

child and youth care

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

ISSN 0258-8927

VOLUME 21 NO. 4
APRIL 2003





EDITORIAL

A monthly read

Child and Youth Care is twenty-one years old this year. From an A5 format of 4 pages this publication has grown to a steady 24 page monthly read. Circulation figures are well over 2000 – a wonderful feat for a publication in our field, when established journals often have circulation figures of under 500! This apparent success ought to be celebrated by child and youth care practitioners across our country. And we also need to ask some tough questions about the journal and of each one of us, our use of it. It has always been tricky to produce a publication that meets the needs of all in the field. This becomes increasingly more difficult as the diversity of the field increases along many axes. An Editorial Board of dynamic and committed people have (month after month over these 21 years) debated with zest the composition of issue after issue, trying to find the right balance of articles to form what Brian Gannon always referred to as “the Reader’s Digest feel”. Members of the Editorial Board have argued for more articles of an academic nature – or more articles of an easily-accessible practical nature. Debates have raged on the extent of “local content”-writing that emanates from South Africa and reflects our particular experiences, practice and contexts. Always however, it has been the intention of Child and Youth Care to “inform, teach, challenge and reach out” (Editorial Volume 13 No.2). It has also been the stated intention of the publication to ensure that there is something for everyone – those in positions of management, those at practice levels; those employed in the field, those studying and increasingly in recent years those volunteering in the field. Effort has been made to publish articles of interest to those operating in residential settings and increasingly those in community-based settings. And glancing at the archives, flipping through the yellowing pages of editions of 1989 and 1992 we see that the publication has over the years reflected the increasing complexity of the field and growing specialization areas of child and youth care. This month’s edition is typical of the balance that the publication strives to achieve. We read Barrie Lodge’s reflection on the nature of the profession – contributing to local abstraction on the work that is termed “child and youth care work”. Exploring the permutation of restorative work, the Centre for Study of Violence and Reconciliation sheds light on the growing complexity in this aspect of work. Information on research

undertaken to inform policy formulations in relation to vulnerable children in the context of HIV/AIDS, connects us in to changes required at resourcing and operation levels to ensure protection of children in the context of this pandemic. The McGregor Family Centre Program presents a unique “day treatment” model for children severely affected by poverty and family disruption in the Western Cape. And, so necessary as we move to the implementation of a child rights culture “Nine Motivators of Human Behaviour” offers reminders on the range of considerations to bear in mind as we develop skills to manage the behaviour of children and youth in a non-punitive, non-coercive, positive climate. So yes, this April we publish material on child and youth care policy, programs and practice. We celebrate the fact that after 21 years we are able, with the enthusiasm and creativity of the Editorial Board to produce such a publication. Whether the wisdom of these pages reaches the people for whom it is intended – the young people whom we serve – remains a question. Visiting programs and centres nationally, some practitioners indicate how information is used regularly in in-service training, how different members of the team present seminars on articles published, how they look forward to receiving the journal ...and notice when it is late! Some programs encourage a culture of reading, and even a culture of writing for publication. What is clear is that the field of child and youth care is becoming increasingly complex. Practitioners at all levels are required to understand both the nuances of practice and be able to work with complex young people increasingly effectively and efficiently. But just as love is not enough, practice knowledge without an understanding of programs and how they translate policy and legislation into services to children and families is too, not enough. Child and youth care practitioners confine themselves to a world of practice by not availing themselves of information on the other levels, limiting their capacity to advocate for children. Child and Youth Care has every intention to continue bringing to the fraternity of child and youth care workers information on our complex profession in the context of our complex society - and trust that the management of knowledge in this way will be translated into improved lifestyles for children in our country.

Merle Allsopp

NACCCW

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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Child & Youth Care ISSN 0258-8927 is a non-commercial and private subscription journal, formerly published in Volumes 1 through 13 (1983 to 1995) as The Child Care Worker. Copyright © The National Association of Child Care Workers. Editorial: PO Box 36407, Glosderry 7702 South Africa. e-mail: nacccw@iafrica.com Telephone: (021) 762-6076 Fax: (021) 762-5352.

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

Subscriptions: Individual Membership of NACCCW is R50.00 p.a. which includes a free copy of the journal. Non-members, agency or library journal subscriptions: R50.00 p.a. post free.

Commercial advertising: R312 per page pro rata. Situations Vacant/Wanted advertisements for child and youth care posts are free to Corporate and Individual Members.

All enquiries, articles, letters and new subscriptions may be sent to the above address.

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Dates to Remember

June 2003

- 1 International Children's Day
- 4 International Day of Innocent Child Victims of Aggression
- 5 World Environmental Day
- 12 Nelson Mandela Imprisoned "for Life" – 1964
- 16 Youth Day (South Africa)
- 17 Boipatong Massacre (South Africa – 1992)
World Day to Combat Desertification and Drought
- 20 World Refugee Day
- 21-28 SANCA Drug Awareness Week
- 26 International Day Against Drug Abuse and Illicit Trafficking
United Nation's International Day in support of Victims of Torture

Only last weekend a relatively young child and youth care worker spoke of his starting out days in the field. "You know, *in those days*" he said, "the women were called *Nurses*, and the person in charge was *Matron* or *Superintendent* - like a hospital."

It was not that long ago - I remember *those days* well. Some child and youth care workers were called *Sister* if they had earned their stripes; down the road in the next residential program children were required to call staff *Uncle* and *Auntie* and the Management Committee insisted that the male in charge of the agency (often the only male in the agency) must be the *father* of all the children. State facilities went through a range of ideas creating titles based on military models, private school models, prison service models and social work models. Even now we have *auxiliary social workers* and *control officers*. Kids still call men in the agency "*onnies*", short for *onderwyser* or teacher.

closely defined its clientele. We specialize in providing services to children and youth at *risk* and work with them in the context of their families as these cannot be separated.

We need to look closer at this term *at risk*. In the UK there is a concept called *irreparable harm*. It demands that consideration be given to the levels of risk involved in removing a child from his/her existing situation. It means carefully predicting the risks to the child of interventive practices against the risks to the child in its current psychological parenting situation. It stresses the ethics involved in consideration of removal.

In 1973 in the USA we came across another concept called the *least detrimental available alternative*. We call it the *most empowering, least restrictive environment*. This concept is seen together with an interesting concept called, *the child's sense of time*. Goldstein, Freud and Solnit (1973)¹ comment on the concept like this:

A child's sense of time is based on the urgency of his or her instinctual and emotional needs and thus differs from an adult's sense of time, as adults are better able to anticipate the future and thus to manage delay. A child's sense of time changes as he or she develops. Intervals of separation between parent and child that would constitute important breaks in continuity at one age might be of reduced significance at a later age.

In this concept, time spent in interventive services is a child-centred consideration and not determined by legal or agency policies or practice. Obviously as a profession we want to act in the best interest of the child's emotional health and physical well-being, but when we take those concepts together with other considerations they tell their own story. The concepts say that any intervention or interruption in the life of a child's psychological parenting - and that means any decision for a child and youth care practitioner to be involved in the life of a child, has moral and ethical considerations.

... any intervention or interruption in the life of a child's psychological parenting ... has moral and ethical considerations.

As child and youth care practitioners, our so called interventions, some say programs or services - I would go so far as to say any interaction with children and youth at risk has ethical and moral implications.

What is your Name?

Barrie Lodge writes on the unique nature of the child and youth care profession

What is in a name you may ask.

In Africa we know about naming and what it means - we know that we *live* our names. I have the privilege of having a child named after me. When I asked whether that put any responsibility on me I was told; Yes, "it means you have to ensure that your character, your special qualities as a person are grown up in him".

The name represents the uniqueness and special distinguishing qualities; the character that goes with it. In Africa you grow into your name.

So child and youth care workers - what is your name?

In the field of child and youth care, I favour the name *child and youth care practitioner* as an official title. I don't intend entering into the debate as to why *practitioner* over worker, but would like to focus on the uniqueness, the distinguishing qualities of our profession. What makes the child and youth care practitioner special/different from any of the other caring or helping professions?

It may seem rather obvious but our field has rather

In our every intervention and interaction we struggle constantly as professionals with issues of the lesser evil and the greater good in the lives of children. It means that what we do; the decision to do it; to say it; to introduce it in the life spaces of children has moral and ethical considerations. We have to be constantly on guard to ensure that our interventions, with every good intention do not in fact place children closer to irreparable harm.

Garfat in his doctoral thesis (1998)² makes the point that an intervention is really only effective if the child or youth experiences it as effective. The implications of this for child and youth care as a field, and for child and youth care practitioners is that they have to do what I call "working from the inside out" with children. It means getting into the worldview of the child or youth, seeing the world through the eyes of the child and responding in a way that is helpful in terms of the meaning the child has about the world. *Child centeredness* takes on a significant depth of meaning for us as child and youth care practitioners. One filter, through which children make meaning, is through their culture. Culture could be the frame that holds all the other lenses through which the child sees, experiences and interprets the world.³ In Africa, child and youth care workers have to embrace that which is African to respond, to be effective, with the children of Africa.

This inside out approach requires deep levels of empathy with children and youth and an ability to make responses to the child that is called *clinical intervention* as against the idea of procedural intervention.

... intervention is really only effective if the child or youth experiences it as effective.

The empathetic insight that is needed to be a good clinical intervener with children is helped considerably by having solid and reliable developmental knowledge of the child. So, in South Africa we use a developmental assessment tool based on a four domain developmental profile: Belonging, Mastery, Independence and Generosity - called the Circle of Courage. This profiling/assessment tool helps the practitioner to enter the world of this child and so to better enter a journey of growth with the child. This makes the Child Care practitioner a unique, dynamic facilitator of development in the life of a child or youth at risk through the use of clinical intervention in the life space and in the moment; creating moments for growth and development in the life space; using and orchestrating the group as a developmental tool in itself, using the full range of child care knowledge,

and personal qualities of empathy, warmth, congruence and acceptance makes the child care practitioner a unique, dynamic facilitator of development in the life of a child or youth at risk. A particular style and approach to life space intervention sets the child care practitioner apart from any other professional and at the same time qualifies the practitioner to join as a unique member of a multi-disciplinary team.

There is an immediacy about what child and youth care practitioners do and say in the lives of children that demands a marriage in the mind of the practitioner of knowledge, skill, empathy and ethics – it is probably the most demanding work in the world. It requires what Merle Allsopp (2002)⁴ calls *holding the complexity* and then responding appropriately in the child's moment.

child and youth care as a field has struggled with these difficult issues over many years. The result has been the professionalisation of care to children and youth at risk as a way of minimizing harm and maximizing their development. Fortunately throughout the world, some people have been writing and publishing this growing body of knowledge. The field of child and youth care can boast of its own literature, its own qualifications and degrees and its own very specialised set of skills.

We expect that this year child and youth care as a unique profession in its own right, with its own identity, will be legally acknowledged through the registration of child and youth care practitioners with a statutory registration board. All the issues raised in this paper will come together through the work of this board to ensure that child and youth care practitioners do interact and intervene ethically and morally in the lives and life space of children and their families; that we do use best practices and that what we do and say with children does reduce the risk of irreparable harm.

What is your name? child and youth care practitioner! – Your name identifies your unique, effective and ethical interactions with children and youth which provide them with opportunities to move from where they are stuck in their development to where they can cope well enough to function in a difficult and demanding world. ■

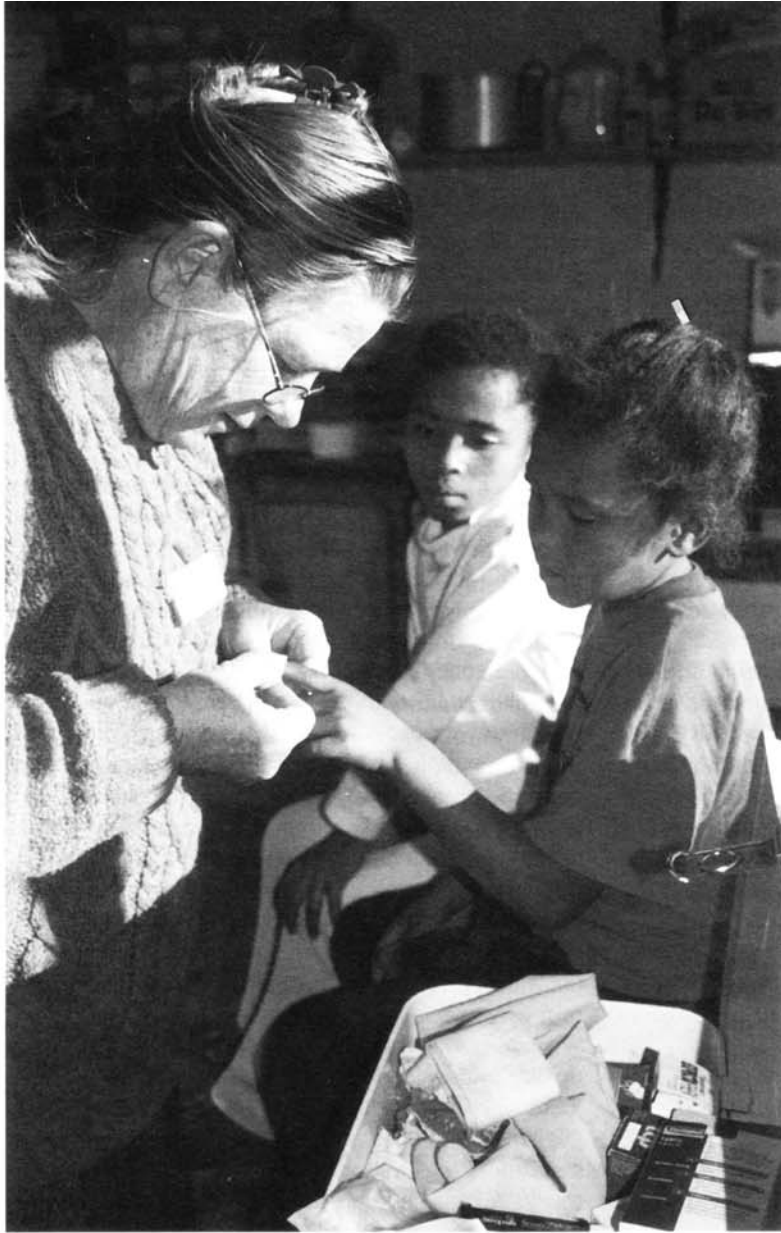
Endnotes

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McGregor Family Centre – Developmental Child and Youth Care Program

Eve Bryant, Project Coordinator, of the McGregor Family Centre, describes the unique day treatment program for children at risk in this Western Cape village.

Introduction

The Family Centre developmental childcare program is a non-residential alternative to the removal of children into the residential care system. We believe that children, even those

in especially difficult circumstances, can be supported while remaining in their own family and communities of origin. The basic assumption of this program is that, when children are provided with a consistent,

enriched, creative, structured environment and given unconditional positive regard, provided with clear boundaries and non violent behaviour management, they can let go of destructive attitudes and negative behaviour patterns.

The program is therapeutic in that the content of the program, the environment and the child and youth care worker's response to the children is consciously and deliberately focused on healing. The activities in the program are the means by which children are exposed to very specific, conscious and purposeful interaction and response from adults.

The approach is strength based. The program helps children develop their sense of belonging by teaching the skills that build relationships. The focus is on independent thinking and responsible behaviour, self control and self discipline from the inside out. We seek to help the child develop values that will enable her to make fundamental changes in her own life. The emphasis is on teaching positive values, problem-solving skills, and mastery of anger and of social, academic and physical skills.

Assumptions underlying the Program

1. The first is that most behaviour is learned. It is unnecessary to engage in the nature or nurture debate. Individual tendencies must always be recognised, but we can do nothing to change the existing genetic component of the child. What we can do, is to radically change the child's environment and most importantly change the response of the caring adults to the child's behaviour.

2. Children, like adults, are motivated by the need to enhance the concept they have of themselves and will act in ways which they (not someone else) perceive as being best for their

own survival or self-enhancement, even if this self-enhancement is not apparent to others

3. All behaviour has meaning and purpose for a child. Only when a new concept, a value or behaviour has meaning for the child will it be incorporated into a child's self image and behaviour pattern.

4. A child learns not only through direct experience but by observing the value or behaviour of, and consequences experienced by peers. The developmental level, the thinking process and the experience and expectations of the child all influence learning.

5. Finally, fear inhibits learning. The program allows no physical or emotional violence – at no time is smacking, hitting, shaking or punishment used to manage behaviour. Nor may the threat of punishment, blaming, humiliation or verbal abuse be used.

There are four basic rules that the children are required to adhere to.

- (1) No removal of play materials from the Centre.
- (2) No deliberate breaking of play material.
- (3) No leaving the premises without permission.
- (4) And the non-negotiable rule for the children in the program – that physical violence toward other children and staff is unacceptable.

All other social interactions that make shared activity pleasurable are negotiated with the children. Many of the children in the program are angry, some are enraged to the extent that they are a danger to themselves and others in the program. Sometimes it may be necessary to restrain an enraged child. At least one trained staff member is always available to deal with extreme acting out behaviour.

Behaviour Management

The style of behaviour

management has its roots in Bandura's social learning theory. Natural consequences are applied where possible, or else logical consequences are defined for unacceptable behaviour. The child then has a choice to remain within the boundaries or accept the consequences. The focus is always on the recognition of the child's state of being, for example, "I understand you are feeling angry. It is OK to feel like this but the way you express this is not." More emphasis is placed on recognising and rewarding positive behaviour, no matter how small the step than in reacting to negative behaviour.

Communication

An important aspect of communication with the children is the recognition of the facts of the matter, rather than in asking, telling, reprimanding and blaming. Changing the habit of our conventional and often destructive way of communicating with the children is not easy. One way is to start with what we call – "I see" – statements.

Instead of saying, "Johnny! Look at the mess you have made. Clean it up at once!" The simple statement – "I see paint on the floor" – will bring attention to the problem without blame. Then there is no need for the child to 'react' and soon either the child responsible or someone in the group will attend to the problem. It is also used to recognise children's feelings – "I see someone with a frowning face, perhaps you are angry. I wonder what happened to you to make you feel this way", "I see someone with a sad face, I wonder what is making your face look so sad." Also to recognise positive actions – "I see someone cleaning plates and putting them away", "I see someone playing quietly by herself", "I see your painting has a purple sky", "I see someone hit the ball for six!" It can be used to recognise a child simply for "being" – "I see Tessa's hair is

braided", "...is wearing a red dress", "... is smiling", "... skipping."

It is important that the statements are not qualified with value such as good, nice, pretty, or wonderful, as this adds the value judgement of the worker.

Daily Programme

The day's program begins with a balanced meal, as many of the children in the program are underfed. This is followed with an art and craft session. Its purpose is to develop creativity and competence in children who have had little opportunity to participate in such activities as well as utilising the therapeutic value of expressing emotion in art form.

Each day includes a session of movement, dance, swimming or sport. Many of the children have difficulty with line and gross motor co-ordination and body awareness. We work together with an occupational therapist in defining the child's needs and design an individual program for each child.

A talk time and life-skills time is included in each day to enhance the development and understanding of concepts such as honesty, generosity, trust, perseverance, ability, independence and so forth.

An accelerated learning session is an important part of the day. Each child has 25-35 minutes of individual attention, where we focus on closing the gaps in the child's learning process.

A part of the day is set aside for free play and the day's program is concluded with snack time.

Special days like birthdays are celebrated and where possible outings are arranged to broaden the children's experience.

Which children are eligible for the program

This centre is located in a community where alcohol and substance abuse, domestic violence, unemployment and child



abuse and neglect are endemic. The most frequent reasons for referral are severe physical neglect, physical or sexual abuse, inappropriate conduct, an "out of control child" or who are in trouble with the law, truancy and inability to cope with school. A typical child when first enrolled would have difficulty controlling emotions, accepting limits and routine, structure and discipline. They could be violent and abusive both with staff and peers. Often children are enraged, deeply hurt and in emotional pain.

Referral

Children can be referred to the program through the local welfare organization or any member of the family or community. A home visit is done with the family support team and a contract is concluded with parents or care givers.

Assessment

I have been engaged in street work and community work in this village for 5 years. A thorough community study was done in 1999. At that time 55 children were identified as being at risk and a number of families were identified as being in need of care and support, but were not receiving the appropriate services. Most of the children currently enrolled come from this priority list, others have been enrolled due to crisis of emergencies. Recently the staff has been trained in developmental assessment and all children enrolled at the Centre are now assessed according to these principles.

Training and Supervision

In July 2001 the program started with untrained and inexperienced staff under the supervision of a social worker. It was believed that it would be easier to teach child care staff new skills rather than for persons with teaching or child care experience to unlearn old ways of working with children. On joining the Centre, staff participated in an extensive in-service training. Two hours per day were spent in group or individual supervision and theoretical background. The previous days interactions between the children, and the child care worker's, as well as the child care worker's reaction to the children and their behaviour are analysed and used as opportunities for learning. Art, sport and other activities are discussed and planned, each child's special needs are identified and his/her program adjusted if necessary. Process notes are written on each child every day.

The staff has recently graduated after completing the BQCC Training in November 2002. Our senior child care worker is currently enrolled in the degree course in child and youth care. Other members of staff will be encouraged to enroll for the higher level qualification in child care. In-service training and supervision are ongoing to ensure that knowledge gained in training is implemented in the work place. ■

Die professionele ontwikkeling van 'n Kindersorgwerker in McGregor

Ek werk nou al een jaar en sewe maande by McGregor Gesinsentrum as 'n kindersorgwerker. Die eerste ses maande het ek gewerk sonder enige opleiding. Supervisie, interne opleiding en deur te lees het my baie in hierdie tyd gehelp. In my werk het ek geleer en verstaan waarom daar altyd kinders in my groep was wat anders opgetree het.

Na ses maande van werk het ek besluit om in te skryf by Teknikon SA vir opleiding in die B.Tech Graad in "Child and Youth Development." Nou na my eerste jaar het ek baie geleer. Dit het my geleer om met nuwe oë na kinders en hulle idees te kyk. Hieruit het ook 'n begeerte in my ontwikkel om kinders in nood te probeer help en verstaan. Ek is ook nou meer toegegerus om die kinders te leer dat, ten spyte van omstandighede, kan jy nog altyd 'n sukses van jou toekoms maak.

Ek het onder andere tot die gevolgtrekking gekom dat die stelsel van die verlede ons kulture en kinders se regte baie ontnoem het. Al wat ek vir ander kindersorgwerkers kan sê, is dat daar 'n groot gaping is wat gevul moet word en ons staan op 'n ontdekkingsreis. Ons word benodig in die wêreld om kinders te leer om in hulle self te glo.

Nellie

(This letter is available in English).

There are nine basic human motivators. Some call them "people priorities" because they represent what is important to people. These motivators can be used with everyone. They are so effective that businesses use one or more of these needs in order to motivate people to purchase every product that has ever been sold! If you think not, read the newspaper or watch television tonight. See how many of these motivators are used in each advertisement. You may be amazed. And you'll probably see the need to apply them to your efforts to motivate young people to exhibit appropriate behaviour.

Personal Gain

When you're trying to get a child to change a behaviour, always keep in mind that personal gain is the most powerful motivator. Whenever you're trying to get a student to do anything, that student will consciously or unconsciously ask himself or herself "What's in it for me?" or "What do I get out of it?" It's called the primary question. If the child's answer is "Nothing," your efforts to correct or change behaviour may fall on deaf ears or even find resistance. Remember, young people are constantly asking, "What's in it for me to have this child care worker, to follow this adult's advice, or to do as this adult asks?" And if you ask your young people to work for you or to behave for you – the

What motivates human beings to change their behaviour?

Here are nine motivating factors, and how to use (or not use) them in managing young people's behaviour.

NINE MOTIVATORS OF HUMAN BEHAVIOUR

personal gain for you is obvious, but you have not answered the primary question. As a result, you cannot motivate students with personal gain.

Prestige

If you don't think prestige is a motivator, just recall how students' success in one situation often holds more weight with students and parents than success in other situations. Be aware how much prestige motivates young people to be in specific groups or certain clubs or to wear specific clothing. The question is this: How can we use prestige as a motivator to get students to work hard, to follow

rules, and to behave appropriately in class? The rule of thumb is that giving students a sense of worth or making students feel important gives them prestige. And whenever we make students feel insignificant or powerless, the prestige motivator is taken away.

Pleasure

The motivational value of pleasure is easy to recognize. It's hard to make people want unpleasurable experiences. Unfortunately, however, disciplining students can't always be fun and games. But if you make changing behaviour unpleasant or if you are a "You've got to pay the price" type person,

Practice

influencing students to change behaviour can be more difficult. Remember, learning how to behave appropriately and improving behaviour are pleasurable. Becoming a more functionally successful human being is very pleasurable. The child and youth care worker who can keep unnecessarily unpleasant experiences out of correcting behaviour will always be a more effective disciplinarian.

Security

If we want to influence children and youth to behave in appropriate ways, we must make them feel secure with us and with what we are asking them to do. Anything we do which makes young people feel insecure may be counterproductive to changing behaviour. There are already often enough reasons in the environment for young people to feel insecure because of their inadequacies. Insecurity also results automatically from poor behaviour and poor achievement. We either choose to help young people make things better so they can go on – or we decide to keep them insecure. If we want to change behaviour constructively rather than drive youth further away, our course is clear.

Convenience

Convenience is a big motivator and needs to be considered – not ignored – when approaching and trying to handle discipline issues. Unfortunately, when students misbehave we may think more in terms of adult convenience than child convenience. That's why we need to ask ourselves a few questions if we want to use this powerful human motivator to correct discipline problems: Is it hard to talk to us or confer with us? Do we ask students what they did and what they're going to do about it? Or do we ask why they misbehave? Do we offer simple or hard solutions? Remember, communication can make our task easier.

Imitation

Imitation is the desire to be like others and to do what the majority – or minority – are doing. The idea is to use the imitation motivator to help children model the standards and behaviours we desire. Without the imitation model, we can have as many standards as we have young people. In addition, we need to know that if students model us in good deeds, they will model us in bad deeds as well!

Desire To Avoid Fear

Fear is a big motivator. It dominates the lives of many people. We all have rational and irrational fears. A young person's fear of trying is often the result of this motivator. Some young people may misbehave rather than have others find out that they can't do a task even though they know misbehaviour will bring big punishment. Make no mistake: Some children



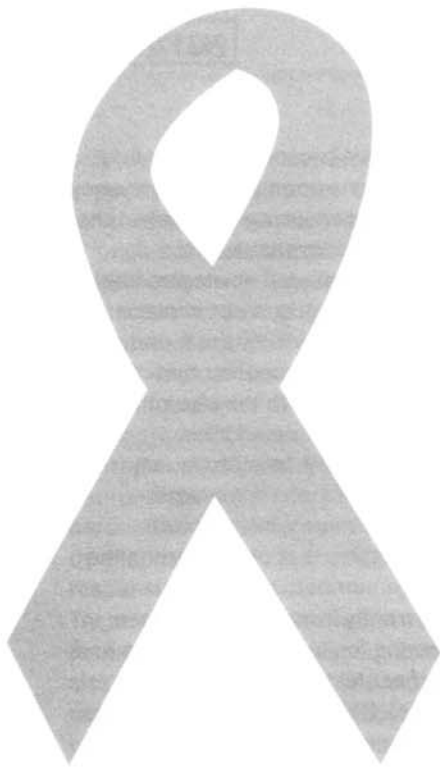
and youth misbehave and avoid us to avoid fear of exposure – as well as failure. Therefore, if we use fear as a motivator to correct misbehaviour and we think that it always work for us, we are mistaken. In fact, using fear may compound the problem.

New Experiences

New experiences include changes in what is done as well as in our way of doing anything. It is a powerful motivator and needs to be considered in all aspects of behaviour management. That's why the lack of new experiences may be the reason that always doing things in the same way when handling any discipline problem can work against our success. If we take new, varied, and individualized approaches to correcting behaviour, motivation can be enhanced.

Love

Love is a motivator. It's easy to see why. It is the only emotion humans can't live without. Children must have it – and so must we. That's why child and youth care workers who try to correct misbehaviour or get a young person to choose appropriate behaviour without demonstrating that they care will find resistance – and for good reason. The child will not think we care about him or her as a person. Worse, the student will believe our methods and desires are merely manipulations. Make no mistake: All people, including children and youth, hate to be manipulated. And many will refuse to be manipulated. Remember, love and caring is a foundation for changing behaviour. ■



Recommendations for health and social services for orphans and other vulnerable children in the contexts of HIV/AIDS in SA

Sonja Giese, Helen Meintjes,
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Children's Institute, University of Cape Town

Background

South Africa has a population of approximately 46.6 million people, of whom 6.5 million are estimated to be HIV-positive. Of direct significance to children is the fact that in South Africa an estimated 3.2 million women of childbearing age (15 to 49) were living with HIV/AIDS in July 2002.

Approximately 204 000 children lost a mother in the year 2002 alone - 73% of them as a result of AIDS. As of July 2002 an estimated total of 885 000 children under the age of 18 years in South Africa had lost a mother. This figure is expected to peak at over 2 million by 2010 (Dorrington, Bradshaw et al. 2002).

In August 2001 the Children's Institute was awarded a tender from the National Department of Health to develop a set of recommendations to support and inform an appropriate health, social services and education response to the needs of orphans and other vulnerable children in the context of HIV/AIDS in South Africa.

The project was designed as a multi-site qualitative research project, based in 6 research sites across 5 of South Africa's 9 provinces, namely Eastern Cape, Free State, KwaZulu-Natal, Limpopo Province, and Western Cape. Information was collected

through a combination of child participatory research activities, interviews, focus group discussions and observation. Research participants in the study included children who had been orphaned and children living with sick caregivers, caregivers themselves, teachers, health workers, social workers, home based carers and other service providers who were found to contribute in some way to the well-being and/or vulnerability of the children. The research sought to explore and understand the life experiences of these children and to collect information about the factors that impact positively or negatively on support-seeking behaviour, access to services and support, and service delivery. The research report and recommendations were completed over a period of 16 months and were submitted to the National Department of Health at the end of January 2003. This article provides a brief overview of what can be found in the document.¹

A window on the world of children and caregivers in contexts of HIV/AIDS and poverty

The research documents describes orphanhood as a process that begins long before

the death of a child's caregiver, with differently compounded vulnerabilities at different points along this continuum.

The case studies and narratives that characterise the research report attempt to capture and to express the experiences of children and their caregivers, and to articulate the complexity of the challenges to service access and delivery within the contexts of HIV/AIDS and widespread poverty. The research reiterates how the impact of HIV/AIDS and orphanhood on children is compounded in contexts of poverty, where illness and death exacerbate existing household challenges. Not surprisingly, the overwhelming majority of needs expressed by research participants, and those that were prioritised by children themselves, were poverty related, and ones shared by many other children in South Africa who are not experiencing orphanhood.

Recommendations for a service response

The stage of the pandemic in South Africa in 2003 is such that the majority of HIV infected people (75%) are in stage 1 and 2 of disease progression (Dorrington, Bradshaw et al. 2002). The implications of this for

1. The document has not yet been released by the Department for formal distribution.

Mantoa and her children

Mantoa – aged somewhere in her forties, but looking much older – lives in a dusty village in Limpopo Province, 1 and a half hour's journey from the nearest town. She has 8 vibrant but skinny children, the youngest 6 of whom live with her: Thabo (14), Solomon (12), Wunda (10), Lefa and Refiloe (8), and Thabang (2). Her eldest daughter lives with her mother's sister, and her second born with her mother, some distance away.

The children's father is not contributing to their maintenance, having thrown Mantoa and the 3 youngest children out of his house in 1999 in order to live with another woman. Thabo and Solomon followed a year later, complaining that their father's new wife didn't feed them when he wasn't there. The household is desperately poor. Thabo and Solomon earn the only income – R100 a month for herding a neighbour's cattle each day. Although Thabang is eligible for a Child Support Grant, he doesn't receive one because he has no birth certificate and Mantoa was left without an ID after a shack fire. Because she knows documents are required, she hasn't approached social services for help in this regard. A local erratically funded faith-based organisation provides the household with a small food parcel once a month, when they have them available.

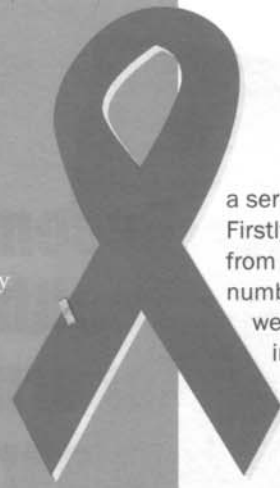
When we met her and her children, Mantoa was frail and ill with AIDS. Her youngest child Thabang had also tested HIV-positive and is a weak, sickly child whose breathing is laboured and wheezing. Both had spent stretches of time in hospital, but had been back at home for a while. Their treatment for TB is DOTS monitored by a home-based care volunteer from one of the local NGOs. Mantoa struggles to maintain her treatment because sometimes there is no food in the house and taking the medication on an empty stomach makes her feel ill.

The local clinic staff have treated her well, she says. Thabo echoes her sentiments. He describes how once he took his brother Lefa there. "He was complaining of headaches and chest pain, and my mother was at home sick. She couldn't go". Once the clinic nurse had identified that the boys were Mantoa's children, she helped out but only, Mantoa said, because the nurse knew that she was sick. Mantoa describes how recently the clinic staff arranged for her to go to hospital by ambulance so she didn't have to pay – without this help she couldn't imagine how she would have got there. But she was unable to keep a subsequent appointment for a check-up for Thabang at the hospital because she didn't have any money to spare for transport. While their mother was in hospital for a month, the children lived alone. An uncle who lives nearby popped in to check on them every now and again, although he is unemployed and was unable to provide much material support. Thabo describes proudly how he cooks for everyone when his mother is sick. (Solomon laughs at his brother, teasing how at first they could hardly eat his meals, but that they've improved with practice!) Thabo says they coped all right, but "the fact that she left sick made my heart worry". Solomon agrees, "Yes, our hearts were sad."

When food runs out – as it frequently does, Mantoa says – she hates having to beg her mother or the neighbours for help. Her mother is already supporting a number of others on her meagre farmworker salary. Mantoa describes how she never knows how her neighbours will respond, only that they gossip about her when she's gone. "They don't say anything to me", she says, "but the stiffness of their body [language] says a lot. I feel very uncomfortable". When she is well, she "gets something out of the ground – maize, vegetables, fruit," and sometimes the boys go fishing in a nearby dam. "Sometimes they're lucky", she smiles gently, "but mostly there is nothing". Thabo and Solomon are not at school. So far it has been too costly for anyone to travel to the area where they were previously attending school in order to get transfer letters, without which the local school refuses to accept them. Besides, the boys say, "they would chase us away without the fees".

Wunda, Lefa and Refiloe are attending, although at one point they were all suspended because their fees of R50 each hadn't been paid. Mantoa visited the principal and pretended that she would pay soon, and so the children were allowed back. Mantoa doesn't know how long it will be before the principal expels them again. She still hadn't managed to muster the R150 total required, and described with despair how the school was now also insisting that children wear uniforms. She worries in particular about her children going hungry when she's hospitalised. The rest, she is calmer about – they can manage the rest of the household chores, she says with some resignation. After herding cattle, Thabo and Solomon fetch water from the nearby standpipe every day (although they say that the supply is irregular; when it is not working they walk about 30 minutes to a well), collect wood and do much of the clothes washing. Thabo: "Some boys feel like cooking is a girl's thing, and going to fetch water is a girl's thing. But we don't worry, we just do it". Eight-year-old Refiloe washes all the dishes.

(All names have been changed.)



a service response are two-fold. Firstly, the country is 7 years away from experiencing the peak in the number of orphans, and well-grounded strategies and interventions put in place now will lay the foundation for a response that can grow with the size of the orphan population.

Secondly, we face an equally large and more immediate service need which is often neglected, that of supporting the large numbers of children currently living with, and often caring for, terminally ill adults and other children.

Since 1994, the SA Government has made exceptional progress in recognising the special needs and rights of children, by ratifying and endorsing global treaties and covenants and by developing national laws, policies and programmes aimed at realising the rights of children to survival, protection, development and participation. Juxtaposing the existing policy and legislative framework against the research findings highlights several key issues.

Firstly, fundamental documents and programmes – including the National Programme of Action for Children, the National Integrated Plan for Children Infected and Affected by HIV/AIDS, the National HIV/AIDS and STD Strategic Plan for South Africa (2000-2005), and the White papers for Education and Social Welfare, among others – emphasise, and create structures to promote collaborative partnerships. While the research found little evidence of these partnerships in practice, the importance of adopting and facilitating a collaborative approach to addressing the needs of children was well illustrated. The one common denominator among service providers across the sites who appeared to be most effective in rallying resources and in addressing the needs of vulnerable children was their success in establishing and maintaining collaborative partnerships with other service

providers. This success factor was as true for services in poorly resourced areas as those in areas that are relatively well resourced. Our research therefore strongly supports the government's commitment to collaboration and urges the state to seek mechanisms, through programme design and resource allocation, to facilitate, encourage and reward approaches to service delivery that foster true collaboration.

Secondly, numerous laws, programmes, policies and strategies developed since 1994 advocate for an approach to welfare and development that is built around the notions of social mobilisation, community development and community-based care and responsibility.

These notions were well reflected in practice in the research sites, where responsibility for the care of the sick and the vulnerable fell predominantly within the domains of households, neighbourhoods, and community based organisations. However, in AIDS-affected communities, where inter-household dependency is common and where levels of mortality are rapidly increasing, the burden of exacerbated poverty and HIV/AIDS is felt collectively. As is reflected in the narratives and case studies throughout the report, and extensively documented elsewhere, the "social safety net" of "community care" is weakening. The reliance on the very young and the very old (poor women in particular) to care for and support each other, while at the same time nursing the sick, is increasing.

While this research does not advocate for an approach that takes us away from the notions of community care and social mobilisation, it does highlight the urgent need for a response that:

- Makes substantially more financial and professional resources available to ensure the sustainability of

the "social safety net" over the full course of the pandemic and its impact on children, the worst of which remains to be felt;

- strengthens and supplements the support systems that are already in place, and makes optimum use of opportunities for the identification and support of vulnerable children through existing formal and informal service delivery; and
- is integrated into a service response to the needs of all vulnerable children in South Africa and grounded within a comprehensive national poverty reduction strategy.

And finally, while there is room for legislative and policy reform in the service response to orphans and other vulnerable children, the existing policy and legislative framework provides for many of their needs. The immediate priority in terms of a course of action lies in the effective implementation of these policies, towards the full realisation of the shared vision of government and civil society to "Put Children First".

Towards this end, the document contains a set of core and detailed recommendations for consideration by the relevant Government Departments and the non-governmental sector and ultimately, for a service response that promotes the realisation of children's basic rights to survival, protection, development and participation — in a context of HIV/AIDS and poverty. For more information on this research, or for a copy of the research report and recommendations, please contact sonja@rmh.uct.ac.za or helenm@rmh.uct.ac.za

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SELF CARE

Abigail Dreyer

It is only the 4th month of this year and yet so many people I have spoken to, show such clear signs of sheer exhaustion. I wonder whether this exhaustion has any link to the "caring for others", they have been busy with for the past 4 months?

How much value do you place on your own self-care? By self-care, we mean the things you do to look after yourself and make sure your well-being is ensured. For example: reading for recreational purposes, walking with friends after a

long week at the office to unwind. Often, those who take responsibility for the care of others very seldom invest in their own self care. As these same carers, we seldom undertake to care for our own well-being physically, mentally, socially and spiritually to maximise our own potential. It is only when we are well/strong enough that we as change agents can do our work well. Do you view yourself as important enough to invest as much/more than you give to others? More often than we like to think we actually don't. For this reason particularly we need to take the time and make sure that we look after ourselves as well.

The World Health Organisation reminds

us that the idea of health is something far wider than hygiene or the 'absence of diseases'. It involves physical health: feeling fit and well. It involves mental and emotional health: We need to be happy and well balanced, and able to use our minds efficiently as well as our bodies. It involves social health as well as individual health. Children as well as adults need to live together, cooperate with each other, respect each other and learn that girls and boys always need to have equal rights and opportunities. It involves maintaining a healthy environment.

We should be investing in our own health to such an extent that we are truly healthy BEFORE we start our quests to care for others! ■

Howard Gardner's theory of multiple intelligences challenges narrow concepts of youth talent and ability. This article applies this theory to the challenges of educating young people with learning behaviour disabilities. Reaching young people who have been given negative labels can prove to be a formidable task. Engaging them in their learning can help them understand that intelligence comes in many forms.

MANY WAYS OF BEING SMART

Empowering young people through Multiple Intelligences

Karen Rubado

Four years ago, after teaching learning disabled and emotionally/behaviourally disabled middle school students for seven years, I was offered a position. My school had received approval from the state to start a program for middle school students who were failing, but who were not being served by special education. The goal of the program was to provide an alternative to retention for those students. This alternative program would provide small group instruction but would be housed within the mainstream school to give the students access to traditional classes when appropriate. I accepted the position, excited to try strategies that had been successful in my special education teaching. The youth I now teach come into the alternative program believing they have little potential or ability. Some are impulsive, others are extremely passive. Many have already made the decision to drop out of school as soon as they are old enough. They have learned to follow directions in order to stay out of trouble but have no self-direction or ability to challenge anyone who tells them they won't succeed. The fact that they had "flunked out" of mainstream classes countered all the evidence of their talent and intelligence I could collect, and my attempts to encourage them in any way were interpreted as condescension. I realized quickly that I needed to do something in order to build resilience within this new population of at-risk youth. I needed to give them the ability to make informed decisions about their future. They needed to know how they learn and why they behave in certain ways. When I worked with youth in special education, I taught a class in self-advocacy skills in an effort to prepare them for high school and beyond. In that setting, the youth learned goal-setting and decision-making skills they



actually applied on their own. Their self-esteem visibly improved as well as their skills. The at-risk youth with whom I now worked, however, were not identified with a disability that could afford them special rights, so I didn't know where to start. When I encountered the theory of multiple intelligences, created by Howard Gardner (1983), I felt I might have found an avenue that could lead youth to a better understanding of themselves and a better appreciation for their abilities. Gardner's theory challenges the idea that intelligence is fixed and can be identified through a test. Instead, he claims there are "intelligences" we use to solve problems and create products (Armstrong, 2000). Gardner has criteria for determining whether a skill is an intelligence. Currently, there are eight intelligences that have been identified:

1. Logical-mathematical intelligence includes the ability to work well with numbers as well as to solve problems logically and scientifically.
2. Verbal-linguistic intelligence is used when one reads, writes, or speaks effectively.
3. Visual-spatial intelligence involves the capacity to interpret the visual world. People with this intelligence can manipulate what they see (e.g. interior designers) to create a desired effect or represent what they see in the form of art or graphics.
4. Musical intelligence is used when a person appreciates, composes, or performs using sound.
5. Bodily-kinaesthetic intelligence entails using physical actions, including athletics, drama, or building.
6. Naturalist intelligence includes appreciation of and sensitivity to the natural world. People with a

highly developed naturalist intelligence are adept at classifying plants and animals.

7. Intrapersonal intelligence involves knowing oneself and making decisions based on that knowledge.

8. Interpersonal intelligence is used when a person attempts to understand and respond to others. (Chapman, 1993; Gardner, 1999)

... all people possess all eight intelligences. They use all eight every day and rarely in isolation.

When I embarked on teaching this information to my students, I avoided identifying strong and weak intelligences right away. I wanted my students to understand that all people possess all eight intelligences. They use all eight every day and rarely in isolation (Armstrong, 2000). By helping them learn about the qualities of each intelligence, I hoped to help them understand that there are many ways of being smart, and that they are capable of all of them. It seemed appropriate to use the eight intelligences to teach this concept. I met with each student in a small group (4-6 students per group) twice each week. Over the course of ten weeks, I designed activities intended to foster the understanding of the intelligences. We completed questionnaires, practiced using each intelligence, and discussed emotions associated with each. We sorted school-related activities according to intelligences, decided on an animal that could be symbolic of each intelligence, created songs and collages, and analyzed a

popular television show for use of the intelligences.

After the students seemed to have a firm grasp of the qualities of each intelligence, I had them apply that knowledge to academics. Each student was given a description of a school assignment and asked to think of ways that the assignment could be completed using each intelligence. I was amazed at how adept the students were at that task. They outperformed me in both speed and creativity. The following example is one student's list of ideas of how to use each of the eight intelligences to memorize the countries in South America:

- Verbal/linguistic - write a story that includes clues to the names of the countries
- Visual/spatial - use practice maps to study
- Math/logical - put the countries in a certain order and memorize them that way (e.g., clockwise)
- Musical - create a rhyme or song
- Bodily/kinaesthetic - make a big map for the floor and play a game like Twister
- Naturalist - categorize the countries by regional natural features (e.g., those in the rainforest, those with mountains, etc.)
- Intrapersonal - relate the name or location of each country to something personal
- Interpersonal - study with a partner

Throughout these activities, the students naturally began to identify which intelligences they used more readily than others. They understood that they had the ability to use all eight, but they still did not recognize the complexity of each intelligence. For example, I heard a student who was a talented public speaker comment that he had weak verbal-linguistic intelligence because he didn't like to read. In



interpersonal and visual/spatial strengths used a lot of red and yellow, the colours assigned to those intelligences. That same person indicated a weakness in the math/logical intelligence by including only one green bead. Instead of wearing the bracelets upon completion, they hung in the room where we could all admire them. The students were surprised that their bracelets were all so different. Their surprise sparked a discussion about the different ways people react to the assignments they are given in school. When an assignment is given, some students respond positively while others groan. The groaners always deem the others weird. We talked about how the intelligences are related

to our attitudes about anything we are asked to do. A student with strong verbal/linguistic intelligence wouldn't mind writing an essay. One with a weakness in that area might have a more difficult time, and therefore would be less enthused. Neither person should be considered less socially acceptable. Prior to learning about multiple intelligences, this idea had not occurred to my students.

After the small group sessions were completed, I wanted the application of what the students had learned to continue. In addition to hanging a poster representing each intelligence at the front of the room, I created assignment-planning sheets. The students filled out one of these sheets after hearing directions for a complex assignment but before they began working on it. The questions on the sheet required them to identify which intelligences would be asked to complete the assignment, which parts of the assignment would be easy for them, and which parts would be difficult. Finally, the students were to explain what

they planned to do to overcome any obstacles to completing the assignment successfully. In some cases, that meant using a stronger intelligence to compensate. For example, one student who had trouble comprehending lengthy reading assignments decided drawing pictures in her notebook relating to what she read would capitalize on her visual-spatial strengths as well as keep her motivated. I have found that this planning on the students' part took time, but they were more able to work independently and less likely to avoid work that was challenging. They began doing what successful students do automatically. Another way I have encouraged the use of the multiple intelligences theory in my students' decision making is by guiding them in the choices they make regarding assignments.

Prior to studying multiple intelligences, my students made their decisions based on what their friends chose, or worst yet, picked the first choice on the list no matter what it was.

Often, their mainstream teachers let them choose the types of projects to complete. Prior to studying multiple intelligences, my students made their decisions based on what their friends chose, or worst yet, picked the first choice on the list no matter what it was. Now they identify the intelligences that will be required to do each project and make their decision using that information. Surprisingly, they do not always pick a project that uses their

order to provide a wider perspective; I asked for help from parents and teachers. They completed checklists created by Thomas Armstrong (2000) in which they indicated the talents within each intelligence that their children or students demonstrated on a regular basis. The students completed a similar checklist of activities they enjoyed. When all the checklists were completed, the students compared them and discovered that, while they were more comfortable with two or three intelligences, they used all the intelligences effectively, depending on the situation. They were more well rounded than they had originally thought. In an effort to celebrate our unique blend of the eight intelligences, we each designed beaded bracelets using 50 coloured beads. Each intelligence was assigned a colour, and students were told that although all colours were to be used, the colour scheme of the personal bracelet should reflect their strengths and weaknesses. For instance, a student with

more dominant intelligences. Sometimes they choose to use a less dominant intelligence because the content of that project is something they find easy to understand and interesting.

Finally, when my students are allowed to choose which people to work with on assignments, I find that they take intelligence strengths into consideration. In some situations, friendship still takes priority. These are, after all middle school students. I do, however, hear them talking as they work about the intelligences they are each using as they work and whether or not they are a good match. I hear them hoping out loud to have certain people

on their team for games, not because they are friends, but because they recognise their strengths. When they are not given the choice of whom to work with, they often comment on whether or not they are benefiting from their partner's intelligence strengths rather than their partner's personality. Popularity is actually taking a back seat to academic success! Observing their behaviours and listening to those who think out loud are the only ways I can tell that teaching my students about the theory of multiple intelligences is worthwhile. Thus, the impact of this project is more obvious with some students than with others. All my students have shared that

they enjoyed learning about the eight intelligences, and I have observed that the vocabulary of the intelligences has become part of their everyday language. Still, the fact remains that I'm not privy to most of their thought processes, so I don't know the degree to which they are using this information when I am not requiring them to do so. My hope is that I have given them information which will help them feel confident and empower them to make good decisions about their education. ■

Karen Rubado, MA, is a middle level alternative education teacher at Pequot Lakes School, Brainerd, MN. She can be contacted at 1.218.828.3440 or e-mail: rubado@uslink.net

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The Centre for the Study of Violence and Reconciliation, in a submission to the Parliamentary Portfolio Committee, argue for a broader definition of Restorative Justice in the Child Justice Bill

Restorative Work

Amanda Dissel
Program Manager, Criminal Justice Program

The CSVR is satisfied that the Bill sets out the basic principles of Restorative Justice. However, it argues that when the Bill mentions specific Restorative Justice solutions, that it does so in a way that could prove to be limiting.

The current phrasing, 'victim offender / restorative justice conferencing', is too narrowly defined in the Child Justice Bill and could exclude a whole range of other or more appropriate forms of restorative justice process. Although Restorative Justice is a relatively new form of justice, already it has been practiced throughout the world in a number of different forms. Dr Mark Umbreit, one of the most well known researchers/practitioners in this field, cites several examples of restorative justice: crime repair crews; victim intervention programs; family group conferencing; victim offender mediation and dialogue; peacemaking circles; victim panels that speak to offenders; sentencing circles; community reparative boards before which offenders appear; victim directed and citizen involved community service by the offender; community-based support groups for crime victims; and community-based support groups for offenders (Umbreit, 2000).

Umbreit uses the term restorative justice conferencing to identify all processes that facilitate restorative dialogue and problem-solving among victims, offenders, family members and other support persons or community members. Within this concept, he argues that there are four established modes of restorative justice conferencing:

- victim offender mediation
- family group conferencing
- peacemaking/sentencing circles
- and reparative community

boards before which offenders appear (Umbreit, 2000: 3)

The term 'victim offender / restorative justice conferencing' has a wider meaning of which 'victim offender mediation' is only one small part.

Restorative Justice is perhaps not so well established in South Africa as it is in the United States of America, Canada, Australia and New Zealand, and there are fewer models that have been piloted and implemented. The best known in South Africa is family group conferencing, and Victim

Offender Conferencing (Dissel 2000) with some examples of victim offender mediation (Van Rooyen, 1999).

Restorative Justice is also practiced within traditional African justice practices (Skelton, 2002). Although the practice may not be named as a restorative one it is argued that 'reconciliation, restoration and harmony lie at the heart of African adjudication' (Allcott 1977 in Skelton: 499) and that the central aim of a customary process was to acknowledge that a wrong has been done and to determine what amends should be made. The role of these customary processes has been given recognition by the South African Law Commission. It is also important to incorporate the traditional practices and principles into the more formal justice system. The Child Justice Bill could provide an opportunity to recognize traditional restorative practices, and so develop a system unique and appropriate to South Africa.

Rather than being seen as a narrowly defined set of practices, Restorative Justice could be viewed as a broad set of principles that could be applied in a number of different processes. Although two of these practices have become well known in South Africa, this should not preclude the use of other lesser-known practices. Restorative Justice processes should be selected so as to suit the participants in the process, the nature of the case, the location (rural or urban), as well as the belief system of the key participants. Another factor may be the availability and type of restorative process that is available in a particular place at any point in time. Restorative Justice processes are usually run by people trained or schooled in a particular type of practice. The Child Justice Bill should therefore be inclusive in its approach so that a child may be referred to an appropriate Restorative Justice process. ■

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Professional Consultant Gauteng Region

The NACCW wishes to appoint an appropriately qualified, experienced and dedicated child and youth care worker to the above position.

The successful candidate will be accountable to the national Director and will work within the Professional Services Team to carry out the aims of the Association. The successful candidate will be required to carry out a wide range of tasks associated with advocacy and the development of the child and youth care profession. The support and the development of the Gauteng region, and the regions and sub-regions surrounding the area, form an integral responsibility of the position.

The ideal candidate should:

- Have a sound knowledge of the challenges facing the field of services to children and youth at risk
- Be a registered Child and Youth Care Worker
- Have a relevant qualification in Child and Youth Development or presently be studying towards the B-Tech: Child and Youth Development.
- Be an experienced NACCW trainer
- Be computer literate
- Have their own transport and valid unendorsed driver's licence
- Possess proven demonstrated leadership skills
- Be able to work independently
- Be able to work with minimum supervision and take decisions related to the areas of responsibility
- Have well developed writing and verbal skills
- Be able to communicate well in English, which is the language of record of the Association

The remuneration package is negotiable, within the Associations remuneration policy and will be commensurate with experience and ability.

Applications are invited from suitable candidates and should include a letter of application specifying the reasons why the applicants regard themselves as suitable, and a detailed CV.

Applications should be faxed to 021-762 5352 or e-mailed to naccwct@iafrica.com for the attention of The Director

Enquiries: Merle Allsopp

CLOSING DATE: 10 JUNE 2003

No late or incomplete applications will be considered.

NACCW

Inside Outside

Why kids commit crimes and what we can do about it

Cathy Park

I was responsible for teaching life skills and business skills to youth in a detention centre. Part of the life skills program involved helping the boys understand why they had committed crime. During discussions, most boys gave economic reasons for their actions. I began to realise that 'I was suffering. I needed money' was a glib answer. It is the answer accepted by society as the cause for crime. Although it is an accurate answer, it does not describe the core reason for crime.

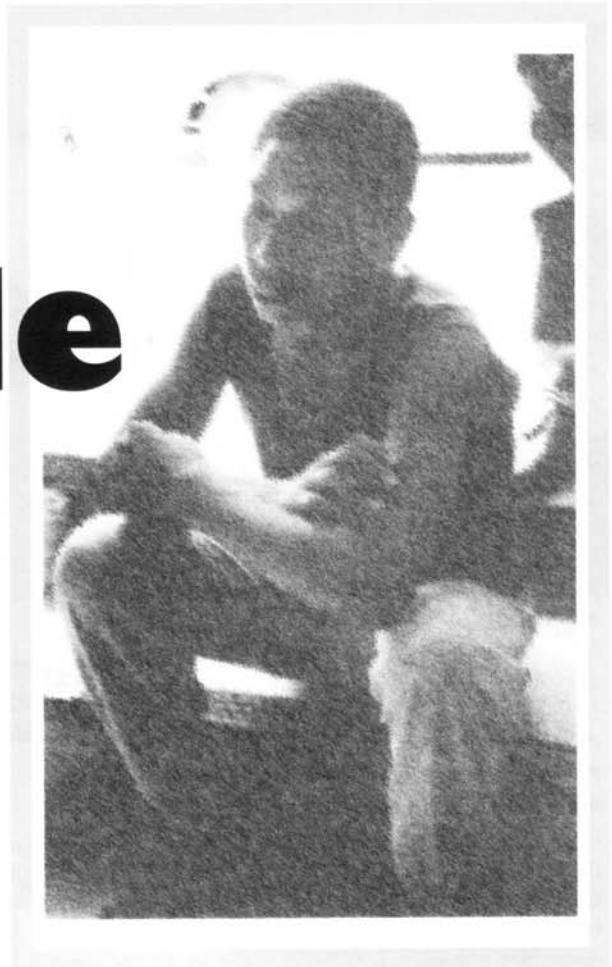
It is also a disempowered answer. It leaves the person a victim of his circumstances, of the economy and of the government. If we are victims to our context, then our chances of changing are limited to whether the system we are in will change. In class I worked to help each young man discover the deeper reasons for his actions so that he could claim his power to change himself.

One day, several boys shared what had led them to commit crime. Gift, a tall, soft-spoken boy, described the group of friends he had at school:

'They always had expensive clothes. I always felt less than them. They told me that stealing brought fast cash, so that is how I started. With stylish clothes to wear, I felt I could look them in the eye. But being arrested has made me see that money is not everything.'

His account reflected a common need in the boys. Many of their stories were about doing crime so that they could have style, get girlfriends and be respected in their neighbourhoods. The reason that Gift and many of the boys committed crime was more than money. It was about inner emptiness and a hunger for love and affirmation from the world. One boy, Xolani, explained his entry and advancement in the crime world:

'I went to a concert. My gran gave me R20 to spend that night. I saw some friends of mine there who had



everything they wanted. I asked them where they found the money for all this. They said it was through crime and that they would show me. That is how I started. First it was grabbing someone's cell 'phone, then a 'car bomb' (smash-and-grab through a car window) then housebreaking. I started wearing gold jewellery and stylish clothes.'

Gift and Xolani showed me how we all use money and possessions to build up our self worth and to fill our emptiness. These young people want the same things as I do and as you do. We want to feel happy. We want to be loved and give love. We want to feel that whether we get out of bed today or not is important to the people around us. To find fulfilment and satisfaction, we are all faced with the same choice.

That choice is about where we look for fulfilment - inside or outside? If we allow our happiness to depend on outside things, like cars, clothes or people, then our happiness is just as temporary as these external things. Cars break down, clothes go out of fashion and people leave.

Happiness is a choice made from within. Once we know that the answers we seek are within, we have the power to change ourselves. Although I have known this for a long time, it was the young men awaiting trial who made this lesson real for me and I

Practice

wrote a book, 'Inside Outside', about what they taught me. It took a hard lesson – being arrested and possibly sentenced – to show Gift and Xolani that they needed to direct their attention inwards. Xolani's arrest shocked him into re-evaluating his life.

'When I was first arrested, I thought I would go through my trial quickly and go outside. I planned to go back to my old life but this time I would be more clever. But then as time went on, and at court the magistrate gave me remand after remand (he awaited trial for 15 months), I began to think more. Then the man we had robbed and who my friend had shot came to see myself and my co-accused. He spoke so softly to us. He showed us the bullet wound on his stomach. He made me see that what we had done was not right.'
'Now I have changed my mind. I see that crime is not a good life. It's a life for stupid people who think they are clever.'

Xolani's description of his victim's visit moved me. This man had not written off his attackers as criminals to be put away for as long as possible by the judicial system. Instead, he went to talk to them and shared his pain at their actions. He spoke to these two youngsters as people with potential and the ability to learn from their mistakes. It was this encounter that helped this young boy with an earnest face and expressive hands to move towards change.

Xolani also took part actively in life at the youth centre. He worked on the monthly youth newspaper committee. This group worked hard to put together the first issue. The finished product brought pride and smiles to their faces. It gave them a chance to make a contribution to others. Later that afternoon, Xolani handed the newspaper over to his visiting grandmother with a

flourish. When she handed it back, her eyes were shining with pride.

Three gifts that the boys were given at the youth centre:

- Skills to live from the inside out
- Love and understanding
- Xolani's story reminds us that youth are able to change when they receive a chance to make a contribution and to feel significant

As fathers, mothers, magistrates, police officers, neighbours, we all have young people in our lives on whom we have a strong influence, whether this is over many years or during a single meaningful encounter. We can give these children – love and understanding. We can show them, by example, ways to live their lives from the inside out. We can give them a sense that they are important to us and to the world. We can tell them that they have unique gifts and talents to offer to the world.

To give these gifts to the children in our lives, we first need to give these gifts to ourselves. We need to believe that we ourselves can and have made a difference to the lives of those around us. We need to be true to our own creative power. And we need to live our lives from the inside out so that the young souls who learn from us can see that the road to happiness is within. ■

Cathy Park is an entrepreneur, an author, a teacher and a speaker, who describes what she does as being herself for a living. She is co-founder of BEntrepreneurING, a people development consultancy. Cathy helps people create work that allows them to live their truth, give service to the world and make a good living in the process. She is also author of 'Inside Outside' which shares her experiences teaching juvenile offenders awaiting trial, available at bookshops nationwide for R125. Visit her website at www.bentrepreneur.org.co.za or mail her at mail@bentrepreneur.org.co.za

Letter

Giving the children something to look forward to

I am a child care worker for nearly 13 years and have 28 adolescent boys in my care.

Each Thursday all the child care workers must present a creativity program for the weekend to her supervisor. It is important for me to do this in co-operation with the boys. The world cup cricket is very much in the news now and therefore we finalized a program on Wednesday and decided to play cricket. We planned to play on Friday and Saturday between 16:30 – 18:00. Each team will play 20 overs. One team will bat on Friday and the other team on Saturday.

I was totally surprised with the boys' enthusiasm. We haven't got a cricket field so the rugby field was our only option. On Thursday the boys took their own initiative and prepared the pitch by mowing the lawn, watering the "pitch" and rolled it with a heavy roller. On Friday they laid out the border. They also marked the pitch with lime.

The boys nominated a captain for each team and I was impressed for the equally strong division of the teams. I organized T-shirts for the teams, the two umpires and the score holder. All the T-shirts were donations we received throughout the years. This bonded the teams.

The boys organized wickets from one of the schools and my supervisor gave us all the other equipment that we needed. Luckily both her sons are professional cricket players.

There was a special bond between the boys and enthusiasm that no one could break. The oncoming cricket game was all they could talk about that week. The game on Friday was a big success and then we had to wait for Sunday for the other team to bat. What a bright idea not to do this all on one day. After the first game I overheard a conversation between the boys and "that they can't wait for tomorrow".

It was a fantastic weekend. Hectic, but great! I can't think of another job that gives you such pleasure and learning opportunities as working with troubled children and youth.

Annelien Yzelle

NQF

(National Qualifications Framework)

SAQA

(South African Qualification Authority)

What do they mean for child and youth care practitioners?

This is not an easy process to understand! Students are encouraged to send in questions which could assist in clarifying and demystifying this complex matter. It affects everyone studying in the field of child and youth care work - or in any other field of study. Understanding the NQF and SAQA will assist you in making the best choices to influence your career path. Here are answers to some frequently asked questions.

1. What is the National Qualifications Framework (NQF)?

It is an integrated national framework for learning achievements within a qualification system. It will facilitate access to, and mobility and progression within education, training and career paths. It will ensure fair education, training and employment opportunities and contribute to the full personal development of each learner and the economic and social development of the nation. It is like a map which provides many different roads, routes (courses) and directions (specific field or area) which one could use to travel and reach a specific destination (the qualification).

2. What is the South African Qualifications Authority (SAQA)?

It is a body of 29 members appointed by the Ministers of Education and Labour who have the two major functions clearly stated in the SAQA mission: "To

ensure the development and implementation of a National Qualifications Framework." This is done by developing specified standards for qualifications. A national system is put in place to ensure that a specified quality of learning is achieved.

3. What does the framework look like?

See the table at the bottom of this page.

4. How does this affect a student studying any course in Child and Youth Care at present?

Any course that you study needs to be registered on the NQF in order for it to be a qualification which is nationally recognized. At present no course in this field is registered because there are no standards with which to align the courses. Once the standards are set the training providers can align their courses and seek accreditation with SAQA for the courses. The standards generating process has been started and needs to be

NQF LEVEL	BAND	QUALIFICATION TYPE
8 7 6 5	Higher Education and Training	<ul style="list-style-type: none"> • Post-doctoral research degrees • Doctorates • Masters degrees • Professional Qualifications • Honours degrees • National first degrees • Higher diplomas • National diplomas • National certificates
FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC)		
4 3 2	Further Education and Training	National Certificates
GENERAL EDUCATION AND TRAINING CERTIFICATE (GETC)		
1	General Education and Training	Grade 9 / ABET Level 4 National Certificates

Spotlight on Students

completed within 3 years from the date on which the Standards Generating Body is established.

5. How does it affect future studies in this field?

Every qualification (certificate, diploma, degree, etc) will have a credit value attached to it. For example: In order to obtain a qualification on level 4 (which is the equivalent of Grade 12 at school) you will need 120 credits. This credit value could be accumulated by doing various courses on the NQF, which will offer the learner a much broader selection of subjects to choose from.

6. What are the benefits of this process?

The process is time-consuming and drawn out, but it is very important for children and youth at risk in South Africa as it will ensure that the knowledge and skills obtained through training will be of a specified standard determined by SAQA's National Standards Body. The process has the potential to improve the

quality of service offered to our clients. Another important part of the process is the generation of standards for Recognition of Prior Learning. This could be of great meaning to people in the field who have many years of experience but little training. As such the Recognition of Prior Learning could assist people to gain access to training, which otherwise would not have been accessible. An added benefit is that organizations will be able to access funding for training

through the monthly SITE contribution to the Department of Labour for any course registered on the NQF relevant to the field in which the organization operates.

7. Where can I find more information about the NQF?

The SAQA website (www.saqa.org.za) offers most of the information you will need. The regional SAQA office in your province should also be able to answer most of your questions. ■

Child Care Workers Needed! Western Cape

Employment/Volunteering

Where: Highway Home (Maitland)

When: Day or Night or Weekends

Contact: Melanie at Tel: 021-510 4554 or Stephen at Cell: 083 290 5508

FROM WHENCE
IT COMES

ADVICE TO YOUNG PEOPLE

RULE 1

Life is not fair – get used to it.

RULE 2

The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

RULE 3

You will NOT make \$40,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.

RULE 4

If you think your teacher is tough, wait till you get a boss.

RULE 5

Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping — they called it opportunity.

RULE 6

If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

RULE 7

Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parents' generation, try cleaning the cupboard in your own room first.

RULE 8

Your school may have done away with winners and losers, but life has not. In some schools, they have abolished failing grades and they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

RULE 9

Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.

RULE 10

Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

RULE 11

Be nice to nerds. Chances are you'll be working for one, one day.

BILL GATES

STOP

Please read this very important notice!

**If you are professionally registered with the
NACCW please take 5 minutes NOW to
complete this form and post it to:**

NACCW, PO Box 36407, Glosderry 7702

The reason for the urgency is that the South African Council for Social Service Professions needs your updated information in order for you to receive notification from the board with regard the voting procedure of Professionally Registered Child and Youth Care Workers onto the Professional Board for Child and Youth Care Work once the board is established later this year.

Due to the fact that people move around the country our records are not up to date.

PLEASE ASSIST US WITH THIS BY RESPONDING IMMEDIATELY.



PLEASE COMPLETE IN CAPITAL LETTERS

Surname _____ Names _____

Postal Address _____

Physical Address _____

e-mail Address _____ Tel Home (____) _____

Tel Work (____) _____ Fax No: (____) _____

Cell No: _____ Professional Registration Number _____

Date of Registration _____ Region of Registration _____

Please note: If you are an NACCW member, you are not automatically professionally registered.