

child & youth care

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

Child & Youth Care: Twenty Years of Publication



I am looking at a copy of Volume 1 Number 1 of *The child care worker/Die kinderversorger* dated January 1983. There's a picture above so that you can look at it too! It is, in spite of its brief four-page A5 format, a surprisingly informative "amptelike tydskrif" (official journal) of the NACCW – so described on the front page. In this first issue we read that the national Department of Health and Welfare had just presented to our Association the Salus Trophy, awarded to the private (non-state) organisation which had made "a particular contribution to community health in the previous year". As the Minister of Health handed the trophy to NACCW Chairperson Ernie Nightingale, the citation was read by Mr Frans Pieterse (Head of the Department's Child Care Division), and this paid tribute to the NACCW for having "achieved a great deal with limited resources", and for being "a truly national body in that it was a non-racial body which included all language groups in its membership."

I told you it was informative. No doubt some eyes came out on stalks in 1983 upon reading that last sentence, even as some are doing right now. Also in that issue we read that the new Eastern Province Region of the NACCW had been established, to join those in the Western Cape, the Transvaal, and in "Natal and East Griqualand" (as that region was originally called). In an attempt to make the National Higher Certificate in Residential Child Care more accessible its entrance criteria had been extended to include those who had passed the old two-year certificate plus two matric-level languages. It was reported that a group was working at establishing a much-needed children's home for black children in Grahamstown – the home was never to be built – and we read how training in child care had got itself into something of a knot in our country. A remarkably contemporary problem with the National Certificate course was that "there is nobody to rewrite it – especially for the modest fee offered." And we read about the Transvaal Region's frustration that too few people were signing on for the Technikon course; Natal Chairman Bala Mudaly was planning the Natal year and Mrs G. MacMillan, new Director of Durban Child Welfare was to address the Region's first meeting of the year; the new Eastern Cape Region was to meet at Port Alfred (equidistant from PE, East London and Grahamstown); and the Western Cape Region was busy planning the NACCW's Fourth Biennial Conference! With the present issue, the

NACCW's journal *Child & Youth Care* is starting its 20th year of publication. In 1995 the journal changed its name from *The child care worker* to *Child & Youth Care*, but I am sure that it has continued through these two incarnations to offer the same levels of information and teaching with which it started so many years ago. The present journal was not the first NACCW journal in South Africa. The Transvaal Region of the NACCW published in the 1970s regular issues of *TransCare*. Then in 1975 the NACCW prematurely launched the abortive journal *South African Child Care* which was the same size (though only 12 or 16 pages) as our present journal. I remember that we got into awful trouble with the SA Council for Child Welfare who thought that our cover looked too much like theirs. But then we got into more serious trouble when we ran out of money after three issues – and Arthur Lee (subscription manager) and I narrowly escaped the debtors' prison! It is interesting to compare the life story of our journal with some others around the world. In the 1960s and 1970s I remember *Child in Care*, the journal of the Residential Child Care Association in Britain. This association had been founded in 1949 "to keep child care workers in touch with each other and in contact with new ideas and developments." Sounds very familiar. More familiar, in fact, when we read that this association was "the United Kingdom Section of the International Federation of Children's Communities (FICE)" – just as our NACCW is the South African Section today. Another connection:

It was in the journal *Child in Care* that I first read about John Williams, at the time President of the Residential Child Care Association, and so we invited him as one of our two keynote speakers at the NACCW's First Biennial Conference in Cape Town in 1977. Small world. *Child in Care* was eventually swallowed up in a couple of social work journals, neither of which ever covered residential child care quite as well again.

The grandfather of American journals is *Child Welfare*, published by the Child Welfare League of America (CWLA). Their journal is in its 81st volume. At least I hope so, because they always write their volumes as 'VOLUME LXXVIII' and even as an ex-Latin teacher I go dyslexic when I try to work out such numbers. *Child Welfare* has concentrated more on advocacy and social work issues than directly on child and youth care practice, yet nevertheless has always been interesting. For a period in the 1980s we were invited to become an international affiliate of CWLA, and many of you will remember the CWLA logo on our journal's front cover.

Child Care Quarterly was started in America in 1971. It also changed its name about twenty years later and became known as *Child and Youth Care Forum*. This has always been a far more scholarly journal than our South African one which I have always thought of, in comparison, more as a sort of child care Reader's Digest! But there is another connection: Editor of

Child Care Quarterly was Jerry Beker whom we got to know through his journal, and he was one of our keynote speakers at the NACCW's Third Biennial Conference in Johannesburg in 1981.

The *Journal of Child and Youth Care Work*, now in Volume 16, was published by America's National Organization of Child Care Worker Associations (NOCCWA). Its first editor was Mark Krueger, and Karen VanderVen took over from him in 1992. The current editor is Varda Mannfeder. This organisation changed its name to the Association of Child and Youth Care Practice, but continues to publish the one-issue-per-year journal.

Two other journals which became familiar here, *The Child and Youth Care Administrator*, later known as *The Child and Youth Care Leader* (started 1988) and *Reaching Today's Youth* (started 1996) have both stopped publication.

In South Africa we were pleased to welcome in 1996 *Recovery*, now known as *ChildrenFIRST*, edited by our colleague Cosmas Desmond, and more recently *Article 40*, edited by Jacqui Gallinetti, which strongly complement the coverage of *Child & Youth Care*.

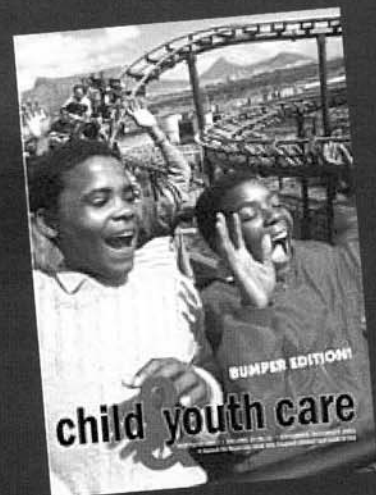
Reclaiming Children and Youth (now in Volume 10) and the *Journal of Child and Youth Care* (now in Volume 14) are probably the two overseas journals best known to us in South Africa, for both have generously allowed much of their material to be reprinted in our journal. We have all got to know very well two of their editors, Larry

Brendtro and Thom Garfat, through their writings, but more through their personal visits to South Africa.

The point of all this is that the journals in our field have been important sources of knowledge, inspiration and fellowship to us. They have contributed in ways unimaginable to the "network" of child and youth care workers around the world – what Jerry Beker used to call our 'connectedness'. And this quality has always gone beyond the words on paper, flowering in the many personal contacts which have cross-fertilised the work we all do with troubled children, youth and families.

Congratulations to South Africa's own *Child & Youth Care* and its small but energetic Editorial Board for having reached this milestone of twenty years of publication. With its circulation of 1750 (with copies going to two hundred organisations in Africa and several dozen other overseas addresses) it has an appreciative public – and therefore a continuing responsibility as a voice in this field. ○

Brian Gannon



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DATES TO REMEMBER

- 2002 International Year of Mountains and Ecotourism
2002-2010 International Decade for a Culture of Peace and Non-Violence for the Children of the World.
- February Black History Month
February 11 Nelson Mandela Freed – 1990
February 17-23 Pregnancy Awareness Week
- March Mental Handicap Awareness Month

NACCW

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Something you taught me

Claire Donaldson

Sometimes teachers do not realize the power their words and beliefs can have on students. This letter from a former college student to her professor, **Dr. Martin Brokenleg**, explains how she has applied the teaching philosophy she learned in his class.

Dear Professor Brokenleg,
I am sure you don't remember me because I rarely made it to your Native American studies class last year. I did, however, attend one class in which you taught me something that has been more useful to me than my diploma. I was in class the day you told us, "Every kid deserves at least one person who is absolutely crazy about them." I agreed wholeheartedly. But when I took your class, I only understood that statement in the abstract. Now I truly understand what it means. It is important for you to know that one idea you taught one student is affecting literally hundreds of students halfway across the country. I am teaching art and drama at a public high school in Dallas, Texas. The woman who had this job last year quit after the first 2 weeks. All six of my classes have more than 35 students in them. I do not even have enough desks for them in my classroom. At least 1 student in every class speaks no English at all. At least 2 students, generally more, in every class cannot read. None of my students wanted or cared to be in this class. I have already broken up two fights in my classroom and one in the hallway. I have had to evacuate the room in the middle of class while police dogs searched the room for drugs and

weapons. We have already held a lock-down drill in case someone starts shooting up the hallways.

... **"every kid deserves to have at least one person who is absolutely crazy about them."**

It's a tough place for kids to learn. I walked into the classroom for the first time with nothing more than the knowledge that "every kid deserves to have at least one person who is absolutely crazy about them." For a lot of these kids, I might be the only one. It breaks my heart, but I keep going back day after day knowing that at least they will have someone. Every kid deserves that much. I haven't changed any lives. No significant breakthroughs and no dramatic improvement. The small rewards are few and far between, and the failures and setbacks are constant. But I can tell you this, in the 4 weeks that we have been at school, I have sent one student to the office. It is not uncommon for teachers to send two and three students a day. I know one thing that the other teachers don't know. I know that every kid deserves to have at least one person

who is absolutely crazy about them. I say this to myself each time I reach for a detention pass (which is quite often). Then I do something that they never expect. I take them in the hallway and tell them truthfully and honestly how bright and intelligent I think they are. I tell them that I will not give up on them because I believe that they have brilliant minds and I refuse to waste that. I am honest and I respect them. They act like they don't believe me. They shrug their shoulders and stare at their feet like they haven't heard a word I have said. But out of all those students, only one has returned to the classroom and continued to misbehave. It doesn't take a magic wand. It takes that simple piece of common sense I learned in your class. I don't think I could wake up every morning wanting to be back in the classroom with my students without that little phrase. I wanted you to know this because I am so grateful for what you have taught me.

Sincerely
Claire Donaldson

Claire Donaldson graduated from Augustana College in Sioux Falls, South Dakota. She is a drama teacher for the Garland, Texas, Independent School District and can be contacted at: claireedonald@aol.com
Reprinted from *Reclaiming Children and Youth* 10:1 spring 2001 p.61

Acceptance: the central quality of our services

Annette Cockburn has ended her fifteen-year involvement as Director of the Homestead (Projects for Street Children) over the year end. She talked to Brian Gannon.



I am always interested in the route people travel in coming to work with children and youth.

Teaching has always been in my blood – English and Drama, some may say appropri-

ately! I've taught in

many settings – in the Drama Department at Natal University in Pietermaritzburg, at Kings School in the Midlands of Natal, at a mission school in rural KwaZulu Natal, and, in stark contrast, at St John's DSG. I worked at the Child Guidance Clinic at the University of Durban Westville (where I was first to meet Barry Lodge. I wore long boots and he long hair – the last of the hippies!). I taught my own children at home for a year in a remote mountain village, and spent a year in Italy. Eventually my kids wanted to come to UCT and this brought me to Cape Town where I taught in various places including the UCT Ballet School, Herzlia and CAP. I did a diploma in Adult Education at UCT which was the most significant educational experience of my life.

So here I was in Cape Town, Child Welfare had advertised for a black male social worker who was a committed Christian to work with street children – I thought why not?

In those early days many saw street children as "a problem that might be solved".

Street children are an urban reality in the developing world. No prizes for guessing why. In any community where there is grinding poverty – and all the inevitable consequences of this – a number of children will become desperate enough.

South African street children's circumstances are different from those in many other countries. In India, for example, whole families may be on the streets, so there are adults, family around. In South America street work is common for many people and one finds children trading, shoe-shining, etc., as part of the urban scene. In our cities there has been no "street culture" in our urban centres where street children are drawn. They don't "fit".

Many different ways of working with street children have been tried.

Depended on how they were seen – whether as nuisances or as "poor little things". City officials, commerce, police, tourism, these groups too easily saw street children as an embarrassment and a mess to be cleaned off the streets "before the season". This attitude tended to demonise street children and has always made them, tragically and unnecessarily, a point of conflict. (Actually, South African street children are surprisingly unpoliticised, but tend to be used as political currency.) On the other hand there were those who adopted a sentimental or patronising attitude. Too few saw street children simply as children who needed what all children need. What we have seen over the years is that there is no single mode of working with street children. Slowly, and as we learned more, at the Homestead we have built a range of services – phased intervention. This allows for different "entry points" or "staging posts" where the service matches where the kids are at. Given the degree of marginalisation, many are so untrusting that only desperate hunger or cold will attract them to a shelter. It may take months for them to get on to a more regular track, get back to school. Others just needed the opportunity to rejoin the mainstream.

Were there "quick fix" solutions suggested?

Many people suggested getting kids out of town, into the country, on to farms. But these are urban kids, there's no changing that. Many suggested a

completely non-residential approach – work with the children on the streets. But you can't go to school from under a bridge! These are children, and we're not going to succeed in building any sense of security on dangerous and unprotected streets. Non-residential programs are too fragile for young children. There is a place for street work with older children and youth.

What I do think we need is closer co-operation on the part of all service-providers where there has often tended to be a competitive spirit. I am convinced that connection with the "official" system, for example, registration and good communication with the state departments, offers the necessary stability in a field which is almost by definition vulnerable and diffuse.

Does one ever reconcile those who would "get rid" of street children and those who would help?

After thousands of talks and articles on the subject over the past fifteen years, I think most people don't change. Those who take a position against street children are very hard to reach. They're not going to come to a meeting or read an article. They often represent a hostile constituency. They feel that "street children ruin the inner city" and they are in denial about the universal phenomenon of urban blight – that CBDs "come and go" worldwide. It's easy to scapegoat the street children.

The only way that people change attitude about this is to come and see for themselves. Personalise or individualise the abstract concept of the "street child" by meeting one, talking, looking into their face, that's when people change. "Come to the Homestead," I say, and they rarely go away without a change of view. This happens with business people and school children. "Meet the child eye to eye."

Hard to track street children, but how are we helping, how well do these children do?

Well, you would have to say what your criteria are. I like the simple Freudian concept of the integrated man – one who can love and work. One should want no more for any kid than this. And of course we don't have enough data to go on. My best hunch? I would say that 30% of street children probably do OK. I know that so many get swallowed

up again by the worst in our cities. But I also know that even those who appear to have failed have taken something enduring from their time with us. A young man comes into my office. "Where have you been all this time?" I ask. "In prison," he says. He tells me why he was there and that he has been paroled. Do I know how he can find his mother? I look at him in his skimpy short-sleeved vest. "You be better to hide those gang tattoos on your arms," I say. Go and see Katy in the clothes store room and get a decent shirt." He comes back ten minutes later looking better. We talk about his mother, I give him some train fare. "I'll let you know how things go," he says as he leaves.

How are we helping, you ask? I am deeply moved that this young man, for all the obvious pain and violence and loss and confusion in his life, could walk back into the Homestead years later and know that he would be received with dignity. That perhaps the one gift he had received from us, and which could last him for his life, was acceptance. That Katy in the clothes room would immediately see, rationally and respectfully, what he needed.

That could be the central quality of our services. Acceptance of their status. While the busy city may reject and resent them, we can at least acknowledge their hard-chosen place in our society, and offer them our acceptance and respect. And that's something they can take away with them.

From here?

We must go on listening to the individuals and trying to understand the phenomenon. While there is too little research on work with this moving population (plenty on *why* they are on the streets), the payback from our own limited studies (scouring five hundred files) have told us something. Our most recent development, adding to the streetwork and shelters, the children's homes, the off-street and the education programs, has been work with families in the areas which seem to be most associated with "generating" street children. One of the most obvious needs we see here is for work and income, and so we have been piloting some job creation projects. This has the seeds of preventive work, but ultimately it just brings us full circle into the socio-political-economics arena which is ultimately the responsibility of everyone. ○





Improving services and support for children made vulnerable by HIV/AIDS

Paula Proudlock and Sonja Giese of the Children's Institute, University of Cape Town invite readers to participate in the consultation process for the proposed Guidelines for Health and Social Development Services for children orphaned by HIV/AIDS, or at risk of becoming orphans

The Department of Health has recently commissioned the Children's Institute at UCT to conduct research and develop guidelines for improving health, social development and educational services to children made vulnerable by HIV/AIDS. The guidelines are aimed particularly at services for children orphaned by HIV/AIDS or children at risk of becoming orphans. After a thorough consultation and research process, the guidelines will be completed by the end of 2002 and handed over to the Department of Health. Recommendations for implementation will accompany the final policy guidelines to guide the relevant departments and service providers who will be responsible for implementing the policy. The HIV/AIDS pandemic is rendering an unprecedented number of children extremely vulnerable. Arguably the most vulnerable of these children are those who are either in the care of terminally ill parents or those who have lost their parents to AIDS related illnesses. Many of these children are also HIV-positive and most live in conditions of dire poverty. The task team responsible for the research and drafting process, along with

many others working in the children's sector have identified the need for implementable policy guidelines to ensure that children made vulnerable by HIV/AIDS are able to access services to provide for their physical and social needs.

Currently, the support and services available to these children both from government and civil society does not provide an adequate safety net to ensure that the children's physical and social needs are adequately provided for. Existing health, social development and educational services are not structured to accommodate hundreds of thousands of children who do not have adult primary caregivers. Health policies, for example, do not take into account the fact that a child may need to access a primary health care service alone, and that the service needs to be practically prepared for this in a range of ways, from attitude of staff to provision of transport.

The issues raised by the 90 HIV-affected children who attended the National Children's Forum on HIV/AIDS (August 2001) have informed the conceptualisation and design of the research project and the development of in-

terview schedules. The National Policy Guidelines aim to address many of the concerns raised by the children. Two such issues relate to access to schooling and access to health care.

Children are being denied admission or expelled from school because they are unable to pay school fees. Because of the fact that so many of the issues raised by children affected by HIV/AIDS relate to access to education and treatment at schools, the original research design was extended beyond health and social development services, to include education. The researchers will conduct interviews and focus group discussions with children, caregivers, teachers, principals and representatives from district, provincial and national departments of education to shed light on the extent of the problem as well as to clarify roles and responsibilities in addressing the issue.

One of the main barriers to accessing services appears to be transport. Transport was identified by children as a barrier to accessing health services in particular. Lack of adequate services and medication at clinics means that children and their caregivers have to travel long

distances to get to the next level of health care services where medication and the services of a doctor are more likely to be available. Roads in many rural parts of the country are very poor and public transport is therefore infrequent and expensive. The research will look practically at ways of overcoming these problems.

collaboration. In order to ensure that this happens, the relevant departments and service providers from these departments will be involved in the process right from the start. The guidelines will clearly indicate which departments are responsible for which tasks and give practical recommendations on how

comment in mid 2002. A national workshop will then be held with key roleplayers. Recommendations, informed by the workshop, will be formulated and the policy guidelines will be finalised by the end of 2002. In order to ensure that the guidelines provide realistic, practical and imple-

ment-able solutions to the many barriers that children affected by HIV face, the research process needs to be consultative and inclusive. The process of drafting the guidelines will therefore draw on the expertise of a range of stakeholders, including service providers, government departments, researchers, civil society organisations and local and comparative policies and programmes.

The research

team has also undertaken to ensure that the process is open and participatory. If you would like to contribute written information, experience, advice or research that could inform the drafting of the guidelines, please contact Helen Meintjies on fax nr: 021 - 689 5403 oremail helenm@rmh.uct.ac.za . If you would like to be sent a copy of the discussion paper in mid 2002 in order to provide comment to the drafters, please contact Sonja on tel. 021-689-5404 or email sonja@rmh.uct.ac.za

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Besides the above two problems, children made vulnerable by HIV/AIDS face many other problems when trying to access services. The research process will identify the problems and investigate their extent, causes and solutions. The task team is conscious of the need to ensure that the guidelines are implementable and that they make a real difference to the lives of the targeted children. Their intention is for the guidelines to ultimately provide very practical and sustainable recommendations for improvements to service delivery. Implementation of the guidelines will require inter-departmental and inter-sectoral

service providers from different departments can work together. The research to inform the guidelines started in October. The task team is currently collecting relevant South African research. Primary data to inform the research and the guidelines will be collected from six sites in five provinces, through interviews, focus group discussions, self-administered questionnaires and activities. Research participants include children, their primary caregivers, health, social and education service providers and key community informants. Once the data collection phase is complete, the research team will be drafting a discussion paper that will be distributed for

A Comparison of the Survival, Protection, Development and Participation Rights of children as safeguarded in the United Nations Convention on the Rights of the Child, the OAU Charter on the Rights and Welfare of the African Child as well as the South African Constitution

André Viviers

The table below provides an outline for the comparison of the United Nations Convention on the Rights of the Child; the OAU Charter on the Rights and Welfare of the African Child and the South African Constitution followed by a brief discussion at the end.

It first should be noted that all three these instruments define a child as a person under the age of 18 years and this provides common ground for the comparison and discussion. From the table it is clear that these three instruments compare well in

affording children their rights. It needs to be noted that there are not always exact comparisons in terms of the wording, but in general it safeguards the survival, protection and development of children. Thus from international, continental to national level, the same golden thread runs through in creating the parameters to serve the best interest of children.

The comparison of Protection Rights will be published next month.

<i>THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD</i>	<i>THE OAU CHARTER ON THE RIGHTS AND WELFARE OF THE AFRICAN CHILD</i>	<i>THE SOUTH AFRICAN CONSTITUTION</i>
SURVIVAL RIGHTS		
Article 6 Guarantees the right to life and places the duty on the state to ensure the survival and development of the child to the maximum extent possible.	Article 5 Deals with the survival and development of children and provides for the right to life, the right to survival, protection and development and that a death sentence shall not be pronounced on a child.	Section 10 Guarantees the right to life
Article 18 The responsibility of both parents in the upbringing and development of the child and with state assistance where needed.	Article 19 Deals with the parental care and protection AND Article 20 Deals with parental responsibilities and the state assistance where needed in accordance with national means and conditions Article 18 Provides for the protection of the family as a natural unit.	Section 28(1)(b) Affords the child the right to family and parental care
Article 24 Requires the highest attainable standard of health care and addresses associated issues such as child mortality, malnutrition and preventative health care.	Article 14 Deals with health – the state's obligation to the best attainable physical, mental and spiritual health care and elaborates on this further in specific measures.	Section 27 Deals with Health Care link with food, water and social security And Section 28(1)(c) afford the child the right to basic health care.

<p>Article 25 Deals with the care, protection and treatment of children placed in care and the periodic review of such placements.</p>	<p>Article 19 Deals with rights of children separated from their parents AND Article 25 deals with specific measures such as the care of children deprived from their family environment, foster care, residential care and re-unification.</p>	<p>Section 28(1)(b) refers to appropriate alternative care. Section 28(1)(c)-(d) deals with the basic needs of children in care (including alternative care) Section 28(1)(g) stipulates that children shall not be detained with adults.</p>
<p>Article 27 The child's right to a standard of living adequate for the child's development and includes issues such as maintenance and assistance to parents and caregivers.</p>	<p>Article 20 Creates a basis to the standard of living required for children and assistance to parents and caregivers</p>	<p>Section 28(1)(c) creates a basic requirement for a standard of living and refers to basic nutrition, shelters, basic health care and social services.</p>
<p>Article 30 Protects children belonging to ethnic, linguistic and religious minorities.</p>	<p>Article 3 Creates a standard for the protection of children against discrimination, which includes aspects such as language, race, sex, religion, etc.</p>	<p>Sections 30-31 afford the right to language and culture and protection to people (Children) belonging to cultural, religious and linguistic communities.</p>
DEVELOPMENT RIGHTS		
<p>Article 17 Deals with children and the media.</p>	<p>No explicit provision made.</p>	
<p>Article 23 Provides for the rights of mentally and physically disabled children.</p>	<p>Article 13 Deals with rights of physically and mentally handicapped children</p>	<p>No specific provision</p>
<p>Article 28 Deals with the child's right to free basic education.</p>	<p>Article 11 Deals with the right of a child to education within the context of Africa and free and compulsory basic education</p>	<p>Section 29 deals with the right to education.</p>
<p>Article 29 Deals with the aims of education.</p>	<p>Article 11 Highlights the importance of education that reflects the values of Africa.</p>	<p>Refer section 29</p>
<p>Article 31 Deals with the child's right to leisure, play and recreation as well cultural and artistic activities.</p>	<p>Article 12 Deals with the child's right to leisure, recreation and cultural activities.</p>	<p>Not directly mentioned in the Constitution though the cultural and association rights provide for this.</p>
<p>Article 39 Deals with the physical and psychological recovery and reintegration of child victims of violence.</p>	<p>Article 16 By implication deals with recovery of children who have been victims of child abuse and neglect.</p>	<p>Not directly reflected</p>
PARTICIPATION		
<p>Article 12 Right of the child to have his/her views and to be heard in accordance with his/her age and maturity.</p>	<p>Refer Article 31 that implies the principle of participation through responsibilities.</p>	<p>Section 16 deals with the freedom of expression, which safeguards also children's right to participation.</p>
<p>Article 13 The child's right to freedom of expression and access to information.</p>	<p>Article 7 Deals with the child's right of freedom of expression</p>	<p>Section 16 deals with Freedom of expression.</p>
<p>Article 14 Right to freedom of thought, conscience and religion.</p>	<p>Article 9 Deals with the child's right to freedom of thought, conscience and religion.</p>	<p>Section 15 affords to all the right to freedom of religion, belief and opinion.</p>
<p>Article 15 Right to freedom of association and peaceful assembly.</p>	<p>Article 8 Deals with the child's right to free association, and freedom of peaceful assembly.</p>	<p>Section 17 affords the right to freedom of assembly demonstration and petition and section 18 affords the right to freedom of association.</p>
	<p>Article 31 Deals with the responsibility of children in accordance with their abilities.</p>	

Managing Bullies and their victims



Anita Decaires-Wagner, an educational psychologist from Gauteng, responds to a previous article on Bullying published in the journal.

The August edition

of *Child and Youth Care* carried an interesting article on Bullying in Schools. This is an issue of concern to caregivers and educators. It may be helpful as an addition to those thoughts to look at the emotional world of both the bully and the victim. Without this insight there may well be the danger that caregivers and educators ensure the bully is punished without attempting to understand his/her behaviour and needs and those of the bullied child.

Underpinning my understanding of bully/victim dynamics is the work done on emotional intelligence in recent years. A key aspect of this is learning to understand and manage our emotions. When we are at the mercy of our emotions we react without thought because we cannot process our feelings and choose what to do with them. Becoming able to identify our feelings is a critical first step in becoming emotionally intelligent. Both the bullied and the bullies benefit from a process of identifying their feelings and choosing what to do with them.

It is important that we indicate clearly to bullies that their behaviour is unacceptable while having empathy with the feelings which have led to their behaviour. Some children bully in a deliberate, conscious manner while many bully in an effort to reduce the unpleasant emotions they are experiencing. They may have poor self-esteem or feelings of inferiority; others will themselves be the victims of bullying and are acting out a pattern they have experienced. Many bullies have poor ability to tolerate frustration and lash out at others when they cannot cope with their emotions. They may feel they have no choice but to attack others so as to protect themselves. This indicates to us that

some bullies misread social situations and perceive themselves to be under threat even when they are not.

On the other side the bullied child may feel inadequate, useless and powerless. S/he may feel unable to articulate feelings or needs. This child may have a very limited repertoire of coping skills and may look to adults for help. The bullied child feels weak and powerless. They may have self-esteem issues that lead them to present themselves as victims and/or they may suffer self-esteem damage as a consequence of the bullying. Any child who is different or unusual will be at greater risk of bullying. The child who is overweight, does poorly at school, has very different interests to his/ her peers or has language difficulties may be more likely to be a victim of bullying.

There are many similarities between bullies and the bullied: both tend to feel disempowered and unable to assert themselves appropriately. They do not feel good about themselves nor secure in their ability to cope with conflict and tension.

Our goal is to help all children enhance their self-awareness and ability to regulate their emotions. Understanding the dynamic between the bully and the bullied enables us to extend our influence with each. What possible factors are at play in the interaction between these two children? What needs are being met, however inadequately? What does each child need to do differently to ensure s/he can feel strong, secure and competent?

- The first step is perhaps to examine our own emotions and reactions when faced with a situation of bullying. What values and beliefs do

Bullying

we hold about this? Some people will be concerned about doing too much because they believe children must learn to stand up for themselves. There may be a special emphasis on this with boys because people fear making boys "soft". We may allow girls to bully boys but believe boys should not hit girls. Our own experience of being either a bully or a "victim" may influence our reactions.

- Adopting a problem-solving approach may have more long-term value than a purely disciplinary approach. What could both children learn from this? Naturally the bully must experience the consequences of his/ her actions. If children are each enabled to recognise the meaning attached to their behaviour greater insight may be possible. Because the discipline route is quick and efficient we may tend to use it rather than looking at the issue in a long-term, integrated manner.
- If we are to help children understand their emotions we must label and respond to the emotions the child experienced during the event. Gradually we begin to help them recognise others have valid feelings too. We will need to model listening and respect.
- We need to convey a message to all children that they have control over their emotions and behaviour. Many people believe themselves to be at the mercy of their feelings. As we give words to our emotions we are more able to choose an appropriate response that allows us to feel competent.
- As we talk with children our aim should be a "win-win" situation. When a bully is severely punished s/he may react by seeking revenge. If a bullied child is not assisted to cope s/he will always be reliant on adult intervention when there is a problem.
- The final and most important thing we can do is to teach all children about what it means to be assertive. Few children understand the difference between aggression and assertiveness. Teaching them how an assertive person behaves and talks provides both bully and bullied with a tool to change.

Children fear and dislike bullies but they may despise the weakness of the bullied. It is an investment in the future to help both groups of children become more emotionally intelligent. ○

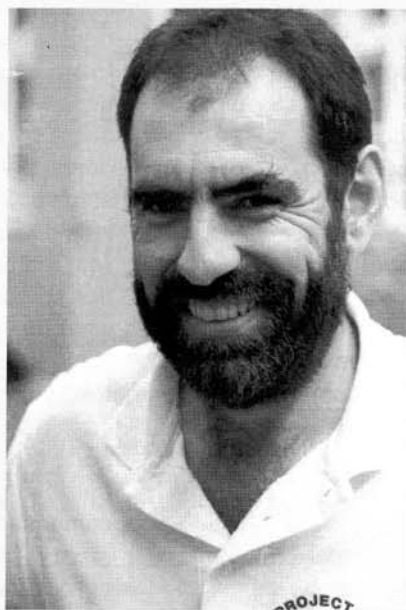
GO WELL CECIL

The end of January brings Professional Services to the point of another "good-bye".

This time (thankfully) we do not lose someone to an overseas country, but Cecil is changing direction and entering the field of commerce.

Cecil has been our Eastern Cape "connection" and his absence will be felt in his region as well as nationally. Cecil has often traveled to remote and faraway places to train child and youth care practitioners and undertake DQAs. Our field has come to know him as a reliable person of great integrity. Cecil's calm and compassionate bearing has endeared him to many of us, and in many situations has facilitated people simply getting along. We will miss these sterling qualities as well as his bubbly sense of humor.

We thank him heartily for his contribution to the development of the child and youth care field in our country and trust that the skills he has honed and developed in his six years with Professional Services will stand him in good stead for the next step in his journey. Until we meet again...



Consumer's Rights – what Agencies can expect from Developmental Quality Assurance (DQA)

Merle Allsopp

Inspections of programs for children have been replaced by a mechanism which has become known as the DQA. In provinces across the country social services departments are putting in place this quality assurance process which by definition is developmental or strengths-based in nature. A new program assessment and monitoring mechanism for new times, the DQA promises to be as objective and accountable a process as possible. However, the most conscientious of us are at times tempted to cut corners for the sake of expediency, and attempts to introduce the DQA on limited resources saw provincial authorities in the welfare sector deviating from the requirements of the process as spelt out in the manual on the DQA process developed at national level. Partnerships are essential for the rendering of effective services to children in our country and partnerships must be forged between service deliverers and their provincial authorities in relation to the implementation of the DQA process. By being informed and aware of what can be expected from the process, consumers (that is service deliverers) are

able to hold authorities accountable and toeing the line on requirements of their own policies and accepted procedures.

The quality assurance manual currently in use across the country contains a set of minimum standards for the DQA process. In other words whilst the process uses the minimum standards for any particular service delivery field as a framework for assessing services, the very process itself is also required to meet certain practice standards. As in the case of the standards set for the child and youth care system, these practice standards are articulated in a set of principles and a set of minimum standards, pertaining to each step or stage in the DQA process. Agencies and service providers who are familiar with these practice standards are then aware of what they should be experiencing in the DQA process. These minimum standards are written up in a similar format to those pertaining to the Child and Youth Care System. Each standard is comprised of a standard statement which describes the nub of the standard and outcomes for the organization which expands on the statement. It then

articulates the team practices, that is the things the DQA team should be doing in order to reach the expected outcome and the management actions which are the responsibility of whoever is managing the entire DQA process in that province.

Concepts central to the success of the process include the competence of the DQA team members to undertake the process. According to the practice standards those participating in the process should be trained in the process and have undergone an internship process – learning from others with previous experience. Teams are required to be made up of government employees and others from the non-governmental sector. An appropriate level of expertise in the specific sector wherein the organization undergoing the DQA process operates is also required.

Quoting from the minimum standard on human resources “the team delivers a competent and professional service which demonstrates knowledge and skill in DQA work and practical knowledge and experience of the particular field under review.

The team members are accredited DQA service providers and are able to competently implement DQA practices at minimum standard level.

The list of principles and minimum standards are as follows:

DQA Principles:

1. Non-judgmental attitude
2. Strengths-based
3. Diversity
4. Appropriateness
5. Competency
6. Expertise
7. Rights-based
8. Participation

Minimum Standards: Preparation for DQA Assessment

The organization under review and the DQA team are thoroughly prepared for the assessment.

DQA Assessment

Organizations are competently and effectively assessed against

minimum standard requirements, within a developmental perspective and framework.

Mentoring

Each organization which undergoes a DQA assessment is provided with effective, competent and ongoing mentoring and support.

DQA Review

Organizations are competently and effectively reviewed against their current Organizational Developmental Plan (ODP) and within a developmental perspective and framework.

Monitoring

As a central priority within the DQA, the process is constructively and respectfully used to ensure that the rights of individuals, families and communities (as identified in relevant minimum standards, policy principles, legislation, the

Constitution, and International instruments) are protected.

Human Resources

Recognising that the integrity of the DQA rests on the quality of service provision – the selection, training, accreditation, support and supervision of DQA service providers is undertaken effectively and competently.

It is in the best interests of those whom we serve (service recipients) that the evaluation of services is effectively and efficiently undertaken, and that welfare authorities are held accountable for assessments. To this end it is strongly advised that organizations familiarize themselves about their 'rights' in relation to the process to ensure the maintenance of effective partnerships between service deliverers and those responsible for the maintenance of norms and standards in our country. ○

St. Vincent's Children's Home

Mariannhill KZN

St. Vincent's Home urgently requires service of a female supervisor aged 28+ years old.

Requirements

- English speaking with understanding of (or) Zulu speaking as well.
- BQCC and/or higher child and youth care training
- Consultative supervision certificate
- A minimum of 1 year experience in on-line supervision of child care workers

Salary Negotiable

Application and CV to be forwarded to:

The Principal

St. Vincent's Children's Home
Private Bag X12, ASHWOOD 3605

Tel: 031-700 2054/2295
Fax: 031-700 2054



THE HOMESTEAD
PROJECTS FOR STREET CHILDREN

The Homestead (*Projects for Street Children*) based in the CBD Cape Town, seeks to employ a **TYPIST/CLERK.**

The applicant must have:

- excellent typing ability
- excellent language skills
- well developed computer skills
- effective and efficient filing systems
- the ability to work under pressure

Send CV to: The Director at fax: 021- 419 2600 or email: info@homestead.co.za

Responding to violations of children's rights – the ANPPCAN Kenya experience



An extract of a presentation by Elizabeth Owuor-Oyugi at the NACCW Conference 2001

In responding to the violations of children's rights in the five years that it has been in existence, ANPPCAN Kenya has designed four programmes that correspond to our various objectives and on the basis of which I will share our experience.

Advocacy on the rights of the child

The main objective of ANPPCAN Kenya's advocacy programme is to create awareness on the rights of the child and to raise social consciousness amongst community members and the public at large, so that each individual takes up their moral responsibility to stand up for the rights of the child. The major instruments of our advocacy work on the rights of the child have been the UNCRC and the OAU Charter on the Rights and Welfare of the Child.

Initially, ANPPCAN Kenya's advocacy work was concentrated in Korogocho, a slum community on the outskirts of Nairobi, known for gross violations of children's rights. A component of the programme has been outreach work, still on advocating Children's rights, which has focused more on public education. Working with youth-to-youth theatre groups, using popular theatre, song and dance, we have been able to create awareness on diverse issues of chil-

dren's rights at community level and amongst members of the public. The ignorance of the rights of the child in Kenya is a cross-cutting issue that knows no social or economic boundaries.

Culture plays a key role in most of our communities and to succeed in awareness campaigns on the rights of the child, it is crucial that this is taken into account. We have found it easier to talk about children's rights, with the under-privileged and the elite alike.

The Legal Aid Project

Initially, ANPPCAN Kenya's Legal Aid project was part of the advocacy programme, being implemented in Korogocho, the slum community on the outskirts of Nairobi known for gross violations of children's rights. However, growing demands for the legal services, both from government and non-governmental organisations intensified the need to institutionalise the Children's Rights Legal Aid into a Department within the organisation. Key strategies of the legal department include paralegal education, research and advocacy and legal aid in litigation.

The unfamiliarity with the legal jargon and court procedures for both children and parents is a hindrance to the delivery of justice, as children hardly ever un-

derstand what is going on. That the state is not compelled to provide an advocate to assist with the court process in cases involving children makes a bad situation worse.

Preparing a child victim of abuse and neglect has been a challenge, especially where the child is under seven years old and is not fluent in either English or Kiswahili, necessitating the use of an interpreter. Cases involving the sexual abuse of children are the most difficult to handle as children are compelled to revisit issues they would rather forget and thus have a mental block against. The legal requirement of the requisite details to sustain a conviction is a further challenge. Many children refer to sexual abuse as "tabia mbaya", Kiswahili for bad manners, yet they are required to clearly state to the court what actually happened.

The Kenya Judicial System was inherited from a background that did not offer services, but rather treated those who had a brush with the law in a tyrannical manner. Awareness creation to law enforcement officers on the rights of the child could alleviate this problem.

The Child Help Desk

Working closely with the Legal Services Department, the Child Help Desk or Hotline if you like is

an organisational response to awareness creation on the Rights of the Child. Child neglect seems to be the most prevalent form of abuse in Kenya today. Out of a total number of 375 children whose cases were reported to ANPPCAN Kenya's Child Help Desk between January and December 2000 for example, 265 were cases of child neglect.

Cases of child labour are often reported first as cases of physical abuse. It is only in the process of investigation that it will usually emerge that a case initially reported as that of physical abuse is actually one of child labour.

Information and documentation department

The core of our mission to inform people about child rights issues and advocate better protection for children is centred in our Information and Documentation Department. The available literature on pertinent child issues in Kenya lacks vital data on specific areas of interest (e.g. the number of street children in the country) thus not very useful for planning purposes. Even the little in-

formation available is not easily accessible, thus limiting its usage and at times resulting in duplication of the same and a wastage of resources.

Lessons learnt from our response to the violations of Children's Rights in Kenya

For advocacy to succeed, it must be focused and address specific

issues. This means having ones facts correct and then developing an advocacy programme based on those facts and not on mere assumptions or perceptions.

How the information is packaged is crucial to the success of any advocacy work. People will accept or reject information depending on how it is presented. Where it succeeds, awareness creation on the rights of the child creates its own problems that unless addressed can easily undermine an organisation's credibility. Any effective awareness campaign, has as a matter of necessity, to incorporate in its strategies activities that will address the needs that arise from enhanced awareness. After preaching to the Somali Community in Korogocho about the importance of taking their daughters to school, we found



Val D Images

ourselves at a loss of what to do when parents would come to us with requests to assist them with school fees which we could not help them with.

With regard to legal aid we found that the law itself can be a contributor to child abuse and neglect, either because it is inadequate or has loopholes that can be exploited to the advantage of the offender. The law

on sexual abuse in Kenya for example, criminalizes sexual activity with an underage child but if in the mind of the offender, he/she thought the child was old enough to give consent then he/she can get away with it! In our experience, it is not uncommon for people to report "imaginary" cases as a means of settling personal scores with neighbours, parents or even relatives. This is applicable to both the children themselves and to the adults who at times report such cases. There is a huge information gap that needs to be filled. Many cases of child abuse and neglect are the result of ignorance.

Conclusion

The negative effects of globalisation, the HIV/AIDS pandemic that is ravaging Africa, negative cultural practises, poverty or unfair distribution of resources and endemic corruption – these are common problems to be found all over Africa, admittedly with varying degrees. The need for us to come together about the welfare of the child is now greater than ever before.

We need to share information, to learn from the experiences of others and make maximum use of limited resources. Whether at local, national or international level, let us come together about this child! It is the only way we can improve the welfare of children and to enhance opportunities for the development of their full potential. ○

The Corporate side of Child & Youth Care

*Bokamoso Life Centre embarks
on the road to self-sustainability.*

Sipho Mvulane, Manager — Job Creation Project reports



The challenges that face CBO's and NGO's are that their work is deeply dependent on government and donor funding. Bokamoso Life Centre, which is an NGO, is confronting this challenge head on. An era of relying squarely on donor funding is steadily but surely coming to an end thanks to the new, promising and exciting partnership between Bokamoso Life Centre, Department of Social Development, SANDF (Service corp) and CTU Supplies the private sector company. Bokamoso has identified an opportunity to manufacture textile products in partnership with a private sector partner, CTU Supplies Ltd. This initiative is going to en-

able Bokamoso to generate its own income and be able to sustain itself over a period of time. The seed capital of this project is R7 328 000, and the Department of Social Development provided R3 000 000. The SANDF (Service corps) provides the training and the production facility for the incubation phase; CTU Supplies identified clients and products, engages contracts, manages and develops a manufacturing centre and resources; and Bokamoso Life Centre identifies the "at risk" youth in the community, some of who have gone through the Adolescent Development Programme (ADP). This is a marriage made in heaven. This initiative provides

jobs for 50 youth who graduated in style on the 1st August 2001. This occasion what graced by the presence of First Lady, Mrs Zanele Mbeki, who was full of praises and very impressed with the project.

The project is currently servicing a Standard Bank contract of money bags and pyjamas for Kimberley Hospital. All the practical steps and a good foundation have been laid for this awesome task to become a reality. We have passed the critical stage of uncertainty, planning, and training into a stage of production. 'We can neither afford to falter nor slumber, because we have an appointment with history.' ○

The Bridge is a registered non-governmental welfare organisation committed to the promotion of a fair and just Child Justice System in the Hardap Region, Namibia.

VACANCY: SOCIAL WORKER

Key Performance Areas:

1. Assessing children who conflict with the law.
2. Implementing diversion options and facilitating the child's reintegration.
3. Monitoring the Child Justice System in the Hardap Region
4. Networking
5. Coordination of Feasibility studies & Pilot Projects
6. Budgeting
7. Supervising staff

Requirements for the position:.

- B.A. Degree in social work
- Interest or experience in Child Justice an advantage

- Computer literate
- Valid driver's licence (code 08)
- Proficient in Afrikaans & English (one other Namibian language an advantage).

In return The Bridge will offer: an attractive remuneration package including a competitive salary, a 13th cheque, membership of a medical aid scheme and pension scheme.

Closing date for applications: 18 February 2002

Kindly forward a covering letter, your CV and letters from three referees to:
The Manager
P.O.Box 729, Mariental
Namibia

THE BRIDGE

Child and Youth Care Workers on the move...

It is gratifying to see child & youth care workers taking on greater and greater leadership responsibilities in the field. We celebrate with Nozuko Nonkonyana, Mark Taylor, Francisco Cornelius, Patricia (Theresa) Anderson and Mark Gamble who have recently been employed in the following managerial posts:



Nozuko Nonkonyana is serving in the Eastern Cape Department of Welfare as the Sakhiswe District Manager. She oversees all social development services in Elliot and Cala and is also responsible for social security, human resources and information systems.



Mark Taylor has taken on the responsibility of Executive Director

of The Homestead (Projects for Street Children) in Cape Town as from 14 January 2002. He will be responsible for the overall management of the organisation as well as the initiation and supervision of new and existing programmes and projects, financial management and fundraising, public relations and the implementation of human resource systems.



Francisco Cornelius has been appointed as the Manager of 'Ons Kinderhuis' in Bloemfontein as from 2 January 2002. He will also supervise and advise the satellite children's homes run by the Dutch Reformed Church in the Free State Province.



Patricia Anderson and Mark Gamble are serving as



Co-Directors of James House in Hout Bay as from 1 February 2002. As Programme and Development Director, Patricia's responsibilities include the Residential, Reunification and Intensive Family Support Programmes as well as growth and staff development of all staff in these programmes. As Director of Funding, PR and the Life Centre, Mark Gamble's responsibilities will include Financial Management and training required in the whole organisation. ○

Situation wanted

CHILD & YOUTH CARE WORKER

BQCC graduate previously employed at the Homestead (Projects for Street Children)

Please contact Wilmon Mankayi at 021-371 8438

4804 Chris Hani Crescent, Brown's Farm, Phillipi 7785

Welcome!

Jackie Winfield poses new year challenges to students

A warm welcome to all students of child and youth care! Whether you are studying the Technikon programme or one of the NACCW courses (BQCC or HQCC in particular), whether you are a brand new first year student or you have already completed part of your studies, may this year be an enriching and empowering one for you.

As child and youth care students you form a diverse group. The "new" students might include those of you who are newly-employed in the profession, perhaps after spending a period of time doing some other type of work. There may be some of you who have worked in the child and youth care field for a number of years and have finally decided to "take the plunge" and study. There are also likely to be a large number of you who have recently finished school and identified child and youth care as your chosen career path, even though you might not be completely certain

that you know what child and youth care is! To all of you, congratulations on choosing to take up the challenge of learning to work more effectively with children and youth at risk.

Some of you might be considered "old" students. This has nothing to do with your age, but rather refers to the fact that you have already embarked on your studies and are continuing with what you started in 2001 or earlier. Hopefully, most of you will

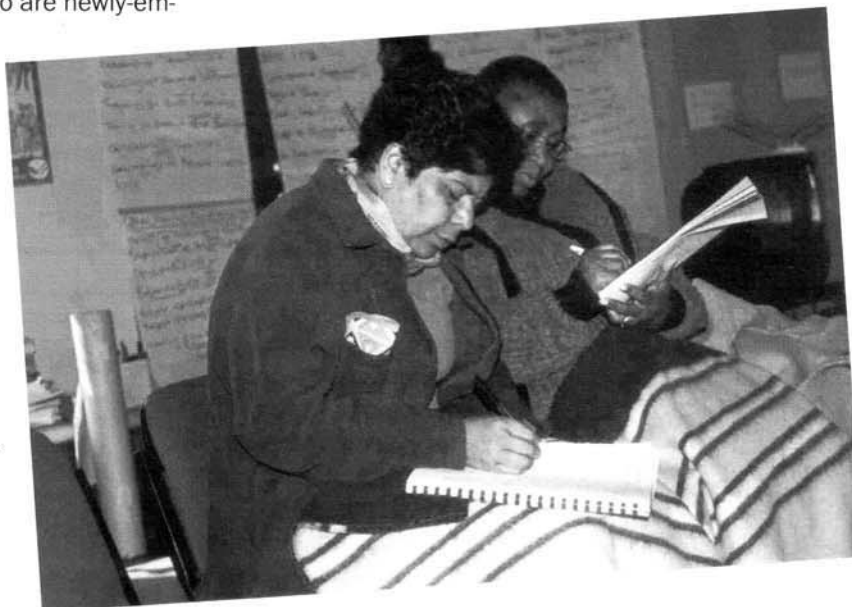
It is important not to be discouraged by this and rather to remember that true learning occurs through a process of trial-and-error. We can learn from our mistakes. Set yourself new goals for your studies in 2002 and make realistic plans to achieve them.

What can I expect in 2002?

As students of child and youth care, each of you has your own particular expectations. Think

carefully about what your expectations are because the self-fulfilling prophecy virtually ensures that you'll get what you expect! Remember too that what you get out of this year will depend to a large extent on what you put into it.

In terms of your studies, you can expect to be challenged – challenged to think differently, challenged to behave differently, challenged to make a difference in the lives of others. You can expect to work hard, to read extensively, to think deeply about



have passed the exams you wrote and will be encouraged to build on this success. Unfortunately, some of you might not have passed.

Spotlight on Students

issues, to discuss them with classmates. You can expect to experience a wide range of emotions as you face the reality of working with troubled children and youth. You should also expect to learn a great deal about yourself and to recognise that self-awareness and self-development are some of your greatest assets in this work. Your tutors, lecturers, trainers and supervisors will expect you to take your studies seriously, to be punctual, to learn from others (including classmates, colleagues and young people), to ask when you do not understand, to treat others with respect and to share your ideas.

There are also a range of things which you could expect from the child and youth care profession during this year. Firstly, you can expect that genuine child and youth care professionals will offer you their support and encouragement. An effective worker understands and practises teamwork. You can expect a range of new and exciting possibilities in this developing field. The transformation of the child and youth care system continues with the likelihood of new legislation, the establishment of the professional board and the development of a Masters degree in Child and Youth Care. This journal will keep you posted on the latest happenings in our field so make sure you're a regular reader. You might also try to stay updated by becoming a more active member of the NACCW and attending regional meetings.

And what can you expect from "Spotlight on Students"?

This part of the journal highlights issues which are of particular relevance to students of child and youth care. You can expect to find information about functioning as an effective stu-

dent, articles related to specific aspects of course work, exercises to help you apply your learning, pieces of writing from students, in fact, the possibilities are limitless. What is important is that this feature is meaningful for YOU because it is YOURS! As such, you are invited to send questions, ideas, articles, suggestions, photographs, comments, virtually anything, to "Child and Youth Care" for inclusion here.

A Vision for the Future

You have set out on a journey which will include some beautiful scenery and exciting adventures. You will meet an enormous diversity of interesting people. You will also experience a few flat tyres, face herds of frightening animals in the road and get stuck in some nasty-smelling marshes. During the difficult times, it is helpful to remember why you started out on the journey in the first place.

Take a few minutes to think about why you are studying child and youth care. What motivates you? What do you want to achieve? What are your goals? Imagine yourself once you have finished your qualification. Where are you? What are you doing? How are you contributing to the development and healing of youth people, families, communities and our country?

Keep this vision for the future firmly in your mind. Despite the challenges that we face as members of the child and youth care profession, "never doubt that a small group of thoughtful, committed people can change the world; indeed, it is the only thing that ever has." (Margaret Mead)

Enjoy your studies! ○

**I will do more than belong
– I will participate**

**I will do more than care
– I will help**

**I will do more than
believe
– I will be kind**

**I will do more than
forgive – I will forget**

**I will do more than dream
– I will work**

**I will do more than teach
– I will inspire**

**I will do more than care
– I will enrich**

**I will do more than give
– I will serve**

**I will do more than live
– I will grow**

**I will be more than
friendly
– I will be a friend**

**I will be more than a
citizen
– I will be a patriot**

Source unknown

Namibia's first trained Child & Youth Care Workers

On 7 December 2001 sixteen child & youth care workers received their BQCC2000 certificates at a historic graduation ceremony held at the International Youth Centre in Katatura. The Director of this Centre, Yul Andrews, attended the ceremony and in his speech gave his full support to this endeavour. He also read a congratulatory message from UNESCO.



Youth and graduates with Barrie Lodge

The Director of COLS, Clive Willemse, opened the ceremony and thanked the NACCW for their investment in Namibia, emphasising that the greatest thanks would be for the graduates and others to plough their training back into their programmes and communities. One of the graduates, Simon

Nunyango, led the group in prayer in remembrance of the father of Jonathan Van Wyk and the son of Fritz Umali who died on the eve of the Training date. Zelma Stefanus spoke on behalf of the graduates and thanked everyone involved in the co-ordination and funding of this first



Barrie Lodge and Magdalena Haimbodi

formalised CYC training in Namibia.

Barrie Lodge, the NACCW National Chairperson, flew in from Gauteng to deliver the keynote address. The small audience of colleagues and family members of graduates and some interested persons from other youth organisations were spellbound by Barrie's passion for child and youth care work. He focussed on the critical role of child and youth care workers in reclaiming families.

Two youth's from COLS read some of Don Mattera's poetry.

After the certification Barrie suggested that the group elect a committee to steer the process of developing an independent Namibian Child & Youth Care Forum. The Namibian delegation who attended the NACCW Conference in July had expressed along with the BQCC participants, the desire to establish a similar body of child & youth care workers in Namibia. This seemed like the appropriate occasion for this group of child & youth care workers to decide on the next step. They were in favour of a steering committee and eagerly

nominated Joyce Nakuta as coordinator of the committee. Barrie committed himself to provide guidance and support. The following persons were elected along with Joyce: Jonathan Van Wyk, Stephanus Freyer and Leon Van Rooi.

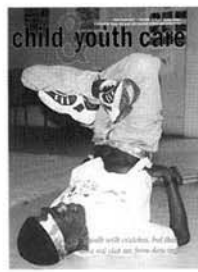
At the end of the ceremony Ilona Goosen, manager of The Bridge in Mariental, expressed appreciation to all concerned.

A light supper was enjoyed by all as a finale to the graduation of Namibia's first group of trained child & youth care workers.

BQCC 2000

Quinton Platt
Simon Nunyango
Leon Van Rooi
Martha Dean
Stefanus Freyer
Sarha Diergaardt
Akwenye Nangolo
Zelma Stefanus Kaurianga

Ricardo Claasen
Mariza Majiedt
Jonathan Van Wyk
Matheus Swartz
Joyce Nakuta
Magrieda Job
Magdalena Haimbodi
Heidi De Bruin

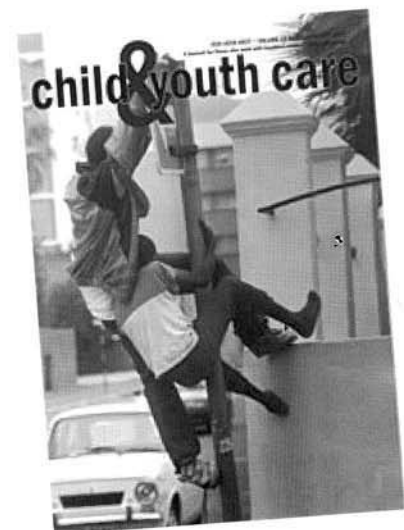


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LIFT OTHERS AS YOU RISE

On your marks , get set,

Before you go...

Turn around
and see who you can take with you...

Don Mattera

