how they function, as well as the bodies of other children and adults. Those parts of the body that are usually clothed are especially interesting to explore and touch! So it is not unusual to find young pre-school children engaged in mutual touching of each other's bodies and enjoying the sensation of being touched.

Children may also at this age, quite spontaneously insert things into their various body orifices. Beads may be pushed up noses or into ears, sticks or crayons into vaginas, fingers into anuses. For many children this is part of exploring their own body – sometimes with painful consequences. When one thinks about early childhood stimulation and play material, putting and fitting pegs into holes etc is something caretakers, parents and teachers actually encourage! The child who inserts things

into the genital orifices or anus is not necessarily behaving abnormally.

One should not automatically assume that preschool children who engage in this form of behaviour have necessarily been sexually abused; though one should also be alert to that possibility.



Educo

Appropriate adult management

Children need to be taught the rules of acceptable social and sexual behaviour from toddlerhood onwards. Rules, however, should be taught in such a way that the child does not feel ashamed of his/her own sexuality and genitals and not so harshly that questions about gender differences and acceptable behaviour become too risky for the child to ask. Simple rules about body privacy and touching should be clearly given and the normal sanctions applied that would apply to any transgression of other rules that are important to the family group. Respect for other people's bodies and their privacy should also be instilled simply and clearly.

Questions about bodies and sexual behaviour should also be simply answered at this age and

stage using language that the child understands. Long complex explanations of abuse, adult sexual behaviour, etc are not appropriate to the pre-schooler's level of cognitive and emotional development.

Teaching children to "say no" is usually not a useful instruction to a child as a protective

measure against sexual abuse, particularly for the pre-school child. Saying "no" can provoke the use of force by the abuser. The universal norm of respect for older and adult persons that we all teach children also makes it difficult for a child to defy a request or a sexual overture from an older child or person.

Children of either sex and of this age (and later ages) also need caring and affectionate touch and tactile experience in order to feel loved and affirmed in a non-sexual way. Some research studies appear to indicate that children who are deprived of touch in early childhood may make poor psycho-sexual adjustment and encounter sexual difficulties in adulthood. Research also indicates that children who do not subjectively feel loved may be more vulnerable to being sexu-

ally exploited, as they may confuse sexual touching with the affection that all children need.

The primary school child

By the time they start attending school, most children have usually learned the rules about sexual behaviour and body privacy. Some younger school-going children may masturbate in inappropriate situations when they are anxious or preoccupied and not thinking about what they are doing; for example, the child who is anxious about beginning school may sit in the classroom with his hands in his pants. Masturbation for some children may be a very self-comforting activity.

Children of this age remain curious about sexual behaviour; they may also engage in sexual acts because they believe it is 'grown up' and something to emulate. Children may also be exposed to adult sexual interaction through the media, or if they live in crowded situations in which there is little privacy for adults to engage in sexual activity.

Children who masturbate frequently and with some urgency, and/or who engage other children in sexual behaviour, and/or whose sexual behaviour is very adult may be the victims of sexual exploitation or emotional abuse and neglect. These children should be carefully monitored and assessed to ensure that their needs are being met appropriately and they are not being victimised sexually.

Appropriate adult responses

Younger school age children may still need to be reminded of the rules about body privacy and sexual touching. However sanctions should be applied where inappropriate behaviour per-

Sexuality

sists, as recommended for the younger child. Encouraging children to communicate with the adults in their world and adults to communicate with their children is also helpful so that children can talk to a caring person if they are exposed to inappropriate sexual behaviour.

The older primary school child who is approaching puberty needs caring adult relationships in which there is good communication – listening as well as talking. This is the age at which clear information should be given to children about their bodies, how they will grow and develop, about sexuality, and responsible sexual behaviour. Contrary to what some think, information does not promote experimentation. Along with information, the child also needs to learn the customs, beliefs, values and rules about sexual behaviour that are important to his/her family group and culture.

The Teenager

This period of physical, emotional and psycho-social development is when children may experience strong and urgent sexual feelings, coupled with strong peer pressure to experiment and engage in sexual activity. This is the age when they may believe that sexually trans-

mitted diseases – including HIV/AIDS - can happen to other people but not to me! Children of this age can, however, be especially vulnerable to a variety of forms of sexual exploitation, since they want to be involved in adult behaviour, to assert their independence, and to be free of the constraints associated with childhood. They are sometimes easily manipulated into situations that they are unable to manage and are then sometimes too scared to acknowledge their need for help. Teenagers – even those who may be well informed - may have some unease about how their body is developing or has developed, or about their own sexual feelings and desires and how to manage them and yet be too shy to ask for reassurance and help.

Appropriate adult responses

Affirming and reaffirming the child, helping the teenager feel positive about his or herself, being there for the child to talk to, keeping lines of communication between adults and children open, giving further information and guidance when this is needed, all serve to help the teenager grow into adulthood feeling comfortable with their own sexuality.

Sometimes caregivers and

parents of this age group feel ambivalent about setting limits and reaffirming to the young person what their sexual values and norms are. Teenagers still need firm boundaries, although these may need adjusting as maturity develops.

Teenagers still need affirmation that they are loved and that love is not limited to material or physical expressions of affection.

THROUGHOUT CHILDHOOD

1. Give affection
2. Keep open the channels of communication
3. Give clear rules and guidelines for sexual behaviour
4. Give accurate but age appropriate information about sexuality
5. Give children positive messages about their bodies
6. Help them understand that sexual feelings are normal and pleasurable and that sexual behaviour is an adult behaviour.

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Feb/March 2001

P.O.N.D.O. Children's Village Trust

is seeking a Child Care Worker with a difference!

We are a residential home registered for 11 children. We are full to capacity and our children have been with us since inception. We seek someone who is willing to become part of our unique operation, which is rapidly growing in the community. The applicant should be over 30 years old, ideally no encumbrances. Relevant qualification and valid driver's licence essential.

Write in the 1st instance with all details to:
P.O.N.D.O.

Attention: Jean Hill, PO Box 86, McGregor, 6708

Deadline: 31 July 2001

DATES TO REMEMBER

JULY

- 16 National Hepatitis Day
- 30 Start of National Cancer Week

AUGUST

- 4 Cancer Survivors Day
- 9 National Women's Day
- 13 Oral Health Week
- 13 Child Injury Prevention Week

GRADUATION CEREMONY IN THE FREE STATE

Francisco Cornelius reports

Our annual graduation was held on 8 June 2001 at the Winburg Youth Centre. It turned out to be a grand occasion. We had the pleasure of the National Chairperson, Rev. Barrie Lodge, as our guest speaker. He addressed close to 50 people who attended the function. He spoke about the new turn that the field has taken and the way forward to Professionalism.

It was encouraging to be amongst child and youth care workers who received training in the Basic Qualification in Child Care for the first time in the Free State Province. Some of them have been working at childrens' homes for 15-20 years. It was great to witness their excitement at this historic occasion. I also recited the Code Of Ethics of our Profession after having registered as a professional CYCW. This too was a first for the Free State Province. The proceeding was conducted by Rev. Barrie Lodge who took the opportunity to explain to the graduates what this declaration was all about.

Thirty-one students received their certificates for completing the BQCC2000 training, facilitated by Harold Malgas and I. Eleven students received certificates for completing the Basic Qualification in Secure Care (BQSC) course. Thirty-six students received their BQSC certificates at the opening of the Matete Matches Secure Care Centre on the 13th August 1999. These were the first group of students who were trained by Jeanny Karth of the NACCW and they were all employees of the Secure Care Centre.

We also had our first regional elections to form a sub-region (cum region) of the NACCW. The following people were elected:

- Francisco Cornelius – Chairperson
- Fesiwe Bacela – Secretary
- Harold Malgas – Membership Secretary
- Louisa Louw – Forum Administrator
- Susan Drotschie – Forum Administrator

We congratulate all the graduates and new committee members especially the Child Care Workers who started this process in the Free State Province.

Registration of Child & Youth Care Professionals in Potchefstroom

– North West Province



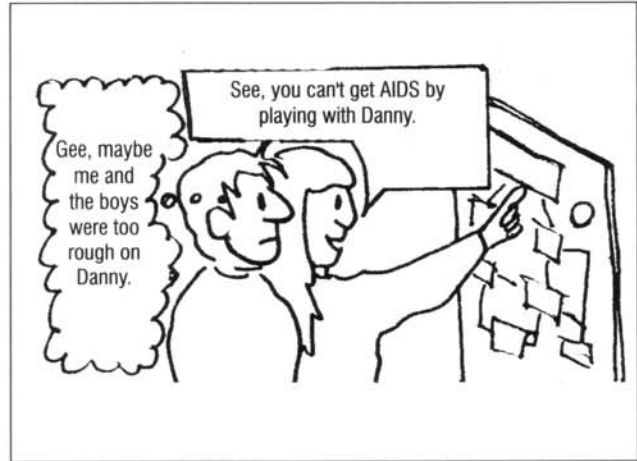
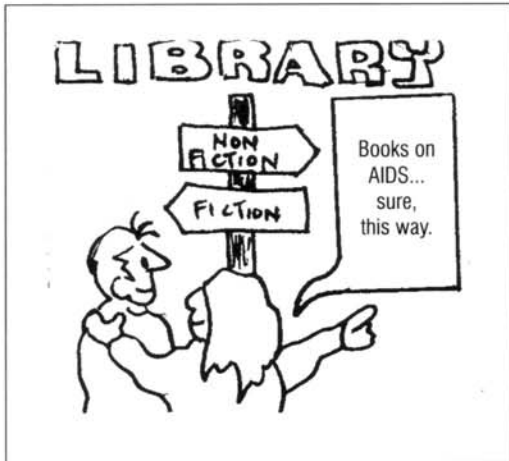
On 5 June 2001 we warmly welcomed our colleagues from Thakaneng in the Northern West Province and congratulated them on having taken their first and most important step on their Professional journey in the field of child and youth care.

A most wonderful opportunity was presented to the Gauteng Region, which had the privilege of co-ordinating, attending and participating in the Registration of eleven child and youth care workers as Practitioners in Potchefstroom. The Gauteng Regional Executive and care workers from this region clearly demonstrated their support and solidarity by being there. This action demonstrated our responsibility to support and to build relationships within our field. We expressed our gratitude to Counsellor Roopa, the Executive Mayor of the Local Municipality of Potchefstroom who hosted this historic occasion. The hospitality and generosity were highly appreciated and did much to advance our work in the field of child and youth care.

Thank you to our National Chairperson Revd. Barry Lodge for delivering the keynote address. Your contribution to the field and this function in particular has further reinforced the importance of Professionalism and Registration.

Claude Vergie – Gauteng Chairperson

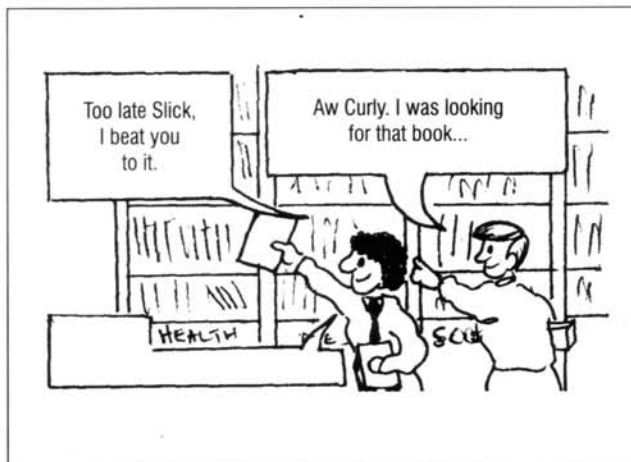
Tom was late, but Miss Jones gave him a guided tour.



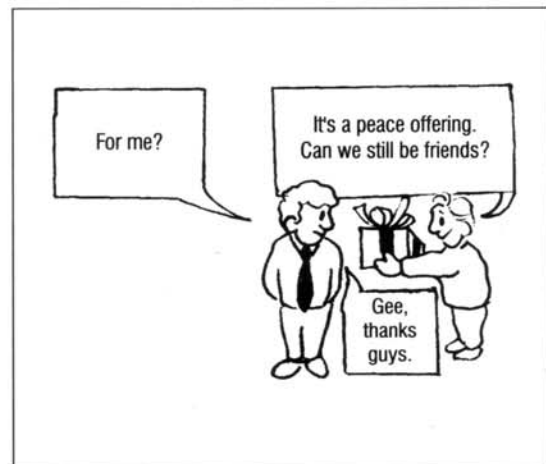
Curly and Spike couldn't stop reading.



Soon there were hardly enough books to go around.



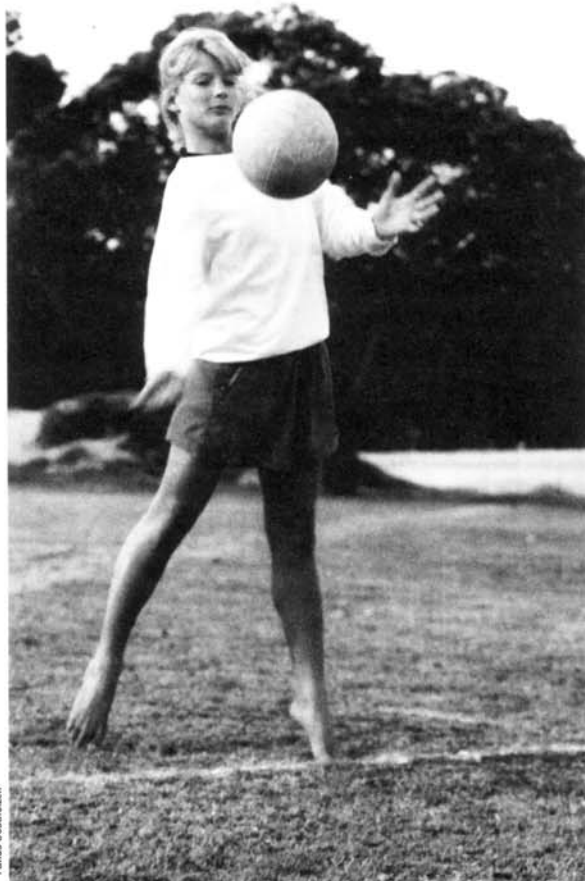
The next day...



Cartoons and text by Ricky Bartlett

Building Courage through Creativity

Jackie Winfield writes about the importance of creativity and briefly shares the aim of a recent NACCW visit to Denmark.



Femke Oosthuizen

Child and youth care work is a developing profession in South Africa. As such, students, practitioners and educators must be open to new ideas, methods and models so that our field continues to evolve and does not stagnate on a compost heap of outdated theories, techniques and policies. Just because strategy X works well at the moment does not mean that it will be relevant in the years, months or even weeks to come. In keeping with this philosophy, five representatives of the NACCW travelled to Denmark for a ten-day visit to the Peter Sabroe Seminarieret in Aarhus as part of an exchange programme (see notice in this journal).

Child and Youth Care Training in Denmark

The Seminarieret is a college which trains social educators, the Danish equivalent of South African child and youth care workers. There are many such colleges in Denmark some of which have several hundred registered students at any one time. What makes the Peter Sabroe Seminarieret different to other colleges is the focus on Acultural@ subjects in which students learn to use art, music, drama, games, storytelling and nature in their work with young people. These subjects are not aimed at turning students into professional musicians or artists but rather providing them with experiences of creative self-expression. These tools may used in their practice with children, youth and families.

The purpose of the South African visit was to experience these aspects of the training programme with a view to adapt and make them relevant for use in the South African context.

How creative are you?

Imagination is more important than knowledge
– *Albert Einstein*

Working with human beings requires creativity. The uniqueness of every person in her/his own particular context means that there will never be Aonly one right answer@. Child and youth care students must be able to think creatively about their practice and view every moment as holding the potential for something new and exciting.

Test your own creativity with the following exercise

Imagine that you are alone on a deserted island. As you walk along the beach one morning,

you find an empty 2-litre cold drink bottle. How many uses can you find for the bottle? Remember that you can use the lid as well and think as creatively as you can.



Important points about creativity

Any truly creative process is about an expression of self. In using activities such as art and drama, child and youth care workers should assist young people to express their experiences in their own way. We must avoid judging what they create as evaluation and competition inhibit and eventually destroy true creative expression.

Effective use of creative subjects requires that the adult functions as a guide not as an expert. The child and youth care worker has an opportunity to learn about and from others experiences.

Human beings learn through doing and experiencing. Holistic development is facilitated through use of all the senses.

Effective use of activities such as art, music, sport and drama, requires that the child and youth care worker has experienced these activities her/himself.

Be prepared to take a few risks. Remember that creativity is about doing things differently.

Creativity in South African Child and Youth Care Training

Child and youth care students registered for qualifications with NACCW or the Technikons will be introduced to these new creative subjects soon. We believe that this will provide you with additional tools in your work with young people at risk and look forward to walking part of your creative journey with you.

The human mind, once shaped by a new idea, never regains its original dimensions.

– Oliver Wendell Holmes

NACCW/Danish Exchange Programme

The NACCW has engaged in a 2-year exchange programme with the Peter Sabroe Seminarieret in Denmark focusing on "Training for the future – Development of Child and Youth Care Workers Training Capacity", funded by DANIDA.

This programme aims to develop creative teaching subjects for inclusion in the child and youth care training courses offered in South Africa. The creative subjects include Arts and Crafts, Music, Nature, Sport, Activities and Games, Drama and Story Telling. The programme will also facilitate the more effective use of creative training methods in child care training and will develop NACCW trainers to become more confident in using creative training methodology. The creative subjects and the skills developed in creative training methodology will be applied in a local community in a creative pilot project involving student child care workers, NACCW trainers, children, youth and the community.

Although this is a national project the focus of the project will be in Kwa-Zulu Natal. This exchange programme involves the teachers of the Peter Sabroe Seminarieret visiting South Africa and training selected NACCW trainers. They will also offer creative workshops for NACCW members.

The exchange allows for the staff and selected members of the NACCW to visit, observe and experience the training offered at the Peter Sabroe Seminarieret. NACCW staff Jeanny Karth, Zeni Thumbadoo, Cecil Wood and Sibongile Manyathi, including Jackie Winfield visited the Seminarieret for ten days at the end of May.

NACCW members will be informed of creative training workshops planned and other developments and progress of the exchange. We are promoting this programme with the theme "**Courage through Creativity.**"

The Advent of a New Child Justice System

Jacqui Gallinetti of the Children's Rights Project at the Community Law Centre, University of the Western Cape, encourages us to support the Child Justice Bill and to join the Child Justice Alliance.



A separate child justice system

It has been recognised by children's activists worldwide that children, because of their vulnerability and the risks of exposing them to adult systems, should have their own criminal justice system. Separate child justice systems have been introduced in a number of foreign jurisdictions, for example the United States.

The Child Justice Bill

The Bill is aimed at protecting the rights of children accused of committing crimes as well as regulating the system whereby a child is dealt with and ensuring that the roles and responsibilities of all those involved in the process are clearly defined in order to provide effective implementation.

The Bill introduces a number of new procedures relating to children, e.g. the preliminary enquiry, as well as formally adopting processes that have been operating in practice over the last few years without formal legislative enactment, e.g. assessment and diversion. While ensuring that a child's sense of dignity and self-worth are recognised, the Bill

also provides for mechanisms that ensure that a child respects the rights of others. In this respect the formal introduction of diversion, and the underlying principles of restorative justice into our child justice system is very exciting. It encompasses the ultimate goal of achieving a system that allows child offenders to participate in a meaningful process of recognising their actions, making amends for them and preventing re-offending.

The Child Justice Alliance

A Child Justice Alliance has been formed comprising of members of civil society, including NGOs, CBOs and individuals committed to the principles contained in the Child Justice Bill. The concern has been raised that, as the Bill progresses through Parliament, various problems could be encountered through inaccurate information being disseminated and a general lack of knowledge surrounding key issues in the Bill, e.g. diversion and age of criminal capacity. In order to ensure that the necessary and long-overdue law reform encapsulated in the Child Justice Bill becomes a reality, there has to be a

co-ordinated show of support from those who are committed to the plight of children.

Join the Child Justice Alliance

Should you or your organisation be interested in joining the Alliance as a partner or as a friend (the latter option being for those individuals who are unable to be seen to be involved in an advocacy campaign for example if working within government), you can complete the enclosed form and send it to the specified contact details. If you require more information on the Child Justice Alliance, the Child Justice Bill or issues relating thereto, contact Jacqui Gallinetti at telephone 021-959-2950 and fax 021-959-2411 or e-mail jgallinetti@uwc.ac.za.

E-mail network focussing specifically on the Child Justice Bill and other aspects of child justice. This web site is available at www.childjustice.org.za

Programmes which build Resilience

Buyi Mbambo leads the second part of her article, of which we present a short extract.

Family Support Programmes

The Child Justice Bill places an emphasis on parental and family support.

The Bill, as part of its preventative focus, makes provision for courts to play a parenting support role. Family Support should include components such as:

- parenting skills enrichment programmes
- therapeutic and counselling programmes for whole families
- developing positive family values as well as efforts to improve parent-child relationships
- behaviour management.

For the purpose of developing an effective child justice system, there is a need to develop more solid family support and family preservation programmes and these should be accessible to courts for diversion.

School based programmes

Many school going children who commit less serious offences end up getting lost in the criminal justice system because the educational system is not designed to support children who have certain behavioural or emotional challenges. The educational system and non-governmental organisations, are gradually realising the importance of schools in providing prevention. For instance, there are a number of school initiatives, such as 'safer schools', gun or violence free schools. Provision of life skills education as an integral part of a school curriculum is taking shape in some schools. These are the same programmes that can be used for diversion for those children who come into conflict with the law for less serious offences.

Youth/Peer Mentoring Programmes

A strong positive relationship between a child and an adult mentor has been found to be a positive factor in developing resilience in children. Mentoring is one way of engaging young people from the community to support those at risk. Mentors are matched to children and they support or 'shadow' children in different ways by offering support, modelling positive behaviour, teaching skills, playing advocacy roles where necessary; they also help teach parenting skills. Mentors play the role of big brother/big sister and offer constructive friendship to a child who could be isolated from family or other peers.

Community involvement

A community conferencing approach to prevention should include the following aspects:

- Mobilisation of all segments of the community.
- A community analysis of risk factors is very important, as it provides a risk-focussed planning approach. Prevention should be based on assessing and responding systematically to risk factors so that alternatives to crime can be provided at different levels in the community. In addition to assessing risk factors, communities should also develop an inventory of available services and resources.
- Conducting a strategic planning process in order to identify and implement appropriate services and programmes to prevent and combat crime. After assessing and analysing the risk factors, communities should be able to develop comprehensive strategies for a continuum of services for children.
- Monitoring the effectiveness of services and programmes.

Programme effectiveness

The key to successful prevention does not lie only in the availability of services and programmes, but in the quality of those services and programmes. It is important to ensure that clear goals for programmes are set before the programme commences. Once the programme is implemented, continuous and strategic evaluation should take place which should continue even after the completion of the programme in order to track the changes in attitudes and behaviour of participants over time.

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Fill your bowl to the brim
and it will spill

Keep sharpening your knife
and it will blunt

Chase after money and security
and your heart will never unclench

Care about people's approval
and you will be their prisoner

**DO YOUR WORK, THEN STEP BACK
THE ONLY PATH TO SERENITY**

