

child and youth care

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with children and youth at risk

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The Children's Bill has lost its soul

The draft Children's Bill, initially prepared by the SA Law Reform Commission, was developed in consultation with hundreds of civil society organisations and community groups, including groups of children, as well as government departments, over more than five years. The original draft contained a range of primary preventive measures to promote the care of children in their own families and communities. Where these failed, a layer of early intervention mechanisms was provided to offer the necessary support to those at risk. For children falling through this level, the Bill provided for a greatly improved system to protect them from further harm, provide for their healing and break the cycle of abuse. Special attention was paid to severely marginalised children who experience multiple daily infringements of their human rights. The Bill has in recent months undergone many changes, and is a pale shadow of its former self.

- **Coverage of children's rights has been cut to the bone.** Critical provisions which have been sacrificed include the rights of child refugees and those with disabilities and chronic illnesses.
- **The chapter on funding, grants and subsidies has been removed.** This provided for essential social security measures, and for budgetary provision by all relevant state bodies for their responsibilities to children. Fees and subsidies to NGOs helping to implement the proposed Act were also covered. The reasoning behind the removal of the social security measures is that these belong in the Social Assistance Act. But the Social Assistance Bill which is about to be tabled in Parliament does not contain the missing provisions. Funding measures which have been sacrificed include those designed to ensure the viability of protective services for abused children. The existing hit-and-miss financial arrangements are at the heart of many of the problems in these services, including secondary abuse.
- **Provision for an intersectoral National Policy Framework, binding on all government structures with responsibilities for children, has been removed.** In its place is a requirement that the Minister of Social Development include certain measures in his departmental strategic plan. The needs of children require a fully integrated approach which is planned, budgeted for and driven from the highest levels of a number of sectors. This cannot be achieved through a single Department's strategic plan.
- **Provisions designed to address the situation of children in especially difficult circumstances have been done away with.** There is no mention of strategies to combat malnourishment; prevent children from coming onto the street or address the needs of those already there; empower children with disabilities or chronic illnesses; or assist those caught up in child labour including prostitution, to mention some of those who have fallen off the boat.
- **Responsibilities for local authorities to monitor and address the needs of children within their areas have been removed,** along with provision for traditional authorities to assist with such activities.
- **The concept of "informal kinship care" has disappeared,** along with provision for a grant for the children concerned. Poor families would thus

still have to go through children's court investigations and cumbersome associated processes to access a grant to enable them to care for destitute child relatives. The overstretched foster care system is incapable of dealing with most such children. Meanwhile, social workers and the children's courts stand to remain swamped with applicants who simply need financial support, crippling their capacity to respond to cases of abuse and neglect.

- **Provision for an intersectoral mechanism to ensure the proper planning, resourcing and coordination of the child protection system has been omitted.** This involved putting in place and maintaining the nuts and bolts which are missing from the present set-up. Thus the current disastrous mess in the child protection system and the harm which results for children look set to continue.
- **Provision for free education and health services for children who are unable to live in their own homes has been removed,** thus maintaining the financial obstacles facing many families who would otherwise come forward to care for them, and undermining the viability of community-run children's homes.
- **The proposed children's court structure has been significantly downgraded.** Powers which would have been devolved to these courts to make them accessible to families who cannot afford High Court costs have been removed, along with all references to essential training and qualifications for Commissioners of Child Welfare.

The Bill has lost most of its potential to prevent children from falling into damaging circumstances. And when they then have to turn to formal protective services, these services as presently provided for would continue to fail them. The original draft Bill, while having room for improvement, was a visionary document, intended to help safeguard the future of our country by ensuring the healthy development of its children. But the Bill has lost its soul. Can it be restored?

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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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Dates to Remember

October 2003

- 1 Social Development Month
- 1 International Day of Older People
- 5 World Teachers Day
- 6 World Habitat Day (first Monday of October)
- 9 National Aids Declaration Anniversary/Partnership against Aids anniversary
- 10 World Sight Day
- 10 World Mental Health Day
- 13-17 National Nutrition Week
- 13-17 Eye Care Awareness Week
- 15 Foetal Alcohol Syndrome Day
- 15 World Rural Women's Day
- 16 World Food Day
- 17 International Day of the Eradication of Poverty — UN
- 17 World Trauma Day
- 20 National Down Syndrome Awareness Day
- 21 African Charter on Human and People's Rights — 1986
- 22 Premature Baby Day
- 24 United Nations Day
- 25-31 Week for Disarmament and Development

On Being a Child and Youth Care Worker

LEANNE ROSE SLADDE received her Bachelor's and Master's degrees from the University of Victoria's School of Child and Youth Care.

She has eight years experience in this work, and this is the story of her personal quest to discover what is meant by 'the therapeutic care of children and youth in their life space'.

My immediate task is to define exactly what it is that I do in my profession as a child and youth care worker. A working definition could be that I provide "therapeutic care for children and adolescents within their life space." Although this definition is perhaps rather vague in terms of my actual duties, it seems to capture the essence of my day-to-day job. Also, I sense that it reflects the core of who I am. In what follows, I will attempt to track my development as a professional through my encounters with the children with whom I have worked, for it is they who have taught me the truth of being a child and youth care worker. I began working with this impressionable age group when I was only an adolescent myself. Employed as a playground leader in a small northern British Columbia town, my duty was to provide recreation and summer activities to children in the community. I know that I was not aware of how important and huge this task was — nor were those in charge of the programmes aware. My first experience was with Andrew. Andrew was a boy of seven years who was full of energy, somewhat

defiant, and very vocal. He derived pleasure from ruining other children's art work, physically overpowering the younger children, and driving the playground leaders almost to the point of insanity. On one particular day, in our wisdom, we decided that in order to maintain control of the playground, Andrew had to be "dealt with"! That day Andrew spent approximately two hours gagged and tied up in the corner of the gymnasium while the other children participated in the fun activities. He didn't cry, struggle, or display anger; he only sat there until we untied him, and then he went home without a word spoken. The next day Andrew arrived at the playground in a large blue car which poured out black smoke from its exhaust. The man behind the wheel was rough and unclean looking and my immediate thought was to go to the washroom and let my co-worker deal with any confrontation which might arise. To my amazement, the car drove away leaving Andrew standing on the sidewalk looking boldly at me. It was only

when he approached me that I noticed the bruises on his face, and it was only later that day, when we all went swimming, that I noticed the welts on his back. I won't begin to make excuses for the abhorrent act for which I was responsible that summer. I can only recognize the shift that I made with my experience with Andrew. My passion became to understand children; those who came from difficult homes, those who lacked love, and those who needed more than a "summer playground." It was through this experience that I knew I was a child and youth care worker. Despite this knowledge, I find it very difficult to explain what it means to be a child care worker. To me, it is the core of my being. It is reflected in how I live my life and how I value those human beings with whom I share the world. This notion of being a child and youth care worker is now integrated into my very existence; but it did not enter my consciousness overnight. Throughout my university days, I was fully unaware of myself. My life was coloured by the struggle to mould myself into the academic structure, and pump out information in a way that would lead to receiving good grades and, eventually, my Bachelor of Arts degree. Although the information was of interest, I was struggling at some level with what the "real" world of child and youth care look like. With the attainment of the formal 'bop on the head' and the ceremonial shifting of the tassel on my mortar board, I was ready to hit the world as a "qualified" child and youth care worker. Enter Darren. Darren was the most violent and distressed child that I have worked with in my career. He was assigned to me, with that mandate that I was to complete a behavioural social assessment and make recommendations as to a placement which would be appropriate for him at the end of

his "locked" period. I set out to perform the proper "core" component of good child and youth care: establish a relationship. The first two weeks, often reverted to as the "honey-moon" period, saw a successful "relationship building" venture. Darren and I became real friends and he began to open up and share with me the hardships of his life.

Through our discussions, it became apparent that he wanted to be loved unconditionally by someone in this life. Wanting desperately to prove my dedication as a child and youth care worker, I vowed silently to be the one.

Over the course of the next five months Darren ran the gamut of behaviour, from running away from our "secure" unit, physically assaulting staff with a curtain rod he had ripped off the wall, and punching the walls till the blood flowed from his hands, through to begin a wonderful, fun-loving child who sought out affection from the staff and contributed actively in what seemed to be his progress towards becoming emotionally healthy. Despite all these setbacks in my attempt to "cure" this child, I still vowed to be one that didn't give up, the one professional that didn't desert this lonely boy.

The recommendations I made to the Department were well investigated and thought out, and represented many months of first-hand exploration into the life events and personal struggles of Darren. None of the recommendations were acted on. Darren was moved into another region of the province where he knew no one, and I was discouraged by his social worker from staying in contact with him. I ignored this request and diligently wrote to Darren to let him know (and to prove to myself) that I was going to be a "true" child and youth care worker.

I soon learned the reality of the child welfare system, as well as the

way in which the system hinders the therapeutic nature of child and youth care. Darren did not receive the treatment that he needed; he had never been able to form a meaningful and lasting bond with someone, nor did he receive the unconditional love he yearned for. It was through Darren that I realized that my position as a child and youth care worker is dependent upon a bureaucratic system. I also came to understand that the therapeutic nature of child and youth care has to exist primarily in the here-and-now, and that children, and our responsibility as a society to our youth, was lost in the political system.

My passion changed. No longer was I committed to just one child; I began to understand my need to be clear about whom I was and what child and youth care was for me, so that I could effect change for all children in care. It was through Darren that I began to understand that child and youth care is not just what I do, it is who I am. I'll have to thank him someday.

My movement within my career from this point became very calculated. I began to check out my perception of myself as a child and youth care worker in other settings and alongside my fellow co-workers.

My next professional experience in Alberta can be summed up in one word: Kenny. Kenny was nine years old, a skinny kid with thick glasses and a wonderful warm smile. Kenny's mother and father had both died in a car accident and he had been placed in our receiving and assessment home until an appropriate placement could be found. The "system" immediately took over his care, deciding that he should have no contact with his older sister and should not be allowed to attend his parents' funeral. We, the lowly child and youth care workers, obeyed and promptly set up a case management plan for Kenny. Kenny was the first younger child that I worked with in a residential



care setting, and his innocence about life and his need for a different level of caring was immediately apparent. Much time was spent reading bed-time stories to Kenny, helping him wash his hands and face at night, and running bubble baths for him. The flipside for caring for Kenny was exhaustive and troubling. Over the next three months he was physically restrained at least once every day. On some days the staff would be "holding" him for a greater part of the eight-hour shift. All our professionally-designed case plans, the intervention plans and behaviour management plans, etc., were destroyed by Kenny within a few days, leaving us with an immense feeling of being unable to properly meet this child's emotional needs. I could write a novel about the lessons that I learned from Kenny. He taught me how afraid we are to deal with loss, how we devise a curriculum which is behaviourally oriented and expect that it will deal with the root of our humanness: our emotions and spirits. He also taught me



how resourceful we become when we need to have our physical and emotional needs met. You see, I know that Kenny did not need to be restrained physically every day; he was in total control. What he did need (which he got) was someone to hold him and spend time with him while he grieved. Unfortunately for Kenny and for all the other kids in our facility at that time, few of us had an understanding of what it meant to be providing therapeutic caring for children and adolescents in their life space. My work with Kenny also heightened my awareness of the true value of child and youth care. The psychological assessment of Kenny was completed by a psychologist who spent two hours administering psychological tests. From those two hours came a report which made statements about the "functioning level" of this young man. They pegged him as 'emotionally disturbed,' 'attention seeking,' 'lacking in self esteem,' and so on. When I read the report I began to realize the critical nature of my work in the "life space" of the child or youth. I was the one who ate with him; I was the one who held him; I was the one who read him stories at night; I was the one who disciplined him; I was the one who dealt with the school when there were problems; I was the one that took him shopping for new clothes. Yet the psychologist had all the impact, all the status, to affect this child's life. It was somewhere in the midst of this realization that I made the decision to be a true therapeutic caregiver; I made the decision to understand the child or youth, not as a "case" to be solved, but as a victim of circumstance who needed some human understanding and support to overcome the barriers that lay before him or her. I began to see the children and youth I worked with as possessing power, and as being fortunate to have child and youth care workers to help guide them. I

don't mean that they should be grateful that child and youth care workers are a part of their lives, but rather that we should begin to view our role as the most important and essential role for children in care. With this new outlook on my own worth as a child and youth care worker, I ventured out to find a workplace that held the same philosophy as I did. I moved to a large city and began my directorship of a community programme – where I met Heather. As with Kenny, the lessons learned from her were numerous. This particular encounter was to add to my understanding of "therapeutic caring of children and youth in their life space."

Heather was a young lady who had lived most of her pre and early adolescence on the street, a victim of female oppression, selling her body as a means to survive and to belong somewhere. Heather had been described in all previous reports as being 'sexually promiscuous' and 'emotionally disturbed,' and 'displaying inappropriate sexual behaviour' and so on. Heather and I quickly developed a relationship and spent long hours talking as two human beings, rather than as professional and client. We discussed the various sexual acts that she had been forced to perform in her job as prostitute (such as dressing up in strange garments, or being with clients who wanted to urinate on her); we discussed the money that was paid to her and the percentage that she got after it was turned over to her pimp; and we discussed the physical and mental abuse she received from her pimp. All this was done with little or no emotion displayed by Heather.

Heather met Mathew through our programme. The attraction was instant, and within a week Mathew had asked her out for a date. She was excited but we all assumed that this sort of thing would be "old hat" to Heather given her past occupation. The day after the date Heather came into my office and closed the door. She didn't take my chair this time, which had become a ritual of ours, but rather sat in what we had termed the "client chair." She looked at me sheepishly, blushing and avoiding eye contact and then said in an innocent child-like voice: "He kissed me." I hugged her.

I have paused a long time since writing this account with Heather, and it has brought tears to my eyes again. To me, that is what being a child and youth care worker is. That is "therapeutic caring of the child and youth in their life space." That is what no other human service profession appears able to do: understand the child or youth as a person, as another human being, by sharing with them their living space, developing a relationship and providing therapeutic care giving. It is only through this process of identifying and exchanging experiences that I have come to an understanding of whom I have truly learned from: the children and youth. They are the ones who have fostered my growth; they are what being a therapeutic care-giver is all about. ■

Behaviour Management Checklist

Negative disciplinary consequences are continually being removed from our "bag of tricks" by boards, legal decisions and children's rights advocates. More importantly, research shows that while a punitive, coercive approach toward behaviour management may gain superficial compliance, young people feel alienated from those adults, lose motivation to achieve, and resist changing the undesirable behaviour. Skilled behaviour managers have learned to entice rather than coerce their students into behaving appropriately. Research indicates that behaviour is more likely to change for the better when kids are guided and directed to show an appropriate behaviour, and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere and builds a positive emotional bond between teachers and young people. Consider each of the recommendations below and rate yourself as being "S" (skilled in that area) or "N" (needing improvement). Use those items with an "N" rating to set goals for professional growth.

The Plan

- I have a comprehensive behaviour management plan which includes:
 - positively stated rules that tell young people what they ought to be doing,
 - ways to recognize and thank young people for having displayed appropriate behaviour.

The Implementation of the Plan

- My plan applies to all young people. I do not allow myself to be intimidated by certain young people.
- I see the humor in situation and chuckle at some of the things my young people do. I don't penalize "nutty" behaviour that will go away in a second.
- I use humor or distraction to redirect mild misbehaviour.
- I avoid "empty comments" ("You're talking.") unless I am purposefully trying to give hints to behave.

- When young people are misbehaving, I give them clear, firm directions to do something or I ask "What should you be doing right now?" (If they don't know, I give hints or politely tell them.)
- I am in control of my emotions when disciplining.
- I NEVER shout at young people (except in situations in which someone is in danger).
- I use respectful terminology with my young people.
- I NEVER "nag" or lecture young people who have misbehaved.
- I NEVER plead with young people to behave.
- If I decide that it is best to purposefully ignore a young person's behaviour, I am praising other young people for showing appropriate behaviour.
- I constantly watch for opportunities to positively react to young people who are behaving.
- I am a good role model for the courteous and respectful behaviour I desire from my young people.

Managing Behaviour Through Good Planning

- I am organized and prepared for each shift.
- My activities are well paced. I start promptly, keep things moving, and allow a few minutes for a quick review and/or clean up.
- I vary my methods of providing programs.
- I make my programs interesting in order to motivate the young people.

If you've had Problems with Discipline

1. Decide to "take charge". Devise rules and display them.
2. The morning of the new approach, review what you will say to your group. Dress in an outfit that makes you look and feel confident.
3. Before your shift, listen to music that gives you energy and confidence.
4. Force yourself to be outgoing as you meet with your young people. Greet them confidently and comment on something positive about them.
5. Talk about future expectations with your young people. Present your behaviour management system. Implement it immediately.
6. Do something about every misbehaviour. Stop threatening and nagging. React to each misbehaviour calmly. Be consistent. Do not abandon your program. Look around for young people who are doing what you require...

Remember to Catch them Being Good!!

Making progress in the Field

ACCOMPLISHMENTS

Children's Bill

To define the rights and responsibilities of children; to define parental responsibilities and rights; to determine principles and guidelines for the protection of children and the promotion of their well-being; to regulate matters concerning the protection and well-being of children, especially those that are the most vulnerable; to consolidate the laws relating to the welfare and protection of children; and to provide for incidental matters.

- Best interest of the child standard
- Parental Responsibilities and Rights
- Children's courts
- Partial care
- Early childhood development
- Protection of children
- Prevention and early intervention services
- Children in alternative care
- Foster care
- Child and youth care centres (DQA)
- Shelters and drop-in centres
- Adoptions
- Abduction and child trafficking
- Children's protector

Strategies and Programs

- Development assessment
- Moving from inspections to quality assurance
- Human resources development
- Professionalizing Child and Youth Care workers – boards for social service professionals
- Multi-purpose/one-stop facilities
 - Stepping Stones Youth Justice Centre
 - Siyakula in Durban Children's Home
- Alternatives to residential care
 - Family preservation
 - Life centre programs
 - Professional foster care
- New models of residential care
 - Secure care centres
 - 5 day, day treatment care
 - integration of programs for substance abuse
 - New adoption and foster care models
 - Professional, kinship and cluster foster care
 - Subsidized adoptions
- New child justice system.

Policy and Legislative Framework

- Policies
 - NPA for children
 - Transformation of the Child and Youth Care System (TCYCS)
 - National strategy on child abuse and neglect
 - Minimum standards for the child and youth care system
 - National Integrated plan for children affected/infected by HIV/AIDS
 - National Integrated Disability Strategy
 - National Drug Master Plan
- Revising Legislation
 - New comprehensive child care legislation
 - Probation services amendment act
 - Child Justice Bill
 - New sexual offences legislation
 - Social services professions act (*It should be noted that the principles and the recommendations of the Child and Youth Care Policy has been taken into the Draft Children's Bill and the Draft Child Justice Bill*).

Policy and legislative framework International instruments

- UN Convention on the Rights of the Child
- African charter on the rights and welfare of the child
- Optional protocol on the rule of children, child prostitution and child pornography
- Convention on protection of children and co-operation in respect of inter-country adoption.

PROGRESS

Child Justice

- Inter ministerial committee:- various pilots – one stop child justice centre, reception, assessment and referral centre, family group conferencing and life centres
- R33 million rand from RDP funds to provide for secure care centres in each province
- Amended child care act to include secure centre
- Training of probation officers, social workers and child and youth care workers
- Home based supervision program for children awaiting trial
- Personal admin standards for probations officers and child and youth care workers
- professional board for probation services
- Specific tertiary qualifications for probation officers and child and youth care workers
- Probation services amendment Act, 35 of 2002
- Substantial increase in diversion programs
- Increase in no probation services from 80 to 525 practitioners only.

CHALLENGES

- Are we ready for the challenges brought by the poverty and HIV/AIDS pandemic
- mushrooming of informal homes and villages for children affected and infected by HIV/AIDS
- Unregistered and this unmonitored facilities vs we can afford the red tape when faced with a growing number of child headed households.

Policy Implementation

- Internalizing a child rights approach
- Implementation of policy and legislative reform
- Implementation of the QA process
- Labour legislation impacting on good service provision
- Lack of commitment to drive implementation of transformation agenda
- Inconsistency between provinces
- Emphasizing the CARE in our secure care centres.

Problems in Practice

- Inter-sectoral work
 - working in silos
 - lack of appreciation for work done by civil society
- Integrated response to HIV/AIDS crisis and children living in poverty –child-headed households
 - alignment of systems and programs
- Ineffective information systems
- Inefficiency of some state facilities
 - Confusion at service delivery level
 - Turning the tide in respect of child abuse
 - Tardiness to roll out new models
 - Inconsistency between provinces.

Funding

- Reallocation of resources to prevention and early intervention programs
- Inconsistency in funding arrangements
- Poor funding of the NGO sector
- Funding to roll out pilots, to implement policy

**CHARTING THE WAY FORWARD
KEY OBJECTIVES**

Practices/Systems/Programs

- Standardized implementation of DQA in all provinces
- Audit of residential and alternative services for children
- Refine national plan of action for children
- Strategies to:
 - to protect all children
 - reduction of number of children awaiting trial in correctional facilities
 - substantially reduce child poverty
 - child participation
- Training and retraining
- Finalise and implement minimum standards
- Professionalise all social service professionals (Child and Youth Care Workers)
- Roll out of key alternatives to residential care
- New Child and Youth Care models
 - grouping Child and Youth Care facilities with cluster foster homes
 - mentoring and partnerships – placing the informal centres under the wings of established Child and Youth Care centres
- Taking Child and Youth Care into prisons
 - impact study of Westville Prison
 - roll out to Cape Town, PE, Jhb
- Residential programs for youth addicts attached to children's homes
 - at least one per province.

Policy Implementation

- Promulgation of new legislation
- Implementation of new policies – national strategy uniform directives to disseminate information
- National implementation strategy - to ensure that uniform interpretation and thus implementation of policies
- Capacity building
- Team building
 - Breaking out of our silos
 - Developing of protocols in respect of intersectoral work.

Funding

- Uniform funding arrangements across provinces – making sure the financing policy comes to life in a more effective and acceptable way
- Increased and equitable funding to NGO's
- Reallocation to prevention and early intervention programs
 - Additional funds for more secure care centres.

SOCIAL WORKERS

Durban Children's Home

Our Home is looking for two registered social workers to join our team.

Candidates should have experience in the field of child and youth care, be able to speak Zulu, have a working knowledge of the transformational policy within the child and youth care field and be registered with the South African Council for Social Service Professionals.

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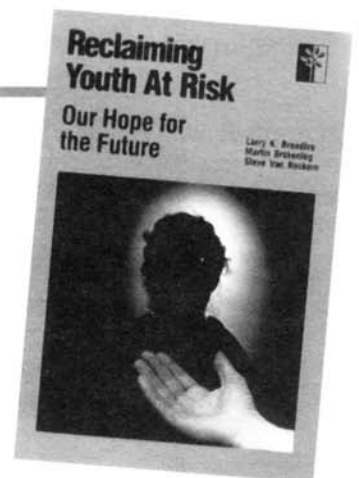
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1. Introduction and Overview

The last 10 years have seen not just an increase in armed conflicts, but also increasingly large numbers of separated children in situations of conflict and refugee movements. The majority of children become separated accidentally, in the chaos of war and flight, but in some instances (such as El Salvador) children were abducted and forcibly separated from their families: in other situations child soldiers are forcibly, or voluntarily, recruited into armed forces, often then losing touch with their families. About 100,000 children were registered as separated and requiring work to try to trace their families following the genocide and civil war in Rwanda. Probably many other children were quietly absorbed into the extended family and never registered for family tracing. In West Africa, where conflicts in neighbouring countries were interlinked, people experienced multiple displacement and many children experienced multiple separations, first from their own families and then from substitute carers. A great deal of work has been done on developing methods and techniques of documenting separated children, tracing their families and working towards either placing the child with his or her own parents or with other members of the extended family, but issues concerning the actual care and protection of separated children have been neglected. There has been a strong trend away from residential forms of care - for the right reasons - but this has sometimes been accompanied by a rather hasty development of fostering - sometimes without giving careful consideration to how the concept of fostering (i.e. placing the child with unrelated carers) fits in with local customs and traditions regarding the care of children. Sometimes quite alien forms of child care have been introduced which replace rather than build

Presentation for Stockholm University Conference

THE CARE AND PROTECTION OF CHILDREN AFFECTED BY ARMED CONFLICT AND DISASTERS

This presentation based on a research study commissioned by the Save the Children Alliance and entitled the "Care and Protection of Separated Children in Emergencies", highlights a few key themes which are emerging. The book will be published by Save the Children Sweden in November and is titled "Whose Children? Separated Children's Protection and Participation" by David Tolfree.

on existing traditions. Initially the study was concerned mainly with situations of armed conflict and refugee emergencies, but it was realised many of the issues are similar to those being faced by children, families and communities most profoundly affected by the AIDS pandemic. Although clearly children orphaned by AIDS-related diseases have experienced a different kind of separation, and in a different context, many of the issues are remarkably similar, yet the parallels are rarely drawn in research and in programming. The book will draw together some of the common themes and also highlight some of the differences. All of us here at this conference would like to think that we can speak on behalf of children and all of us are involved in developing and promoting good policies and good practice. But who determines what is "good"? Are we really mandated to speak on behalf of children? Children, as the principal stakeholders, are

rarely given a voice in these debates. With this in mind, it was decided from the outset to develop and use participatory research methods which enable children and young people to express their ideas and concerns. These will be elaborated in the book. The CPSC study is based on a series of case studies, conducted mostly by local researchers, in many different countries - mainly in Africa. These are being published separately by Save the Children Sweden.

Research Contexts

Most of the case studies were conducted in contexts which provided many challenges for agencies concerned with the care and protection of separated children. In most cases they were characterised by:

- Large numbers of separated children
- Urgency to provide for their care and protection



- In most cases, the societies can be described as quite traditional
- Most lacked social services infrastructure. In many cases, there was no functioning ministry of social welfare, a lack of child care policy, a lack of trained people, and a lack of agreed practice and procedures.
- In many cases, communities were disrupted - by ethnic tensions, displacement and reconstitution, poverty - all serving to limit the extent to which communities were in a position to take collective action.

On the one hand these factors may make it more difficult to translate the research findings to other more settled situations and in more economically developed contexts: on the other hand, the

particular circumstances may force the pace of change and lead to the development of new ideas which might be applied in other more favourable circumstances. With this in mind, it is suggested that the findings of the study will have a relevance well beyond the immediate context of armed conflict and disasters.

2. Negative Experiences of Residential Care

The problems in relying on residential forms of care are well illustrated by experience I had in the refugee camps in Karagwe, Tanzania. Here there were significant numbers of children with no apparent family to care for them and an NGO with little experience of child care decided to open a residential centre. This quickly attracted more and more children, including many who

were abandoned at the gate. The demands soon overwhelmed the capacity of the organisation to cope, but at the same time it attracted a great deal of media interest. The President of Tanzania visited the centre, funding was attracted, the centre continued to grow but so did the problems. The lack of experienced staff meant that the organisation was chaotic and the mortality rate started to rise. Eventually child-serving NGO was deployed to assist, and it was quickly realised that many of the children had parents in the camp and most had relatives. Most were returned to their families and those few who had no alternative carers were placed in a fostering programme.

A similar problem, but on a huge scale, emerged in the Goma refugee camp in what was then Zaire, where eventually about 12,000 children were admitted into hastily organised residential centres which, in turn, proved to be more of a problem than a solution to a problem.

There is now a general consensus that if the weight of numbers of separated children demands an immediate residential response, it is vital to keep a strong focus on the temporary, "transit" nature of the experience so that neither children nor staff settle into a long-term situation. Most of the many residential care centres which opened in Rwanda did succeed in maintaining such a focus, moving children on - either back to their families, or into alternative, non-institutional provision.

In other contexts - Sri Lanka and Liberia are both good examples - civil conflict has led to a massive proliferation of residential homes, mainly run by private individuals, NGOs and faith-based organisations. Usually completely unregulated by governments, frequently these homes do nothing to try to reconnect the children with their own families and do not consider alternative,

family-based care arrangements.

3. Care by the Extended Family

The extended family has sometimes been described as the first ring of security for the separated child if his or her own family is unable to provide care and protection. In many societies, the boundary between the nuclear family and the extended family is a highly permeable and open one, and children are often seen as belonging to the wider family, with almost automatic responsibility accepted by relatives in the event of the parents dying or becoming separated. However, this has sometimes led to a lack of questioning on the part of agencies about the quality of care and protection these children receive - and virtually no systematic knowledge derived from children themselves.

In Malawi, participatory research work with children living within the extended family in various communities which were profoundly affected by HIV/AIDS, revealed some unexpected and quite alarming findings:

- They displayed very clear views on their preferred carers (usually grandparents) but adults tended to favour uncles and aunts. Adults and children had completely different criteria: adults were largely concerned with the material means of the family. Children, on the other hand, were much more concerned that they would receive love and fair treatment, and that their carers would "honour the memory of their families". They did not mind living with elderly and very poor grandparents, even if this meant shouldering a heavy burden of work.
- Children were never consulted. One community leader remarked that "children do not mind where they live, only what they eat" and involving them in decision-making was

considered by most to be inappropriate.

- Some experienced abuse or exploitation - e.g. "we are not the ones who killed your parents so don't ask us for help" - "Go and find some soap so that you can earn your keep" (a euphemism for earning some money through paid sex). Most experienced considerable discrimination - burden of work, access to food and health care, opportunities to go to school.
- What emerged on closer discussion was that they were discouraged from talking about the death of their parents, and hence received no support in grieving their loss: they were expected to be grateful for being taken in, expected to be obedient and uncomplaining if the family couldn't meet all their needs. The frustration which the children experienced led to behavioural and attitudinal problems which further reinforced guardians'

perceptions that orphaned children are "difficult". This created a vicious circle of mis-communication and misunderstanding.

AIDS orphans - like war-separated children - often carry a burden of past experiences - of extreme violence or the trauma of caring for sick parents and eventually seeing them die, of separation or loss, of anxiety about the future.

Families who offer to care for them and agencies concerned with their care and protection should not underestimate the impact of these experiences. It is important to provide opportunities for children to work through these issues in a culturally-appropriate manner. Some excellent programme examples emerged, providing a range of supports - for children living with the extended family or in unrelated foster homes - and these are described and discussed in the book. ■

SENIOR CHILD AND YOUTH CARE WORKER

A position is available for a qualified, energetic, assertive and mature female Senior Child and Youth Care Worker to join the team at **Wylie House Child and Youth Care Centre**.

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- A sound understanding of the transformation of the Child and Youth Care System.
- Capacity and experience in supporting, developing and training Child and Youth Care Workers.
- Maintain competent records and documentation.
- Ability to co-ordinate innovative programmes
- Ability to work with a diverse team.
- An unendorsed driver's license.

Please forward application and CV to:

The Principal
Wylie House Child and Youth Care Centre
P.O. Box 30650
4058

Closing Date: 30th September 2003

What is Restorative Work?

In South Africa, the restorative approach has been related most often to the field of youth justice (young people in trouble with the law). However, restorative approaches may be used effectively in any situation in which the behaviour of one person results with another party. The aim is to restore balance (harmony) and facilitate responsibility. This is in direct contrast to the traditional approaches to justice in South Africa, which have been described as retributive (punishing). Retribution is like "paying back" or vengeance. The committing of a crime (or other difficult behaviour) disturbs the accepted order of a society. When the person is punished, the balance is considered to have been restored, because retribution represents penance by the person for the behaviour and demonstrates society's condemnation of such actions. Punishment is seen to be what the person deserves. The administration of justice is aimed at restoring the balance in society. Capital punishment (the death penalty) is the most extreme form of retributive justice. Retribution is not based in a philosophy which values the care and safety of young people; nor does it promote healthy positive development. As such it should not be used in any program for children and youth no matter how severe their behaviour might be. The aim is still to restore balance but the method for achieving this differs markedly from the traditional "the punishment must fit the crime". The objective of restorative processes is not to assign guilt and inflict punishment. Rather,

the purpose is to help restore the sense of community (belonging) by resolving the injury, which the young person has caused to the victim(s). The young person takes responsibility for restoring social harmony and this creates opportunities for genuine repentance (on the part of the young person) and forgiveness (on the part of the victim). Restorative approaches take the needs of victims into consideration. They are encouraged to share their feelings about the behaviour (or crime) and explain its consequences for them. Young people are not labeled and are given the opportunity to try to put things right. This allows for self-respect and encourages responsibility. Family members and other significant role-players participate in the discussion and this promotes significantly on the part of the young person (or offender). "Restorative justice is fundamentally different from retributive justice. It is justice that puts energy into the future, not into what is past. It focuses on what needs to be healed, what needs to be repaired, what needs to be learned in the wake of crime. It looks at what needs to be strengthened if such things are not to happen again. Regardless of how it is practiced, restorative justice reflects a belief that justice should, to the greatest degree possible do five things:

- invite full participation and consensus
- heal what has been broken
- seek full and direct accountability

- 4. reunite what has been divided
- strengthen the community to prevent further harms.

(Susan Sharp cited in *Restorative Justice Begins with You and Me*).

The table alongside is adapted from *Restorative Justice Begins with You and Me* 1999:6 compares retributive with restorative processes.

References

Restorative Justice begins with you and me: resource Guide 1999. Ottawa, Ontario: Correctional Services of Canada
Restorative Conferencing: Philosophy and Practice: Training program of the NACCW: 2003

MAKING IT RIGHT

We want them to have self-worth...
So we destroy their self-worth.

We want them to be responsible...
So we take away all their responsibilities.

We want them to be part of our community...
So we isolate them from our community.

We want them to be positive and constructive...
So we degrade them and make them useless.

We want them to be trustworthy...
So we put them where there is no trust.

We want them to be non-violent...
So we put them where there is violence all around them.

We want them to be kind and loving people...
So we subject them to hate and cruelty.

We want them to quit being the tough guy...
So we put them where the tough guy is respected.

We want them to quit hanging around with losers...
So we put all the losers in the state under one roof.

We want them to quit exploiting us...
So we put them where they exploit one another.

We want them to take control of their lives, own their problems, quit being a parasite...
So we make them totally dependent on us.

MAKING IT RIGHT —
A Common Sense Approach to Criminal Justice

RETRIBUTION (OLD PARADIGM)

The offence is defined as a violation of the state.

Emphasis on establishing blame and guilt. Focus on past behaviour.

Adversarial/ oppositional relationships and processes are usual.

Pain is used to punish and deter/prevent.

Justice is defined by the use of a particular process.

The interpersonal, conflictual nature of the offence is ignored - conflicts are seen as occurring between the individual and the state.

Another replaces one social injury.

The community is excluded and represented by the state.

Encourages competitive individualistic values (focus on own needs).

Action is directed from the state to the offender - the victim is ignored and the offender is passive.

The offender is considered to be accountable by taking punishment.

The offence is defined only in legal terms - moral, social, economic, political and other human aspects are ignored.

"Debt" is owed to the state and society.

Response focuses on the offender's past behaviour and background.

The stigma of the offence cannot be removed.

There is no encouragement for repentance and forgiveness.

There is dependence upon proxy professionals (i.e. legal personnel speak on the behalf of their clients).

RESTORATIVE (NEW PARADIGM)

The offence is defined as a violation of one person by another.

Emphasis on problem solving, liabilities and obligations. Focus on future behaviour.

Dialogue and negotiation are usual.

Repairing harm/restitution as a means of restoring both parties; the goal is reconciliation/restoration.

Justice is defined as right relationships and judged by the outcome of the process.

The offence is recognized as interpersonal conflict; the value of conflict is recognized.

Focus on repair of social injury.

The community is included and members facilitate a restorative process, which restores community relationships.

Encouragement of mutuality (focus on needs of group or community).

The victim's and offender's roles are recognized in both problem and solution - the victim's needs/ rights are recognized; the offender is encouraged to take responsibility.

The offender is considered to be accountable by understanding the impact of his/her actions and by helping to decide how to make things right.

The offence is understood in the whole context - moral, social, economic, political.

The debt/liability to the victim and society is recognized.

Response on the harmful consequences of offender's behaviour.

The stigma of the offence may be removed through restorative action.

There are possibilities for repentance and forgiveness.

There is direct involvement by participants.

TRAINING COURSE

Restorative Conferencing: Philosophy and Practice

The goal of this training is to expose participants to the philosophy and practice of restorative justice with particular reference to the tool of restorative conferencing. Participants will be able to compare restorative justice with retributive justice, describes the indigenous and spiritual roots of restorative work, list various restorative practices, describe the process of restorative conferencing and facilitate a restorative conference. The course is particularly important for child and youth care workers, social workers, probation officers who are involved in the youth justice, family preservation and residential care. The restorative processes and the restorative conferencing can be used very positively in conflict situations between young people and families. The focus of the training is to equip participants to run restorative conferences in their own work environments.

This course consists of 6, three hour training sessions and is run over three days.

Cost of the training: R360 per member and R480 per non-member.

Please contact Zeni Thumbadoo at (031) 201 7707 for more information about the course.

Introduction

For the last decade the National Institute of Social Educators in Aarhus: Peter Sabroe Seminarier, has developed a cultural project in the middle of the yearly Festival of Aarhus. We have been working with different target groups; from very small children to families and grown-ups, thus fulfilling a triple purpose:

1. developing a module in our 3½-year bachelor program (Social Educators). In this sense, the festival work is simply and only a normal part of our training program
2. giving in practice a very visible contribution to the acknowledgement amongst "ordinary people" of the value of social educators
3. giving a "present" to the City. Before our work started 10 years ago, the festival was merely for grown-ups.



Get2Gether

After 7 – 8 years work with children between 3 and 10 we changed our target group two years ago. The background was that during the festival a lot of youngsters were flooding around more or less drunk and without having anywhere to go.

So we thought it very appropriate that Peter Sabroe Seminarier did something about that. So we started the Get2Gether-projects,

doing two Get2Gether festival-projects for youngsters: In each project 120 kids between 15 and 17 participated and around 200 students from Peter Sabroe Seminarier. Both projects were performed mainly during three weeks of intense work.

The Get2Gether cultural project builds on an idea that the youngsters should set up a show for other kids of the same age with a content that they choose

The Peter Sabroe Seminary and the Aarhus Festival

Cultural work in practice as part of the training of social educators in Denmark



PETER FRIESE
Rector of the
Peter Sabroe Seminarier

a cultural project for youngsters, by youngsters and with youngsters. We have been

themselves within the overall theme of the festival that year and with an aesthetic expression that they choose themselves.

Together with lecturers from Peter Sabroe Seminarier as well as external consultancy the students of social education should support the youngsters – by means of dialogue and participation in aesthetic learning processes – in formulating the young peoples ideas, visions, worries and so on. Thus the raw material of a show is performed in a dialogue with the youngsters who participate as experts in their own lives. It is characteristic for the project that we want to change the setting from year to year.

The Visions

The visions of the project and the co-operation is to promote:

- cultural diversity amongst youth in Aarhus
- a democratic youth culture building on the youngsters' own values and on communication youngster to youngster
- tolerance, mutual understanding and integration locally as well as in the European and international context
- a common youth language through creativity and cultural / aesthetic expression
- respect amongst different youth groups towards each other's forms of expression regardless of sex, ethnic background, etc., thereby strengthening the youngster's belief in themselves
- new learning sites for our students and thus developing the training program for social educators.

Here – in the buses – the first events of the show were performed. The second part of the show took place at the theatre of Aarhus West. Here you could see one hour of "total theatre", using a lot of multimedia technology, for in-stance big screen projectors, live produced electronic picture manipulation of small films that the kids had made, and pictures delivered from the internet. The visual scenography was used to underline the scripts of the youngsters and to reinforce their artistic expression, thus compensating for their lack of professionalism in the manuscript.

The theme of Get2Gether 2001 was: "Party on pure energy". This time we played our show in a deserted factory in the harbour area of Aarhus. This very big and empty room was "dressed up" for a multi-theatre show, which during

how you could actually have a party together without any drugs or other stimuli from the forbidden list – in the middle of the day.

Project Aims

The Get2Gether concept builds on the multi-cultural aspect as a fact in the society that young people live in. Some of these youngsters have solid experience with cultural meetings and live their daily life in a multi-cultural reality. Other youngsters only know of multi-cultural meetings through pictures, shows and media.

Generally, we suppose that young people are used to meeting other people in different arenas through their many different activities and interests. But not all young people have a positive experience or simply an imagination of diversity as a resource – a lot of prejudice is playing a role here. The Get2Gether concept challenges the lip service that we see all over on "diversity", and instead it tries to create a framework for community growing out of the common work in a project, and on a platform of diversity as a resource necessary in all phases of the project work.

The concept of Get2Gether also builds on a basic respect for the youngsters as individuals and as experts of their own lives. Thus the methods in the project have to be developed to support the youngsters in expressing their visions, dreams, problems, thoughts, motives and so on. A positive experience that we hope will have the effect, that the young people experience joy and competence to formulate thoughts, ideas and visions and make themselves visible in a constructive way to the rest of the society. These are necessary competences in a modern life with many choices and for citizenship in a democratic and multicultural society. ■



"Get2Gether" – around what?

Get2Gether is the common title for this cultural project. Every project year we choose a theme and a subtitle. The theme is chosen on the platform of the overall theme for the whole festival of Aarhus.

In the year 2000 Get2Gether had the common theme: "Cultural meetings". The setting was buses transporting the audience from the City of Aarhus to Aarhus West.

the performance involved the audience as an important co-player. The energy was developed from the music and the dance, and slowly the show changed into a big party where the audience was involved through the activities of the performers and the rhythm of the dance and the pictures. The audience was thus not exposed to a lot of moralising concerning the harm in using drugs and alcohol – they simply experienced in their own body,

Child & Youth Care Work in Zambia

Introduction

Zambia is a land-locked country covering an area of 752,612 square kilometers, which is only 2.5 percent of Africa. It shares borders with Congo DR and Tanzania in the north, Malawi and Mozambique in the east, Zimbabwe and Botswana in the south, Namibia in the southwest and Angola in the west.

Administratively, the country is divided in nine provinces and 72 districts. The major foreign exchange earner is copper; Zambia is slowly learning to be a farming country to lessen over-dependence on copper. Zambia has a total population of 10.3 million people and it said that half of the population is young people below the age of 35 years of age.

Child and Youth Care work

In Zambia child and youth care work was mostly confined to government and local councils and social workers, until in early 90s when few NGOs/CBOs were established to try and respond to the emerging problem of street and other vulnerable children. The other area where child and youth care work was and has been more visible is in the school and college settings, otherwise most people working in the field of child and youth care take it merely as a calling from above. Talking from the point of a calling, a lot of individuals have come in on a voluntarily basis to work with children and youth. Some are working with children through institutional care, others through drop-in-centers, orphanages, open community schools etc.

Status of child and youth Care work

It is very difficult to confirm that child and youth care work is a recognized profession in Zambia. During the recent past though there has been an issue of quality service delivery to children and youth. The issue of quality has led to people demanding from government the formulation of standards and guidelines in service provision to children and youth. This is in anticipation of well-outlined systems of child and youth care, meaning that the present arrangement puts children at risk from their service providers. Most practitioners have also come to recognise the need to formalize the profession for the purpose of uniformity in service provision, information sharing and ongoing skills advancement in the field of child and youth care work. Slowly, we feel that we are on the road to getting the profession recognized in our country.

This does not mean that there have been no efforts in the past. There are a number forums have that have established to try and address the issues of quality service delivery e.g. the networks for child care organizations like the Children in Need Network (CHIN), Link Association for Relief of Children, AfricaKidSAFE and many others. All these are attending to institutional needs and with very little on individuals working with children and youth. However there is a very active association for people practicing counseling especially in area of HIV/AIDS. There is also a national association of social workers but at the moment it is not very active.

Child Care Upgrading Program

There has been a consensus by practitioners that there is need for child and youth care worker to provide professional and quality services. In order to provide such services there has been a realization that there is need to network, in the hope of coming up with an association of child and youth workers at both district and national level.

The government through the Ministry of Community Development and Social Services took a lead by initiating an initiative known as Child Care Upgrading Program.

The main objectives of CCUP were to:

- collect information on existing child care institutions
- assess the level of qualifications and experience by the workers from such institutions.
- look at the gaps in child and youth care work
- conduct orientation workshop on issues of child and youth in service provision
- draw up draft standards for child and youth care services

In order to have better follow-up on the activities undertaken, CCUP encouraged stakeholders to form informal networks. It is out of this network that Lusaka District Child Care network was born and to this effect LUDCCN is in the process of being registered as professional networking body for both individual child and youth care workers, organizations, government departments and students.

Most members are involved with early childhood education, orphans and other vulnerable children, rehabilitation programs and children's rights issues. Currently LUDCCN has total membership of over 40 individuals and organizations in the district.

Issues

At the moment the issue is "who is the child and youth worker" and above all "who is the child" in the Zambia context.

Conclusion

In conclusion, we are trying to find our way to help build our image as well provide the best to our children and youth for a better Zambia and Africa — starting today as tomorrow will be a little bit late. ■

Activities for Younger Pre-school Children (1-2 years old)

It is very important to remember that even when young children have a smaller baby in the home who needs mother's attention, they still need plenty of talk and play. Remember there are many traditional games. Encourage children to play these. In addition, here are some more ideas for activities.



Water, Sand and Mud

Children will play for hours with water and sand. Give them a few materials like different sized tins, gourds and calabashes. What can children use them for? Try putting holes in some of them. Thin bamboo, paw-paw or banana stems, or hollow reeds make good pipes and gutters. They can be used with soap and water for blowing bubbles. Tins, seed pods and pieces of wood make boats. What kinds of things float and sink?

Building Games

Maize cobs, matchboxes, scraps of wood and cardboard can be used by children for building. Soft pith from palm fronds, grass stalks, banana leaves and thorns can be used for making or building things. Sisal, bark, and other materials can be used for weaving. What other materials can be found for building and weaving?

Sorting Things

Young children like to sort things. They can be given many different kinds of things to play with and sort, such as flowers with different colors and different smells, scraps of cloth which look

and feel different, dull things and shiny things, big things and small things.

Sense Games

Children's senses of feeling, smelling and hearing can be used in play. Scraps of cloth, shells or stones can be put into bags for children to identify by feel. Scraps of soap, onion, flowers or



anything else with a strong smell can be wrapped in paper with tiny holes in it. The children can smell them and guess what they are. Other things can be put into tins to identify by some sound only when the tin is shaken. Try it with some small soft things so that children can listen hard for the small sounds.

Pretend Games

Children love to pretend they are mother or father or teacher. Supply them with materials they can use to make these games more interesting, like things for making a house, preparing food, making dolls, playing at shopping or market, or dressing up. Children only need a little help to dress up. Paper, leaves,

sticks and bits of cloth can easily be used to make hats, dresses, and other 'pretend clothes'.

Drawing and Painting

All children love to draw and paint. Scrap paper, cardboard, newspapers, etc. can be used for young children to paint and draw on. Paints can be made from inks, dyes or local plants. Brushes can be made from chewed sticks. Glue can be made from a local food like flour, mixed with a little water.

Talking and Listening

All children love to learn through talking and listening. Older children can collect stories, songs and riddles for younger children. Make sure to find opportunities to encourage the younger children themselves to talk. Make play introduce ideas like 'bigger than, smaller than, the same as, smoother, rougher and heavier' and other phrases. Give them confidence by listening patiently to them. Always try to answer their many questions. ■

Reprinted from: *Child-to-Child: A Resource Book*; Part 2; Child-to-Child Activity Sheets; Child-to-Child Trust, 1992



It's that time of the year again...

Jackie Winfield

It is getting to that time of year when students, as well as young people in our child and youth care programmes, need to start preparing for examinations. There is often an assumption that people know how to study and learn but unfortunately, this is not always the case. The process of learning and studying requires particular methods and skills to maximise success. This article will outline a few ideas which will help you to study.

Develop a study timetable

A good starting point is to develop a study timetable. Decide how much time you are able to spend on each subject and plan it into your day. Choose a time of day when you are energetic and alert and there are likely to be fewer distractions such as visitors, requests from children, telephone calls and engaging television programmes. It may be useful to switch off your cellular phone during study periods. Allocate more time to those subjects which have more content or are more challenging. Effective learning occurs over a period of time. Therefore, it is better to study for one hour every day for two weeks than to cram for fourteen hours on the night before your exam. It should not be necessary to spend large blocks of time studying if you begin early enough.

Take regular breaks

It is also important to give yourself short breaks in which you do something different such as going for walk, talking with friends or perhaps, watching a relaxing television programme. Balance is important so continue to invest in your relationships and to take exercise. Physical activity and social support will contribute to your success as a student. Schedule the breaks into your timetable and make sure you use them to maximum benefit.

Be committed

Display your timetable in a prominent place so that you do not "forget" your plan. It may be helpful to have several copies, one on the fridge, one on your mirror, one where you study and one which you keep in your pocket or bag all the time for easy reference. Seeing your timetable reminds you what you have planned and may motivate you to study. Once, you have developed your study timetable, make every effort to stick to it but do not be too harsh with yourself if you are unable to stick to it 100%. Some flexibility is an important component of effective child and youth care work.

Use time effectively

All of us have times when we have to wait for something. Standing in a queue at the bus stop, waiting for a meeting to start or sitting in the taxi going home can be frustrating and time-consuming but they are also potential opportunities for studying. If you carry your summarised notes with you, this time may be used effectively as study time. It is not necessary that every minute of every day be filled with activity. However, make use of those spare minutes you have. Eventually, minutes add up to hours, and those extra minutes may make the difference between a pass and a distinction!

Creating a suitable environment

The place where you study needs to support the process of learning. Try to choose a place which is free from distractions such as television, blaring radios or other stimulating activities. The environment should provide sufficient light and quietness. Make sure that you are sitting comfortably to avoid neck-aches and cramping. Good posture also allows better blood circulation which increases oxygen to the brain. This will assist you to concentrate and remember what you have learned.

Take care of yourself

We have already mentioned the importance of maintaining a balanced life while studying. It is essential that you take care of your physical health so that your brain is able to cope with the extra demands you are placing on it. Make sure you get enough sleep and exercise. Eat healthy food including lots of fruit and vegetables. Any large meals, especially those consisting of mostly starches (breads, cereals, pastas, potatoes), often leave us feeling tired and sluggish. It may be helpful to take a vitamin supplement especially one which provides vitamin B which helps us to cope with stress. Vitamin B occurs naturally in certain foods and may also be administered through injection by a medical doctor.

Study hints

Most learners begin the study process by reading their notes. However, this should be just the start. It is also important to highlight important words, phrases or sentences perhaps using a highlighter pen or underling in a different colour. Making your own notes and summaries will help you to express ideas using your own words. If there are words in your notes which you do not understand, use a dictionary or ask someone to clarify. When you have

completed a small section of work (e.g. "Working with Families in Child and Youth Care Work"), set yourself a few questions and test your knowledge. Perhaps, ask someone else to set you questions from your notes.

Talk to others

Very often, we come to a greater understanding of an issue or concept through discussion with other people. Talk to fellow students, colleagues, tutors and lecturers to gain their perspective and clear up any confusion which you might have.

Holistic learning

Learning, like any aspect of human development, requires a holistic approach. Use all of your senses to enhance your learning and always, test your knowledge by attempting to apply it in practice or through creating appropriate practical examples.

Extra reading

Read additional literature about the various topics covered in your course material. Use relevant books and journals. It is recommended that all students receive their own copy of this journal to support the learning process.

Memory aids (mnemonics)

There are many methods used to improve memory. One will be described here. Imagine that you are trying to memorise a list of facts such as the four (4) features of a reclaiming environment. The four features are relating to the reluctant, brain-friendly learning, discipline for responsibility, and courage to care. These may be memorised by remembering the first letter of each concept. The four letters in this mnemonic are R, B, D and C. Then, make up a sentence with words starting with the same letters as the original words. For example, to remember Relating to the reluctant, Brain-friendly learning, Discipline for responsibility, and Courage to care, we need a sentence of four words beginning with the letters R, B, D and C. One example of a suitable mnemonic could be Red Buses Drive Carefully. You could think up more interesting and meaningful mnemonics for your own use.

Repetition improves memory

Memorisation of theory will not turn you into an effective child and youth care worker. However, understanding theory should assist you to make decisions about how to implement effective child and youth care practice. It may be helpful to display important concepts, definitions and diagrams at strategic points in your environment so there are consistent reminders about your work. Some students plaster their bedroom walls with summaries and study notes. Another favourite place for displaying important information is the back of the toilet door!

And finally ...

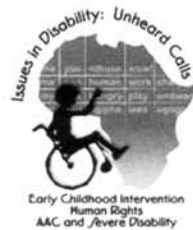
Persevere for a fine result. We wish you the best of luck in your studies so that you may progress towards delivery of excellent service to young people and families in South Africa. We are looking forward to extending our congratulations soon! ■

FIRST REGIONAL AFRICAN AAC (Augmentative & Alternative Communication)

**CONFERENCE 2004
ISSUES IN DISABILITY:
UNHEARD CALLS**

23-26 February 2004

*Birchwood Executive Hotel,
Johannesburg International
Airport*



This conference, focusing on the children with severe disabilities in Africa, aims to highlight the progress made and the challenges faced in the areas of early childhood intervention, inclusion, human rights and the use of AAC with children who have severe disabilities. It will provide an unprecedented opportunity for individuals with disabilities, parents of children with disabilities, advocacy groups, professionals, policy makers and academics to be involved as planners, presenters and delegates.

COUNTRIES REPRESENTED TO DATE

Australia, Bangladesh, Canada, India, Kenya, South Africa, Saudi Arabia, The Netherlands, UK, USA, Zambia.

SOME KEY ISSUES

AAC in developing contexts; Unrealistic expectations & other fallacies: Dreaming our own expectations; The Culture of AAC: An evolving culture; Disabled children who stopped attending therapy - why did they stop and where are they now? Disabled children living in a peri-urban township: can they access health, welfare and educational services?; The role of the ECD practitioner in early identification and intervention; Communication intervention in rural contexts: Where do we start and what should we do?; Including a child with severe disabilities in the neighbourhood school; Communication Liberation; The power of communication; Children living with HIV/AIDS and aided language stimulation; Child, Parents, therapists, school - together we can; Why ISAAC is important to Africa; Passive participant? Not on your life!

<http://www.up.ac.za/academic/caac>

**Full Details and USS Registration Form:
robbie@rca.co.za**

A reader seeks input on a severely traumatised child. Here is one response from a child and youth care worker. If you would like to give an input, please e-mail or fax Child and Youth Care and your contribution will be published next month.

Cystal is a 7 year old girl, currently staying in a children's home, after being removed on numerous occasions to and from places of safety. She's been staying in her current placement for almost four years now. Crystal was conceived when her mother was 16 years old, and during this time her mother tried to self abort but her attempt was unsuccessful. After Crystal's birth, she was exposed to violent acts which included murder. It was suspected that Crystal was sexually abused. Crystal displays destructive behaviour which included biting other children, swearing, screaming (tantrums), destroying property, rebelliousness and often purposefully hurting herself. Over this period of time we have tried various disciplining including time out in the corner and bedroom. We addressed the behavioural problems in therapy which includes life skills, trauma counseling, etc. We have come to the end of our tether and would appreciate any suggestions that you can make in how to address these problems or any other feedback will be appreciated.

Dear Program Manager

Firstly I want to respond to you by saying that being at the end of your tether is not an unusual place to be when working with traumatized children and a lot of child care workers do feel like this regularly. It's good that you can recognize this and it is important for you and Crystal that you continue to be aware of what your feelings are in response to Crystal's behaviour.

There are no easy answers and instant solutions to the very complex situation you described. Maybe you can think about some of the following:

1. She is a danger to herself first and foremost and should not be left alone for a minute. She needs a caring adult to interact with her in a way which makes her feel safe. She needs to have opportunity to express her feelings through games, drawing, music (make instruments available), etc IN HER LIFE-SPACE, not in a therapy session in a space unknown to her where she has no influence and control. Give her space which is HER SPACE where she feels safe and can do what she needs to do in order to express her feelings. She can ask and say what she wants when she is in HER SPACE. The caring adult with her needs to respect that space and allow her to express herself with complete acceptance. The caring adult would need to try to fulfill the need in as appropriate a manner as is possible. Try to see the world through the lenses through which Crystal looks through and experience her reality –

rejection, abandonment, "I'm worthless", "bad", and many more. It is essential that her daily routines are structured in a way which ensures her safety and constant with this and other caring adults. The safety of the other children can also be ensured in that way.

2. Crystal's behaviour is her way of communicating something to you and the people in her life. She does not have the vocabulary to say what she feels. Expect this kind of behaviour from a 7 year old who has been traumatized to the extent and with the intensity that she has been. She is trying to meet her needs through her behaviour. In order for you and your team to determine an appropriate response and intervention it is essential that you make every effort to understand what need Crystal is trying to meet. This can only be done through a thorough developmental assessment which requires good observation skills and a great deal of care and management.

3. The most important and powerful tool in working with children and youth at risk, is a good, trusting relationship. If

Crystal has a particularly good, trusting relationship with a specific adult in the organization where she is, that she is the person who needs to be working directly in Crystal's life space (if at all possible). If there is a child and youth care worker who really liked Crystal, it is good for Crystal to experience that feeling of being liked and accepted irrespective of what she does. The chances are that Crystal will respond very well to these adults and

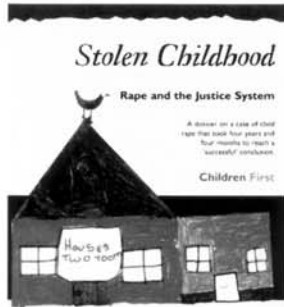
it will have a positive effect on her behaviour if she feels liked and accepted (as this is not what she is feeling at present).

4. Time out and exclusion reinforces her unmet need for attachment and belonging and one can expect her behaviour to communicate that as you have described. In order for her to feel that someone sees her need and is trying to meet it, a disciplinary response where she is include, rather than excluded, is essential. Time with a caring adult is a good place to start. Doing things "with" Crystal is the key, as opposed to doing "to" Crystal.

I have found that time and again in desperation one looks for techniques or things to do to change a young person's challenging behaviour. It seems to me that there is no other method available to us to help a young person to change their behaviour other than to create a context in which they feel they are loved and cared for in a safe environment. This child has experienced an unimaginable degree of brutality and must spend much effort defending herself in a world which (quite objectively) has been hostile to her. The behaviour you describe is typical of so many children in the system. She must experience the world differently in order to behave differently. There simply is no other way.

Best wishes — Sandra Oosthuizen

LIVING WITH CRYSTAL



BOOK REVIEW

Stolen Childhood: Rape and the Justice System

by **DEBORAH EWING**

Children First, Durban 2003. 99pp

A senior police officer, who has worked in a Child Protection Unit for many years, said that after she had read this book she cried, as she realised for the first time "what we really do to children". *Stolen Childhood* is a painstakingly recorded and most moving account of the ordeal of two young girls from an impoverished, remote rural area who, having survived being brutally raped, were subjected to being pushed 'from the pillars to the posts of the justice system' for more than four years: on numerous occasions having to spend hours waiting in court, after having left home at the crack of dawn and travelled for a couple of hours, only for the case to be remanded yet again because of some bureaucratic bungle; on a number of occasions being brought face to face in court with the rapist, whom they justifiably viewed with terror. It is an horrific story. The details of the rapist's actions, as the judge noted at the sentencing, "fill one with revulsion". We, unfortunately, read more than enough of the gory details of such happenings in the newspapers whose sole object seems to be to shock their readers. But this book is not only the story of the rape of these two little girls. During the four-and-a-half years that the case lasted, at least 100 000 other children were also raped. In most cases the rapist was never arrested and in only 5% of cases, at the most, was anyone convicted. The book 'highlights the things that go routinely wrong in cases of this nature' and draws 'attention to the fact that many children suffer immeasurable secondary traumatisation as a result of the system malfunction'.

While there were encounters with officials who were insensitive to the needs of the children, uncooperative in giving information, and responsible for many delays and inefficiencies, the author concludes that this was not, generally speaking, due to malice or even apathy and incompetence, but rather to 'the fragmentation of the system, the overloading of that system, the lack of training and resources to put into place the policies and programmes that the government promotes so loudly...'

In this case the system worked - in that a conviction was contained - largely because of the courage and resilience of the two girls, the support of community members and organisations, and the efforts of some dedicated court personnel. In well over 90% of cases, however, it does not work at all; even in this case, numerous flaws were exposed.

We hear so often - but see so few practical examples - that children are everybody's responsibility. We all have some responsibility for a system that adds to the already alarming increase in the abuse of children. This book illustrates what can be done. It contains a number of recommendations, arising out of the experience, for policy makers, professionals, families, support people and civil society as a whole.

Available from CHILDREN FIRST, Room, N234, Diakonia Centre, 20 St Andrews Street, Durban 4001.

(Recommended retail price R95. Generous discounts will be made for bulk orders and for people/organisations who cannot afford to pay the recommended price.)

Reviewed by Annette Cockburn

Consultative Supervision

WESTERN CAPE

NACCW head office will be offering the above training at the offices in Ottery from the 20-23 October 2003 from 9.00am - 3.00pm.

The course is centered on equipping participants with fundamental skills used in supervising child and youth care workers. This includes the ethics, values and principles of supervision as well as the teaching component in supervision. A focus on self-awareness is also included in this training, the development of the supervisor and supervisee as well as the supervisory relationship. There will be opportunities to practice the skills learnt. The participants would be required to attend the complete training and to complete a practical assignment at the end of the training.

Entrance criteria for this course:

- Prospective participants should have had on-line experience in the child and youth care field for at least three years
- To be presently working in a senior position in their organisation
- To be respected in the field of child care
- To be known to work professionally
- To have a child and youth care qualification.

This course consists of eight, three-hour sessions.

Cost of the training:

R480 per member and
R640 per non-members.

Those who are interested should apply in writing as to why they wish to attend this training, to Kathy Scott at the head office by 22 September 2003 and be prepared to attend an interview before being selected.

Fax: 021-762 5352

Beatitudes of Reconciliation

**Blessed are those who are willing to enter into the process of being healed,
for they will become healers**

**Blessed are those who recognize their own inner violence,
for they will come to know non-violence.**

**Blessed are those who can forgive self,
for they will become forgivers**

**Blessed are those who are willing to let go of selfishness and self-centeredness,
for they will become a healing presence.**

**Blessed are those who listen with compassion,
for they will become compassionate.**

**Blessed are those who are willing to enter into conflict,
for they will find transformation.**

**Blessed are those who know their interdependence with all of creation,
for they will become unifiers.**

**Blessed are those who live a contemplative life stance,
for they will find God in all things.**

**Blessed are those who strive to live these beatitudes,
for they will be reconcilers.**

Sisters of St Joseph in *Restorative Justice*
Begins with You and Me, 1999:14

