

Child & Youth Care Work

A Journal for Those Who Work with Orphaned, Vulnerable and at Risk Children and Youth and their Families



Working in the Children's Best Interest - By Jim P Anglin

Six Steps to Surviving 2013
By Butjwana Seokoma

NATIONAL ASSOCIATION OF CHILD CARE WORKERS



The Professional Board for Child and Youth Care Work is Inaugurated!

By Merle Allsopp

March the 11th this year saw a historic event taking place in the child and youth care work sector in our country. This was the date of the auspicious inauguration of the new Professional Board for Child and Youth Care (PBCYC) – the start of a renewed focus on statutorily regulating child and youth care workers. The President of the South African Council for Social Service Professions (SACSSP) Dr Zethu Mkhize noted of the occasion “the ceremony marks the beginning of the board’s term of office and the performance of the specific role of the board as mandated by the Act”.

Members of the NACCW reacted with excitement and enthusiasm to the bulk text message sent out to all members in this regard – in an effort to make sure the good news travelled as fast and as far as possible! Child and youth care workers from all settings and provinces responded on social media networks with pride – “I am proud to be a child and youth care worker”; with joy – “Viva child and youth care work, viva!”; and with impatience about getting going with the regulation process – “I will be registering as soon as I can!”

This issue of Child and Youth Care Work carries the speeches made at the inaugural event by Dr Mkhize and the Deputy Minister of Social Development Honourable Minister Ms Maria Ntuli. This will enable readers to engage at first hand with the sentiments of both government and the SACSSP on the re-establishment of a functioning PBCYC – and encouraging sentiments they are.


Both of these venerable speakers stressed the importance of collaborative

work between government, SACSSP and the professional boards for both child and youth care work and social work – for the betterment of those whom we serve. “We must join hands to ensure the overall effective functioning of the sector” said Deputy Minister Ntuli. Dr Mkhize commented “... all the role players would have to work together. There are many challenges facing us in our country that can only be addressed by dedicated social service professionals.” This message of the importance of unity in addressing the common goals of social service professions was further emphasised by the President who noted that it was essential that the Council as a whole functioned as “a holistic entity whilst providing the professional board for child and youth care with an opportunity to conduct the business of their profession”. She noted that it would be important for the boundaries between Council and the professional boards to be clarified in order to achieve this holistic functioning. Expressing confidence in the capacity of the incumbents on the board to achieve, the president said that she had “full confidence in the Council’s staff that would also provide the administrative support to assist us in reaching this goal.”

Bringing the greetings of the Honourable Minister Dlamini to the gathering, the Deputy Minister acknowledged the work done by the Interim Structure for Child and Youth Care Work that had been established “to respond to the void” after the expiry of the term of the last PBCYC. The expectation of professionalism in the child and youth care work was high, as

was the expectation of engagement of the child and youth care work sector in processes aimed at regulation and professionalisation. Sounding a warning that we would be advised to take very seriously, Deputy Minister Ntuli noted that “the ramifications of non-involvement and non-participation in democratic processes extend beyond the Council”.

The first step towards ensuring that we as child and youth care workers respond to the Deputy Minister’s call to participate fully in the “institutional processes of the Council” is taken by staying informed. So readers are urged to get up to speed by reading the messages from the inauguration process, and journey onwards in the process of professionalisation of child and youth care work. This inaugural event has undoubtedly affirmed our importance in the delivery of social services in our country, but places on us expectations of professionalism and delivery. The Deputy Minister commented that “the inauguration of the members of the new professional board for child and youth care work marks a new era that will ensure the enhancement of the functioning\ operation of the child and youth care workers, a cadre that remains critical towards the effective functioning of the sector”.

It seems to me that the stage has been set for us, and that we as child and youth care workers now need to play our part in professionalising our field. And this is a responsibility that falls to each one of us individually to fulfil... 

Child & Youth Care Work

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Working in the Children's

Best Interests: Differences that Make a Difference

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Introduction

One of the important things I have discovered over my career in child and youth care is the wisdom of the saying "there is nothing so practical as a good theory" (Kurt Lewin, in Hunt 1987).

Now, I know that some of you reading this may start to groan, and be thinking "What I REALLY need is practical suggestions and skills, not big words and highfalutin ideas." Or perhaps your experience has been with theories from other disciplines such as psychology or sociology that were difficult to apply, and perhaps not relevant, to your work with children, families and communities. And I agree. Working with young people and the adults in their lives requires relevant and workable ideas that will make our practice more sensitive and effective, and that will help to give us the necessary confidence in what we are doing.

So, here's the thing: good ideas, that hold together, make sense to us, and can guide our actions in the best interests of children is what we all need. In my own research into CYC practice, I discovered that one of the core requirements in being able to bring about intentional change, whether in

yourself or with others, is having "a framework for understanding". That's what a good theory is. It is a set of ideas that we can grasp in our minds, integrate into our thinking, and that help us to focus our actions on what is important amidst the "blooming, buzzing confusion" of daily life (to quote the late William James). Clear thinking is an underrated CYC skill.

The challenge is to identify concepts that simplify reality without being too simple, so that we can cut through what is mere distraction in order to focus on "the differences that make a difference". For example, if we carry a belief (part of our "child management theory") that every child behaviour that violates a program rule requires a consequence, then we will spend a lot of our time sanctioning children who may then perceive us as continually punishing them, rather than helping. However, if we shift our thinking about rules, and restrict rules to those things that have to do with only safety issues, we can start to work with young people through expectations, rather than rules.

This apparently simple idea, initially considered as "crazy", "impractical" or "unworkable" by some workers, is based in a different way of understanding how to perceive and respond to young people's behaviour. In fact, staff



members in programs that have made this shift have found that this change in thinking has had profound implications. They have discovered that sometimes their expectations (formerly rules or demands) have, on occasion, been inappropriate. Instead of sanctioning or consequenceing a child in these situations, workers have realized they may need to change their expectations. They may not have been realistic in what they expected, and perhaps need to ensure that what they expect is something the child is actually capable of doing.

Let me offer a basic example. A worker in a group home told me that he asked a new resident to mop the kitchen floor. When he came back to inspect the job, there was water everywhere and the



floor was a mess. He got angry with the child, and told him to do a better job. The next time he came back, the floor was even worse. Then the worker realized that it takes skill to mop a floor. You have to know how much water to put on the floor, how to squeeze the dirty water out of the mop, when to change the water in the bucket, and so on. So instead of getting angry or “consequencing” the child for doing a lousy job, the worker took the time to teach the resident the various steps in the process. From that point on, the young resident actually took pride in mopping the floors, as he felt proud of this new set of skills he had learned. In other cases where the program expectations are appropriate, merely expressing disappointment with the behaviour or engaging in a dialogue about what is going on with the child (formerly defined as “defiant” behaviour) has proven much more effective than imposing a consequence. Further, such responses are more respectful and defuse many potential power struggles, focus more on relationships and dialogue, and often lead to a dramatic reduction in critical incidents.

It is important to point out that this is just one example of a change in thinking that has been part of a broader re-thinking of the nature of child and youth care practice in some agencies. It is not enough to change one strategy or technique without considering it in relation to the program philosophy as a whole. Such changes need to be part of implementing an integrated theoretical framework that has been developed through thoughtful planning, systematic training, lots of staff discussion and regular supervisory sessions that are all part of evolving a strong agency or program culture.

This article, will present for your consideration some key elements of a comprehensive and integrated framework for CYC practice. I will borrow

some aspects from the “CARE program model” that has been developed by Martha Holden and a team at the Residential Child Care Project at Cornell University (Holden, 2009) that in turn has drawn upon some of my own research (Anglin, 2003) and a good deal of CYC practice wisdom found in over 50 years of CYC literature.

I. A Framework for Understanding

The evidence is clear that in order to function effectively, CYC programs need a framework for understanding what they are trying to do and how they strive to do it, with clear principles and strategies based in relevant research and practice-based evidence. In what I will discuss, I am not trying to promote a particular model of care (although I believe in the usefulness of the Cornell CARE program model referenced earlier). My goal is to share some key elements that I think could be useful for consideration and possible inclusion in any CYC program philosophy.

One of the core requirements in being able to bring about intentional change, whether in yourself or with others, is having “a framework for understanding”.

There are a number of well-developed program models in our field such as the

Isibindi model, the Sanctuary model, the Teaching-Family model as well as the CARE model which endeavour to offer a clear and coherent guide for practice. To my mind, the important thing is for any group of workers, supervisors and managers to have a framework for understanding that consists of appropriate principles and approaches for working with young people that they believe are in the best interests of children and that are demonstrated to make a positive difference. On the basis of a good deal of training, discussion and mutual feedback, a team can evolve that acts with appropriate consistency, integrity and congruence, and that will create a safe, predictable and developmentally appropriate care environment.

This article will discuss some of the key concepts that have earned their place in good CYC practice around the world; elements of a framework for understanding that we can have confidence in and strive to put into practice, both as individual workers and as CYC team and programs. I will begin with “the child’s best interests” as the basic touchstone, and then will consider, “six core principles”, “eleven interactional dynamics”, and conclude with “the struggle for congruence”.

II. The Child’s Best Interests

For over 100 years child and youth care professionals have written about meeting the interests of the child, and the “best interests” test is now enshrined in both the UN Convention on the Rights of the Child (1989) and child care policy and legislation in South Africa and around the world.

In my own research into effective residential care for young people, it became evident that well-functioning agencies consistently strive to keep

the best interests of the child, or group of children, at the centre of their decision-making. This is not to say that they always succeed in making the child's best interests paramount, as sometimes funding limitations and other practicalities can get in the way. However, they at least challenge themselves and others to meet the needs of the children to the fullest extent they can while recognizing some hard realities.

One of the most powerful implications of keeping the best interests test in the forefront of one's thinking and decision-making is that it moves the discussions away from asking if things should be done "my way" or "your way" to a place of both parties asking "how does what you propose meet the interests of the child/ children? Which of our proposed actions better addresses what this child needs from us?" Approaching our practice in this way cuts through potential power struggles between staff members and keeps the focus where it truly belongs -on the child.

However, how do workers engage in considering the best interests? What are the touchstones for determining children's best interests? Naturally, everyone thinks they are acting in the child's best interests, but if we are honest with ourselves we know that this is not always the case, at least not in a consistent fashion. What can help us to improve a "child's best interests culture" in our programs and communities, and enhance our decision-making?

A recently developed program model for residential care called (appropriately) the CARE model (Children And Residential Experiences, Holden, 2009) focuses on six core principles that attempt to encompass the major elements necessary for sensitive and effective care for young people, whatever the setting.

III. Six Core Principles

The foundation of the CARE program model (Holden, 2009) is built on six principles that characterize a well-functioning program:

Developmentally focused.

All children have the same basic requirements for growth and development. At the same time, activities offered to children need to be appropriate to each child's developmental level and designed to provide them with successful experiences on tasks that they perceive

The important thing is for any group of workers, supervisors and managers to have a framework for understanding that consists of appropriate principles and approaches for working with young people that they believe are in the best interests of children and that are demonstrated to make a positive difference.

as challenging, whether in the realm of intellectual, motor, emotional, or social functioning. Research and theory has shown that activities that are developmentally appropriate help to build children's self-efficacy and improve their overall self-concept.

The notion of the "zone of proximal development" refers to the next steps in a child's development, just beyond what she can do now, but not too far beyond to be achievable.

Family involved. Children need opportunities for constructive contact with family. Contact with family and community is one of the few indicators of successful treatment that has empirical validation. A partnership with immediate or extended family members, or persons in the community with whom the child has a meaningful relationship, can facilitate the child's transition to a new living arrangement. These partnerships contribute to increased social and emotional adjustment by improving a child's feeling of connection, a sense of belonging, self-concept, and resiliency.

Relationship based. Children need to establish healthy attachments and trusting, personally meaningful relationships with the adults who care for them. These attachments are essential for increased social and emotional competence. Healthy child-worker relationships help children develop social competencies that can be applied to other relationships. A child's ability to form relationships and positive attachments is an essential personal strength and a manifestation of resiliency associated with healthy development and life success. Even relationships developed in short-term programs can offer significant learning and support opportunities. In addition to nurturing long-term relationships, we all need to learn how to make and move on from significant relationships that will not be permanent.

Trauma informed. A large percentage of children in child and youth care programs have a history of experiencing violence, abuse, and neglect resulting in debilitating effects on their growth and development. Child and youth care workers need to respond sensitively and refrain from responding coercively when children exhibit challenging behavior rooted in trauma and pain. These trauma sensitive





responses help children regulate their emotions and help maintain positive adult-child relationships. As a result of my research on group homes (Anglin, 2003), I coined the term “pain-based behaviour” to refer to the reactions of young people such as lashing out, exploding with anger, or withdrawing from those around them, to emphasize the fact that most of the time the origins of these behaviours lie in deep and profound psycho-emotional pain. Workers need be careful not to simply “inflict pain on pain” by reacting with harsh consequences or punishments, and to find ways to respond sensitively to the pain that lies just beneath the surface.

Competence centered. Competence is the combination of skills, knowledge, and attitudes that each child needs to effectively negotiate developmental tasks and the challenges of everyday life. Child and youth care programs need to help children become competent in managing their environment as well as motivating them to cope with challenges and master new skills. Learning problem-solving and critical thinking skills, and developing flexibility and insight are all essential competencies that help children achieve personal goals and increase their motivation for new learning. All careworker-child interactions and planned activities should be purposeful and goal oriented with the aim of building these competencies and life skills.

Ecologically oriented. Children are engaged in dynamic transactions with their environment as they grow and develop. To optimize growth and development, children must live within a milieu that is engaging and supportive. Program staff members need to understand that their relationships with the children in their programs are part of a larger social-ecology; their face-to-face interactions with children, the activities they promote, and the physical

environment in which they work all have an impact on the developmental trajectories of children. In order to be effective, competent staff using skill sets informed by these principles need to be aware of and seek to shape the surrounding environment, both physical and inter-personal, to better meet the needs of children.

If understood and implemented well, these six principles can be a useful guide, or set of compass points, in aid of good child and youth care practice. But these principles are broad, and cover a great deal of knowledge, practice wisdom and research. How do we ensure we are putting these principles into practice?

IV. Eleven Interactional Dynamics

A number of years ago, I had an opportunity to spend many hours over almost a year in ten different group homes for adolescents in care. These young residents were living outside of their biological families primarily for reasons of neglect or abuse. Every one of them was suffering from deep and profound psycho-social pain, the effects of complex trauma. I was engaging these homes in order to understand what makes an effective children's residential home. Most of the homes had reputations for providing good quality care and obtaining good outcomes with the young residents. Over the course of my visits, observations, conversations and interviews with the young people, some of their parents and many staff members at all levels of the homes, I made careful note of any and all positive changes that took place. These changes included those that happened

for anyone and at any level of the home, whether they involved a director, manager, supervisor, line worker, child or parent.

I then sat down with my notes and audio recordings of these dozens of incidents and tried to make sense of them. What

They at least challenge themselves and others to meet the needs of the children to the fullest extent they can while recognizing some hard realities.



happened that influenced the change? How could I describe, as succinctly as possible, what characterized the interaction, or interactions, that surrounded the change? After many hours of analysis, I was able to document that every one of the positive changes that happened, at any level of the home, whether involving an adult or child, involved one or more of eleven "interactional dynamics". I used the term "interactional dynamics" to capture the fact that each of the changes involved both a dynamic process and some form of interaction with another person or persons.

I found this discovery to be quite amazing and unexpected. What my analysis seemed to show was that the incredibly complex set of events and interactions that occur in a group setting over 24 hours a day, seven days a week, 52 weeks a year, could be reduced to just eleven key dynamics. The implication is that if our work is characterized by frequent demonstration of these dynamics, we can be quite confident that a) we are responding sensitively and effectively to the children, families and other staff with whom we are living and working, and b) that we will make a positive difference.

The eleven dynamics are listed below along with a brief description of their impact on the experience of the young people with whom we work. In addition, some comments from participants in my research study will illustrate its significance.

1. Listening and responding with respect to youth helps them to develop a sense of dignity, a sense of being valued as persons, and a sense of self-worth.

The youth are the experts, and we always have to listen to them with real respect. I don't ever want to forget that. (CYCW)

2. Communicating a framework for understanding with youth helps them to develop a sense of meaning and a sense of the rationality within daily life.

If you are going to effect change, you have to . . . engage the youth in a dialogue about their needs and wants. We need to engage them and take it to the next level. It is often said about the kids who come through our program that they are a lot more articulate about their wants and needs than they were before. I mean, kids can really learn to self-advocate through the interaction and the programming. . . (Manager)

3. Building rapport and relationships with youth helps them to develop a sense of belonging and connectedness with others.

I set out to break my foster homes down as soon as I arrived. I went through thirty foster homes in six

years; I was pretty good at it. When I O.D.'d [overdosed] here, the staff sat with me twenty-four hours a day, and I realized that they were not going to let me go. . . (Former resident)

4. Establishing structure, routine, and expectations with youth assists them to develop a sense of order and predictability in the world, as well as a sense of trust in the reliability of others.

Many of these youth never knew where their next meal was coming from or when they were going to be beaten. How can you get on with your life when you live like that? (CYCW)

5. Inspiring commitment in youth encourages them to develop a sense of value, loyalty, and continuity.

There is such a sense of pride in this place with these guys. It becomes like sacred ground. Many of them return months and years after they leave. . . Are you still doing the run? And do you jump through the ice? [Those] are the two questions they always ask. (Manager)

6. Offering youth emotional and developmental support helps them to develop a sense of caring and mastery.

I really didn't want to go on the camping trip but they convinced me I could do it. When I stood on the top of that mountain, it was the greatest experience of my life! (Former resident)

7. Challenging the thinking and actions of youth helps them to develop a sense of potential and capability.

Research and theory has shown that activities that are developmentally appropriate help to build children's self-efficacy and improve their overall self-concept.





It's important that the programming challenge the belief system that the kids come to the program with. . . it's all designed so that it's a challenge. It's amazing when they experience success, some for the first time. (CYCW)

8. Sharing power and decision-making with youth encourages them to develop a sense of personal power and discernment.

I guess it all comes down to the relationships that you hope to build with kids; to be able to dialogue about making good decisions. . . "You've lost your personal power, don't you want to get it back?" They are marginalized to the point where they don't have a choice. They need social skills and the ability to advocate. They need to prove to themselves that they can make good decisions and then advocate for themselves. (CYCW)

9. Respecting the personal space and time of young people helps them to develop a sense of independence.

They need to be able to make mistakes, and at their own pace, and know that they will still be respected. (CYCW)

10. Discovering and uncovering the potential of youth helps them to develop a sense of hope and opportunity.

I will advocate for kids. I'll go tooth and claw to defend our philosophy. "[These kids] are not animals, and they are full of potential, and you have no idea what they are capable of. So, don't you dare judge them, you bonehead, narrow-minded right wing person!" (CYCW)

11. Providing resources to youth helps them to develop a sense of gratitude and generosity.

When I left the home, [the manager] gave me a brand new fly-fishing rod. Wow! I couldn't believe it! It was the best gift I ever had. (Former resident)

The process of responding in a healthy manner to the youth is often referred to as "modeling," a process that represents an important means of achieving congruence in service of the children's best interests. One supervisor summed it up: "I wanted [staff] doing positive adult modeling. That is another cornerstone of the whole process, mirroring what we expect [young people] to do."

This supervisor also talked about "caring to confront." He had experienced an adolescence similar to that of many of the youth in the camp, characterized by rebellion against authority, abuse of drugs and alcohol, and some criminal activity. As a result, he was not easily manipulated or conned by the behaviour of the young men, and he frequently confronted them with his observations and his interpretations of their behaviour. However, he did it from a place of empathy and caring,

and the residents noted this in their discussions about how they experienced the care they were receiving from him. Youth discern very quickly whether staff members are genuinely committed to them and their developmental needs, or whether they are "putting in time" and "are in it for the buck."

The feedback from youth who have been in care demonstrates how vital it is that all careworkers understand the moral and ethical dimensions to their practice, and see their work not as "just a job" but as an influential and demanding practice with important and potentially life-long implications for the experiences and development of the youth.

V. The Struggle for Congruence

The notion of congruence refers to the degree to which all the staff in a program or agency work according to the same set of principles and values, and to the level of consistency, reciprocity and coherence that is characteristic of their work.

Consistency refers to the degree to which the same set of values, principles, processes or actions are demonstrated



in practice over time and within and across the various dimensions, levels, and domains of program operation. All levels in the program, including the experiences of youth and families, the behaviour of individual staff members, the functioning of a team (including the work of the supervisor), the actions of management, and the linkages with outside agencies and professionals are involved when we consider the degree of consistency.

At the level of the individual, for example, the youth residents expect each staff member to treat them in a consistent manner over time as well as according to their individual needs and wants. At the level of staff functioning as a team, there is also an ongoing struggle to ensure sufficient consistency across staff members while at the same time allowing for individual differences in working style, relationship, and approach. The task of ensuring staff consistency was seen by several agency managers to be an important responsibility of the home supervisor, and a pronounced lack of consistency between a manager and a supervisor in one setting was seen to result in negative attitudes and a lowered quality of work of the supervisor and also the staff members. Ultimately, the post-discharge lives and behaviors of the youth also reflect the consistency or lack of consistency with which the program philosophy (to the degree that there is one) is implemented.

Reciprocity as a property of congruence is understood in this context as the degree of mutuality demonstrated in the interactions between persons involved with and within the program. When interactions are reciprocal, there is a significant degree of commonality between what is intended and what is received in the communication process, as well as an experience of the

two-way relationship in the behaviours exhibited. This reciprocal element of congruence is important across all eleven interactional dynamics previously discussed.

Finally, coherence refers to the degree to which all of the behaviors and activities of an individual, a group (or team), the program, or system of care have an overall sense of wholeness and integrity. In a team situation, this coherence is sometimes referred to as cohesiveness.

One worker emphasized the direct linkage between team cohesion and the impact on the young people in the program.

If we are a cohesive team, and things go well, and we communicate really well, the kids see that. The mutual respect, no hierarchy, (and [hierarchy] is how these kids see much of their lives. . . . At the other place [group home], kids go around staff to the "boss" supervisor. . .

Thus, the notion of coherence can be understood as a form of summative evaluation of an individual person, a staff team, an agency or program, or the entire child and youth care system. Whereas the degree of consistency and reciprocity can be examined in relation to individual actions and interactions, coherence can only be determined by stepping back and reviewing the overall pattern of actions and interactions. It is a term that describes the "forest" rather than the individual "trees."

It is perhaps important to emphasize that different programs could all rate highly on congruence but in very different ways. There are always competing interests and intentions within a complex organization, and it is evident that full congruence in service of the children's best interests is an

ideal state. Thus one can more usefully and accurately speak of degrees of congruence (or incongruence). Full congruence in any complex organization should be viewed as a worthy goal that it is never completely achieved.

Summary

This article, and the research it represents, suggests that, in order for a child and youth care team in any setting to function at a high level, the eleven interactional dynamics, six guiding principles and the best interests test need to be utilized on an ongoing basis in a highly congruent manner at, and across, all levels of the organization.

Some programs have used this framework to assess the work that they do, utilizing both self-assessment and the involvement of outside, independent reviewers. The child and youth care practices represented by these principles and dynamics can be observed, and do make a difference to the outcomes for children, parents and communities. And they are simple enough to be remembered by staff members without oversimplifying the complexity of their tasks.

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NACCW 19th Biennial Conference

Social Service Innovations Towards Social Justice

Date: 2 - 4 July 2013

The NEC of the NACCW is proud to announce details of the 19th NACCW Biennial Conference to be held in 2013 in Gauteng

It is expected that the province will host an excellent event where representatives from across the country will deliberate on child and youth care matters – at this significant moment for children in South Africa.

Conference Theme: Social Service Innovations Towards Social Justice

Conference Venue: University of Johannesburg, Kingsway Campus

Conference Cost:

	Membership	Non Member
Early bird registration (cut-off date 1 May 2013)	R 1 200	R 1 500
Daily rate	R 500	R 600
Late Registration (01 May – 15 June 2013)	R 1 500	R 1 875
Daily rate	R 600	R 800

Hostel Accommodation: R300 p/person/night (includes bed & breakfast & bedding & extra blanket)

To register contact: Nombulelo : headoffice@naccw.org.za Tel: 021 762 6076, Fax: 086 677 9775

Final Call For Papers

The Association invites the submission of proposed papers and workshop outlines for possible inclusion in the NACCW 19th Biennial Conference Program.

Presentations should be linked to the conference theme. Proposed presentations should focus on practice, programs or policy related to social service provision for vulnerable, orphaned and at-risk children and youth. Presentations may focus on service provision in a range of child and youth care settings, including (amongst others) the community, residential care environments, schools and hospitals.

Proposals must include the following:

- Name/s of presenter/s; Address; Telephone number; Fax number; e-mail address
- Provisional title of presentation
- Proposed format (e.g. workshop, paper presentation etc)
- Summary of presentation and intended outcomes (200 - 300 words)
- Proposed duration of the presentation.

Please submit by 20 May 2013

Send your proposal to Fazlin Bedford: Fax: 021-762-5352 or e-mail: fazlin@naccw.org.za



Introducing Prof. Jim Anglin

An interview with Jim Anglin, keynote speaker for the coming 19th NACCW Biennial Conference, and long-time friend of South Africa's Social Service Sector



real honeymoon time, and everyone was talking about the birth of the "New South Africa". After a long period of isolation from the rest of the world, child and youth care workers were hungry to talk about what child care was like in a what they considered to be a "normal country".

CYCW – What were your first impressions of child and youth care in South Africa?

Jim – My first regional meeting was at a "place of safety", and I had been asked to prepare a "hands-on" experiential workshop for about 30 people. Imagine my surprise when I walked into the gymnasium to find about 200 people waiting to hear from me. The audience was comprised of new line workers, experienced workers, program directors, social workers, psychologists, university professors and who knows who else! Thank goodness for the singing and dancing at the beginning. While Ashley Theron played his guitar, and Barry Lodge led the singing, I quickly re-designed my presentation to fit the occasion. Over the next few visits, I learned that when in South Africa, I had to be ready to talk on any topic, to any size and composition of audience, for any length of time, with virtually no notice. It was great training... for ME, I can assure you.

CYCW – Some of us in NACCW have known you for many years, but many new members may not be familiar with your connections to NACCW. When did you first come to South Africa?

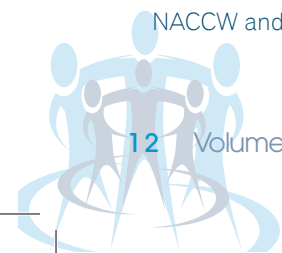
Jim – My first visit to South Africa was unforgettable. I arrived about 2 weeks after the historic election in 1994 at the invitation of the NACCW. I think I was supposed to be a drawing card for the provincial general meetings around the country, so it was a wonderful introduction to the grass roots of the NACCW and to the country. It was a

NACCW – But this was just your first visit; what brought you back for many more visits?

Jim – That's an interesting story. I thought this would be my one and only visit to Africa, and I was very grateful for the amazing experience. But the day before I was to leave, the then Executive Director said to me that the NACCW Board had met and decided they wanted me to be an international advisor, for the next 4 years. I was quite surprised, and humbled, and I tried to suggest that we take it one year at a time. But the Board was clear and firm – it would be for four years. They also indicated that they didn't know what an international advisor would do, but they thought they needed one! Who am I to tell South Africans what they need, and so I agreed, having no idea what this relationship would entail.

NACCW – How did the relationship develop? What did you do?

Jim – Well, the next thing that happened was that I was asked to offer the opening keynote presentation at the 1995 NACCW biennial conference in Cape Town. Naturally, I accepted with excitement... until I heard that President Mandela had been invited to open the conference. I immediately tried to back out. How would I ever be able





to stand up in front of Madiba and talk for 45 minutes. Here he is, the greatest statesman of all time, a Noble prize winner and superb orator; he would have 10 minutes, and I would have 45 – no way! But my own words came back to haunt me. The ED said: “When you were here last year, you told us that we need to take risks in order to grow; this is a risk you need to take.” In the end, the President had to go to the hospital that day for knee surgery, so the Deputy Minister in charge of children, the Honourable Geraldine Fraser-Moleketi attended instead. However, I had studied “Long Walk to Freedom” like it was a textbook, and I included several references from Mandela’s book in my talk, just in case.

After my talk, the Deputy Minister invited me to tea in her office, and I quickly discovered that she was a highly committed, intelligent and determined child advocate. I soon found myself swept up in the “Transformation of the Child and Youth Care System” process that lasted until 1999, and since 1994 I have visited South Africa about 18 times. I have had the privilege of visiting every province, and I know more of the geography of this beautiful country than I do of my own country.

NACCW – Given that you have been involved with the NACCW for over 18 years, how would you see its evolution, in a nutshell, so to speak.

Jim – In a nutshell, I have experienced the association – its leadership and membership – growing and evolving, both individually and as a group, in truly amazing ways. Over the years, in addition to attending many meetings, offering workshops and seminars and so on, I have worked with individuals one-on-one over a week, and I have spent

an entire week in residential settings working intensely with groups of 35-40 current and future leaders, and I can say that I have never had more fulfilling and inspiring educational experiences in my life. To experience 40 people – all of them – going through deep, personal and interpersonal transformational learning experiences together, including myself, is something any educator would die for. There has been an incredible openness to training and to learning that I have not experienced to this degree anywhere else in the world.

And I think that openness and dedication to learning is bearing fruit now in quite extraordinary ways, through all the innovative program and service developments that require highly motivated and skilled workers by the hundreds and thousands. I don’t know if there is anything comparable in the history of our profession of child and youth care, anywhere, at any time. The NACCW from its very founding during the apartheid era has been committed to social justice, human rights and equality for EVERY child, and now those decades of struggle and pain have created a philosophy and an organization that are transforming the lives of thousands of children, families and communities. The NACCW has much to celebrate at the upcoming conference, even though (as Madiba has so eloquently written), “there are many more hills to climb”.

NACCW – Thank you for your support and acknowledgment of the NACCW. We appreciate it. But what about yourself? What has inspired and led you along your 40 year path in child and youth care?

Jim – Like many of my generation, I stumbled into child and youth care work

not knowing anything about it – even that it existed. And what kept me in the profession was the challenge I found in trying to work with and relate to very energetic and challenging adolescents who were labelled “severely emotionally disturbed”. Today, I would refer to these young people as exhibiting “pain-based behaviour”, as the result of experiencing complex trauma in their lives. What has kept me in this profession is the fact that I have had to continually grow in order to be sufficiently competent and worthy to work with these young people.

I have also benefitted from the experiences and wisdom of many fine colleagues who have a deep commitment to creating “a world fit for children”, and I continue to learn from the incredible and moving writings of pioneers in child and youth work such as Heinrich Pestalozzi, Maria Montessori, Janusz Korczak, Fritz Redl, Gisela Konopka, Henry Maier, your own Alan Paton who ran Diepkloof Reformatory in a very enlightened manner before writing “Cry the Beloved Country”. I am starting to write and speak more about the history and evolution of child and youth care work in order to make it easier for those new to the field to access and appreciate the 200 years of development that has gone before us.

Jim – A friend of mine from university, a psychology major, told me they were hiring at a children’s mental health centre, and I needed a job, so I applied. I had been a philosophy major, and had worked a couple of months in a summer recreation program for children – that was it in terms of hands-on experience.



But I had done some training in Gestalt therapy and the Director wanted to add that perspective to the mix, so I was hired as a line child care counselor.

At first I was hopeless, and it is only because of some good supervision that I survived and started to learn how to do some decent work with kids in care. In my first position, I met my wife to be, and we left the mental health centre to start a six-bed group home, and that is where I really learned what child and youth care was all about. I worked 100 hour shifts, 4 and ½ days on and 2 and ½ days off. I would go home and crash for 24 hours, then prepare to go back on duty. Two of the young men in my care were big and strong, so I had to learn how to influence rather than control!

After that, I decided I needed more education in order to work in higher level positions (with more reasonable hours!), so I did a Master's degree before working in social policy in Ottawa and in project management in children's services in Toronto before joining the School of Child and Youth Care at the University of Victoria, British Columbia. I have been a faculty member in SCYC since 1979, and I served as Director of the School on three occasions. Currently, I am on a research leave and enjoying time to do some serious reading and writing.

NACCW – Thank you for sharing some of your personal history in CYC and with the NACCW. Do you have any final words for our readers?

Jim – Just that I am very honoured to be invited to address the NACCW conference in July. The fact that I am still welcome after 19 years means a lot to me, and I am looking forward to renewing long-standing friendships in South Africa and to making many new ones.

NACCW – Thank you. We look forward to seeing you in July! 





Advertisement

Training as a child and youth care trainer/assessor

The NACCW intends to increase its cadre of trainer/assessors.

The organization therefore invites responses to this advertisement from persons who fulfill the criteria below who would wish to make a contribution to the further training and development of child and youth care workers in South Africa.

This opportunity allows for child and youth care workers to be trained as facilitators against the Unit Standard: Facilitate an Adult Learning Event as well as assessors against the Unit Standard: Conduct Outcomes-based Assessment – in line with the requirements of the Health and Welfare SETA.

Candidates selected for this training will be expected to submit various written tasks and facilitate part of a training course as part of the assessment of competence in the courses on facilitation and assessment. A complete Portfolio of Evidence is required for the course on assessing.

Candidates will also be required to sign a contract with the NACCW which confirms their willingness and availability to undertake training and assessing for the NACCW for one week a month over the next five years.

Candidates who feel they fulfill the following requirements may apply:

- Be in possession of a recognised qualification in child and youth care work (FETC: CYCW/Diploma/Degree in CYCW)
- Have good language skills
- Be paid up members of the NACCW
- Be involved in regional activities of the NACCW
- Have good writing skills
- Have good administrative and computer skills
- Be willing to travel away from home to train
- Be known for sound ethical CYC practice
- Be prepared to attend three 5-day facilitator/assessors/capacity building training courses and submit final portfolio by the required date.

Social service professionals from related fields with extensive working experience in child and youth care may also apply.

Please submit a 2-page CV with a letter of application by 15 May 2013 to:

Mahali Monyane, National Training Administrative Manager
Fax: 021 7625352, Email: mahali@naccw.org.za



Activities

These activities bring you cost effective games that require little or no resources except fun and imagination



Happy Earth

Earth Day activities for kids help us celebrate Earth Day -- a special observance on April 22 each year. It was created to inspire us to show our appreciation of the planet Earth and to fight against pollution. Most people are reminded on Earth Day of the importance of being environmentally conscious -- which means we should take care of our planet by not wasting its resources -- as well as work for clean air, clean lakes and rivers, and live in harmony with the other animals with whom we share our space on this Earth. Earth day should be everyday. These activities can teach children to preserve the planet.

<http://tlc.howstuffworks.com/family/earth-day-activities.htm>

EGG CARTON ANIMALS

This is an easy way to make animals using egg cartons, crayons or markers, scissors, and pipe cleaners. Googly eyes are a nice touch. A cork (or similar object) is needed for the camel's head.

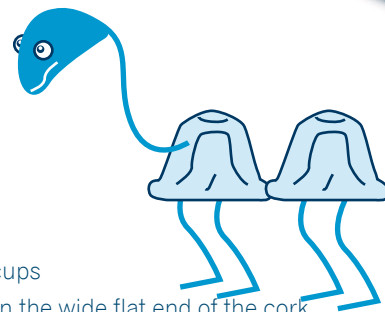
SPIDER

1. Separate one cup from an egg carton.
2. Using the point of a scissors, an adult should make 8 small holes (4 on each side) at the base of the cup.
3. Insert a pipe cleaner into each of the holes for legs.
4. Draw a face and decorate the body.



CAMEL

1. Separate 2 cups from an egg carton.
2. Using the point of a scissors, an adult should make holes at the base of the cups for the 4 legs and holes at each end for the neck and tail. Make 1 small hole in the wide flat end of the cork.
3. Insert a pipe cleaner into each of the holes for legs and the tail.
4. Insert one end of a pipe cleaner into the cork; insert the other end into a hole at the end of the egg cups.
5. Add eyes, a mouth, and decorate.



CATERPILLAR

1. Separate 4, 5, or 6 cups from an egg carton.
2. Using the point of a scissors, an adult should make 2 small holes at one end for the antennae.
3. Insert pipe cleaners for the antennae.
4. Add eyes, a mouth, and decorate.



Papier-Mâché Globe

Make your own globe of the Earth from a balloon covered with newspaper, flour-water glue, and paint. Although this is a messy project that takes days to complete, the results are very nice and teach a tremendous amount about geography.

Supplies needed:

- A round balloon
- A printer
- Paint brushes
- A container for mixing the glue
- Lots of newspaper
- Pencil
- A dark marker
- A spoon or stick to stir the glue
- Blue and green tempera paint
- Flour and water glue (instructions below)

Make a simple, thin glue from flour and water. Mix 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling water (the heating gives the glue a nice consistency, but is not necessary). Simmer for about 3 minutes, then cool.

Tear a lot of strips of newspaper. Strips should be about 1 inch wide; the length doesn't really matter. Blow up and tie a round balloon for each student.

Papier-Mâché: Dip each strip of paper in the flour glue, wipe off excess, and wrap the strip around the balloon. Have at least three layers surrounding the balloon. Let it dry (at least overnight) after each layer.

Let the globe dry completely (it may take a few days). When the papier-mâché is dry, the balloon usually pops by itself, and separates from the outer papier-mâché skin.

Print out maps of the Earth (or use a commercial globe or maps).

If using our printouts, choose color map printouts (Western Hemisphere and Eastern Hemisphere) or black-and-white map printouts (Western Hemisphere and Eastern Hemisphere).

Draw the Continents on the Globe:

- Using a pencil, draw a line around the midsection of the balloon representing the equator, and draw a dot for each of the poles.
- Draw the continent you live in. To draw each continent, show the student the shape of that continent, how big it is in relation to the globe, and where it is positioned (with respect to the equator, the poles, and the other continents). Using a pencil, draw that continent on the globe.
- Repeat this process for the other continents.

Work on a bed of newspapers; this is pretty messy. Paint the seven continents green with tempera paints.

When the continents are done and the paint has dried, use blue paint to represent the oceans, seas, and lakes. Let the paint dry.

Using a dark marker, have the child label the major features on the globe and also where the child lives. The child can mark and label the equator, the seven continents, the oceans, the poles, etc. (depending on the child's age).



Speech By The Minister of Social Development at the Cocktail Function for The Inauguration of the New Professional Board for Child and Youth Care Work



Deputy Minister for Social Development Ms M Ntuli

On this occasion of the inauguration of the new Professional Board for Child and Youth Care Work, I bring you warm and heartily greetings from the Minister of Social Development, Minister Bathabile Dlamini. I would like to convey the Minister's apology for her inability to be here in person to deliver the inauguration speech.

It is indeed an honor for me to be addressing this extremely important occasion, which indeed marks a huge milestone for the social services sector.

Allow me to first acknowledge the work that was done by the Interim Structure for Child and Youth Care Work that was established to respond to the void that existed as a result of our inability to re-establish the Professional Board for Child and Youth Care Work in 2010.

The inauguration of the members of the new Professional Board for Child and Youth Care Work marks a new era that will ensure the enhancement of the functioning/operation of the Child and Youth Care Workers, a cadre that remains critical towards the effective functioning of the sector. This calls on social work as the traditional profession to accommodate the new ones and collaborate with them effectively thus promoting integrated service delivery.

I would like to commend the Council for the critical role that they continue

to play working in close partnership with the Department, specifically on the process of developing the Policy for Social Service Practitioners, which will serve as a basis for the review of the Social Service Professions Act 110 of 1978.

Whilst note is being taken of the contributions that were made by the Child and Youth Care sector towards the development of the said policy, this initiative must however be taken a step further. The new Professional Board for Child and Youth Care Work must ensure that they support the Department and the Council towards the finalization of the policy, the consequent review and ensure that its provisions are responsive to the needs of all practitioners. It is my wish that this task receives the priority it deserves.

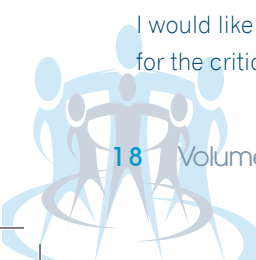
I also want to urge both the new Professional Board for Child and Youth Care and the Professional Board for Social Work to jointly support both the Council and the Department towards the realization of their respective mandates and their effective functioning.

The Council as protector of the interests of the consumer of social services and related practitioners must centrally and effectively be involved in varied activities aimed at promoting service delivery.

I would like to take this opportunity to also commend the Council for drawing up a transformation plan that continues to serve as a beacon and a road map. The road map represents consensus and its effective operationalization will promote efficiency and make the South African Council for Social Service Professions a more effective driving force in our sector.

Whilst progress to date and the transformation plan of the Council is acknowledged, the Council is still faced with unraveling the mammoth task of transformation and effectively responding to the many challenges presented to it by the sector and the society. The implementation of this plan will also promote efficiency and make transformation of services within the SACSSP a reality.

The outcome of the inauguration of the Professional Board for Child and Youth Care Work should lead to their orientation and vigorous education so that they can effectively support the Council and fully participate in their respective tasks. We all need to commit ourselves to vigorously educating all social service practitioners about the importance and value of fully participating in institutional processes of the Council where their voices and contributions are needed.



The ramifications of non-involvement and non-participation in democratic processes extend beyond the Council.

The Department has committed itself to support the South African Council for Social Service Professions and the related Boards in order to enable it to deliver on its broader mandate.

The Council must make a deliberate effort to ensure that all professional groups are involved, and that they participate in processes that impact on them. We must join hands to ensure the overall effective functioning of the sector.

The Council has been effectively collaborating with the Department on various issues such as the policy and legislation development and on many broad issues impacting on the sector. We should all give the Council a round of applause for its joint work with the Department on various issues. These collaborative efforts are encouraged and we hope that during your term of office we will continue witnessing a lot of such initiatives. Continuing Professional Development for social services practitioners is one such initiative.

The successful substantive engagements and collaborations towards the improvement of the quality of work and working conditions of all categories of social service practitioners remains in the best interest of our country and ourselves gathered here today collectively.


We all need to commit ourselves to vigorously educating all social service practitioners about the importance and value of fully participating in institutional processes of the Council

In line with government's request that all sectors of our society should conduct their own assessments, the South African Council for Social Service Professions in partnership with the Department of Social Development facilitate various platforms of engagement. I am of the opinion that these platforms will afford an

opportunity to settle and critically examine the way we have done things in the past, and to determine where we can promote greater efficiency and partnerships that will contribute to the development of our people in a way that will be sustainable. I also believe that open lines of communication between and within different disciplines will ensure that all of us are energized to take this country forward in terms of development.

Before I conclude with my remarks, which I hope have been in keeping with the positive and celebratory nature of this occasion, I would like to express Minister Dlamini's appreciation of all the activities that social service practitioners and organizations continue to undertake in the best interest of all vulnerable South Africans.

Your commitment and dedication have not gone unnoticed and are thus acknowledged.

I wish you well with all your future endeavors and trust that you will contribute towards taking the work of this sector to greater heights. 



Top From left: Iveda Smith (SACSSP Registrar), Pat Maqina, Merle Allsopp, Aziwe Magida ,Barrington Makunga, Civil Legodu, Mirriam Siluma, Zeni Thumbadoo, Joe Nalane. Bottom From left: Barry Lodge, Mpumi Luthuli, Ms M Ntuli (Deputy Minister for Social Development), Dr Zethu Mkhize (SACSSP President), Dr Maria Mabetoa and Susan Sibiya

Presentation of the SACSSP President at the Inauguration of the Professional Board for Child and Youth Care Work

11 March 2013, Premier Hotel, OR Tambo Johannesburg

The President of the South African Council for Social Service Professions (SACSSP) Dr Zethu Mkhize



I am grateful that the inauguration of the Professional Board for Child and Youth Care Workers came to fruition today. This event is a culmination of multiple processes that ensued a couple of months after the inauguration of the Council, and is a major milestone for Council in line with its transformation agenda. This is a ceremonial and formal induction of the PBCYCW into office. The ceremony marks the beginning of the Board's term of office and the performance of the specific role of the Board as mandated by the Act.

The new Council held its first meeting on 30 March 2011 with a team that was ready to face the sector's challenges and to take the process forward – as the previous Council had worked very hard to pave the way.

In July 2011 the third strategic planning session was held and a new vision and mission was adopted.

The Vision of the SACSSP is:

Excellence in Social Services

The definition of what is incorporated in 'Social Services' will be developed by a task team that Council has appointed for this purpose.

The Mission of the SACSSP is:

To serve the interests of social service consumers and professions by regulating and promoting the social service professions to ensure quality social service practice.

This evening we are celebrating the inauguration of the Professional Board for Child and Youth Care (PBCYC). These professionals have to ensure that they maintain professionalism in executing their duties. Multi-disciplinary teams will ensure that our vision is realised. Our country is plagued by socio-economic difficulties that can only be addressed by committed and dedicated social service practitioners who adhere to professional standards to make South Africa a better place for all. The communities are looking upon us to protect the most vulnerable in our society. As a Council we are committed to achieve this by promoting and protecting social service practitioners and service recipients.

The partnership between the Council and the Department of Social Development would be further enhanced and strengthened through collectively serving the poorest of the poor, improving the



working conditions of social service professionals as well as capacitating the NGO sector. The Council's other critical partners are the professional associations, labour unions and training institutions. It is the desire of Council to see professionals organised to deal with the respective issues of interest.

We will also have to strive to maintain global standards to ensure that South Africa is in line with the rest of the world and enjoys international recognition.

It is important to note that the SACSSP is being transformed into an organisation consisting of the Council as an umbrella body with various professional boards under its auspices. Considerable attention will be given in clarifying the role of the Council vis-à-vis the role of the boards and the role of the boards vis-à-vis that of the Council. This will enable the organisation to function as a holistic entity whilst providing the professional board for child and youth care with an opportunity to conduct the business of their respective profession.

The objectives of Council include to:

- Strive for social justice through the promotion and enhancement of developmental social welfare;
- Determine strategic policy with regard to the professions under the auspices of the Council, for matters such as finance, education, registrations, ethics, and professional conduct, disciplinary procedures, acts to be performed by the professions, interprofessional matters and maintenance of professional competence;

- Protect and promote the interests of the social service professions;

Further to the legislative framework that underpins the functions of Council is the Children's Act which gives effect to the rights of children as enshrined in the Constitution of the country. It also gives effect to a set of principles relating to the care and the protection of children hence the significance of child and youth care workers in social welfare.

The objectives of a professional board are to:

- consult and liaise with other professional boards and relevant authorities on matters affecting the professional board and its profession(s);
- assist in the promotion of its profession(s);
- set criteria for -
 - the education, training and development of its practitioners; and
 - the manner of the exercise of the practices of its profession(s);
- promote liaison, in co-operation with the learning providers in its field(s) of education, training and development, and promote the standards of such education, training and development;
- determine the minimum standards of education, training and development of persons practising its profession(s) for ratification by the Council;

- exercise effective control over the professional conduct of its practitioners;
- communicate to the Minister information on matters of public importance relating to the board's responsibilities and functions;
- maintain and enhance the dignity and integrity of its profession(s); and
- guide its profession(s) and protect the profession(s) and the public.

For us to achieve these objectives, all the role players will have to work together. There are many challenges facing us in our country that can only be addressed by dedicated social service professionals.

The Council and the Boards have among their members people with knowledge and expertise to achieve these objectives. I have full confidence in the Council's staff to provide the administrative support to assist us in reaching this goal.

Let us make sure that in the next five years we work hard and contribute to transformation of the Council and boards, and the advancement and improvement of the image of all social service professions.

I welcome the Professional Board of Child and Youth Care Work. 

Minister For Social Development Meets With MECs



The Minister for Social Development, Ms Bathabile Dlamini, on February 22 met with MECs for Social Development to, among other issues, reflect on President Jacob Zuma's State of the Nation Address and agree on how the Social Development sector will move forward to fulfil its role as set out by the President and the National Development Plan.

Minister Dlamini opened the meeting by highlighting the issue of gender-based violence. She stressed the need to move from policy to action and to provide stronger political leadership and focus more than ever before on prevention and early intervention programmes in order to curb this scourge. Earlier this week the Minister visited a young woman in Paarl, Western Cape, who allegedly was raped by eight men, five of whom have already been arrested. She emphasised the need for social workers to work closely with communities and local authorities to assist families affected by violence and sexual crimes against women.

After the de-registration of Non-Profit Organisations (NPOs) and the outcry by the public early this year, the Minister met with her Ministerial Task Team on NPOs. The Ministerial Task Team gave feedback to the Minister and presented their Plan of Action to

implement resolutions taken at the NPO Summit held in August 2012 and to look at issues raised by the sector. The Ministerial Task Team is comprised of the National Development Agency (NDA), National Lottery Board (NLB), South African Revenue Services (SARS), experts on the NPO sector and government.

The Action Plan, which will be implemented over three years, will address the following:

- Legislative and Regulatory Framework on NPOs – a review of current regulatory framework on NPOs in order to improve government's capacity to be efficient and enhance accountability and transparency within the NPO sector;
- Transformation of Welfare Services Sector – a review of the current policies and legislative framework for effective funding and implementation of social services by government, as well as facilitate collaborations, coordination and cooperation by the NPO sector;
- Funding and Resource Mobilisation of NPOs – for government to improve its planning framework to avail the requisite infrastructure and other resources to NPOs and encourage private individual corporate sector to fund and invest in prioritised areas of service to marginalised communities and to demonstrate transparency and professionalism;
- Ten Point Plan and other Priorities for Partnerships – a review of the Ten Point Plan of the Department of Social Development and demonstrate commitment to

a vision of an inclusive society through encouraging participatory engagements with communities, representativeness and coherence to meet the needs of poor communities; and

- Capacity Building of NPOs – to strengthen NPOs by focusing on training and development to enable NPOs to build capacity for themselves and for other NPOs.

The meeting also agreed on the Programme of Action to make visible progress on the issue of Early Childhood Development (ECD). It was agreed that, where possible, Early Childhood Development must be extended to the first four years of a child's life. The establishment of Early Childhood Development Centres across the country, especially in poor communities, will be prioritised. To assist with the problem of youth unemployment, youth will be identified and trained for placement as caregivers in ECD Centres.

It was further noted that the Department is conducting an audit of ECD Centres across the country to obtain a national baseline ECD provisioning in the country. The Department would like assistance from the media, ECD practitioners, municipalities and communities to work with the Department in the identification of unregistered ECDs and co-operate with the enumerators that will be conducting the field work.

Issued by the National Department of Social Development
Media enquiries to Lumka Oliphant – 083 484 8067 





Obituary of Zanele Edith Memela

Zanele Edith Memela, was born in 1969 in the rural area of St. Faith's, and became role model for countless child and youth care workers and vulnerable and troubled children and youth throughout KwaZulu Natal. Zanele was also a warm, caring and loving mother to her daughter Sizi, a dutiful daughter and a generous sister.

Zanele began her career in the field of child and youth care in 1993 when she accepted a voluntary position at St. Vincent's Children's Home. A year later she secured a full time child care position at Lakehaven Children's Home where she worked until the middle of 1997. Whilst working at Lakehaven Children's Home Zanele used the opportunity to begin acquiring the necessary qualifications to ensure sound child and youth care practice completing her Basic Qualification in Child Care in 1996.

She joined the team at Durban Children's Home in 1997, and her 15 years of loyal and dedicated service to the organisation was recognised at the organisation's Annual General Meeting in August last year. Zanele used every opportunity to improve her qualification as the requirements of the profession changed, working purposefully towards her Diploma in Child and Youth Care which she completed in 2010 and finally her BTech Degree which she successfully completed during 2011 and 2012. She will always be remembered as Durban Children's Home's first child and youth care worker to achieve a degree in child care.

Zanele played a vital role in the transformation and development of the programmes offered by Durban Children's Home. She was promoted to the position Senior Child Care Worker, and then took up the challenge of the position of Child Care Manager. In the midst of these many challenges within the organisation she took time to participate in and develop her

professional self by her involvement in the National Association of Child Care Workers, training for the Association, and at the time of her death was found competent as an assessor. She led the NACCW KZN Regional Executive as the chairperson from 2008 to 2009, and then assisted as deputy chair from 2010 to 2011 and was currently the Membership Secretary serving her third term on the Regional Executive.

Students she taught and children in her care experienced Zanele as an approachable, non-judgemental and solid person. She was a woman of courage and integrity, who faced her health challenges with absolute faith in God's presence in her life. She was a colleague, a friend, a sister and an aunt to many of the staff and children who she touched over the years. The gifts she gave each one of us will live on in our hearts and minds.

Rest in peace our friend until we meet again. ■

Addressing Physical Abuse and Violence in Residential Child and Youth Care Treatment

Jackie Winfield,
Durban University of Technology

Children's experiences of violence

I suspect that the majority of young people in residential child and youth care centres are quite familiar with violence. Apart from the horrific images fed to them (and us) by the media (including newspapers, television, movies, video games and the Internet), many children have been witnesses of beatings and murder on the streets in their communities, and even in their own homes and families. Some have seen mothers killed by fathers, and siblings brutally beaten by parents. Some have been punched and kicked or burned and slapped by those expected to care and provide protection for them. Moreover, South Africa is often described as having a "culture of violence" in which physical aggression is a norm, and people no longer experience a sense of horror or disgust at violent behaviour, but shrug their shoulders as if to say "that's just the way it is" ...

The treatment potential of residential CYC centres

As child and youth care workers, the goal of our work is the development and healing of young people. In residential CYC centres, we have the opportunity to create experiences for young people so that their wounds of

pain and terror caused by exposure to violence are soothed and healed. We have the opportunity to create an environment where the culture is one in which violence is alien, and peace and safety and respect are social norms. We have the opportunity to facilitate the development of children so that they grow into adults who reject violence and contribute to a society in which people live in harmony and without fear of harm.

Violence in the CYC centre

In the programmes where we work, there are countless moments in which we can influence the thoughts, feelings and behaviour of young people. In many centres, instances of bullying, scapegoating and intimidation form part of the daily routine as much as eating breakfast or cleaning teeth or washing the dishes. Many children re-enact the violence they have experienced, taking the role of aggressor in their unconscious attempts to come to terms with their trauma. Many have never been helped to express their

feelings appropriately and so revert to aggression or panic or withdrawal at the first sign of conflict or threat. Many have learned that the way to get what you want is to break the furniture or shout the loudest or hit the hardest.

Creation of the therapeutic milieu

As child and youth care workers, we need to create an environment in which the possibilities for violence are decreased and those for peace are strengthened. We need to set clear expectations that hurting others is not acceptable. Such expectations might be encapsulated in explicit and enforceable rules, preferably ones which have been negotiated and agreed upon with the children themselves. Child participation itself contributes to the developmental and therapeutic experience. Child and youth care workers might need to remind the child of expectations when they observe the child becoming angry or about to lose control. The child should be helped to maintain or regain self-control through provision

We have the opportunity to create experiences for young people so that their wounds of pain and terror caused by exposure to violence are soothed and healed.





of opportunities for appropriate expression of emotion and release of stress. Activities might include sport or strenuous activity, journaling or use of verbal skills such as I-messages.

The therapeutic use of self by the child and youth care worker

Child and youth care workers must be aware of and make appropriate use of self to demonstrate preferred behaviour and reflect norms related to non-violence. We must be aware that touch might elicit fear, and as such, we should ask a child's permission before touching them. Such a practice will also provide children with the opportunity to make a decision, and thereby meet the need for independence through appropriate use of their own power.

Shouting, name-calling and other types of verbal aggression should be avoided as these often escalate a situation to a physical level, and are themselves forms of violence which can cause anxiety and fear among children. Respect, care and kindness should permeate the programme. In a truly therapeutic milieu, one in which all aspects of the environment are consistent with the desired outcomes (i.e. the development and healing of young people), acceptance and/or encouragement of any forms of violence (including hate crimes, police violence, vigilantism, corporal punishment, executions by the state, and use of weapons) give children mixed messages about violence and physical aggression, and thereby, create further confusion and anxiety.

Thoughtful use of television

We need to think carefully about what we allow children to be exposed to when they watch television and use other

forms of media. Many programmes have specific age restrictions attached to them, and these are based on what might be considered developmentally-appropriate for typical or average children. However, whilst these are useful guidelines, in many ways, the children with whom we work are not typical or average, and they often require special protections. Of course, some might argue that these children have already seen so much, that exposure to television violence would make no or little difference in that "they've seen it all before". But, perhaps it should be of even greater concern

if children (and child and youth care workers) remain unaffected by images of violence on television or elsewhere. Perhaps that would indicate a level of desensitisation, a blunting of emotions such that empathy for other human beings is waning, so that violence towards others is met with indifference or even laughter ...

Conclusion

The residential CYC centre, and indeed any CYC programme, can be viewed as an environment in which young people can be healed from the trauma and deep emotional wounds related to their previous experiences of physical abuse and violence. The child and youth care worker's mindful use of self and all aspects of the milieu may be experienced by children as therapeutic and contribute to their development into human beings committed to a non-violent society. Perhaps each one of us can truly make a difference to the future of South African society if we follow the example of Mahatma Gandhi and "be the change we would like to see in the world ..." □

The children with whom we work are not typical or average, and they often require special protections.

Parent Commander, Dethroned

Miriam Siluma
Durban University of Technology

The verb “command” means to direct with authority. It includes bestowing orders so that the commander is the one that has control or authority over another person. This verb is usually used in military contexts where it focuses on laying out of rules by the commander and instant obedience to these directives by those s/he commands.

As a parent, and a trained child and youth care worker, I have developed the habit of reflecting on most of my responses as I interact with my teenage daughter. In doing this I have realized that sometimes the parent in me urges me to behave like a commander. At those times I utter the same directives that my mother used to angrily mete out to me when I was in trouble. I noticed that side of me the other day when I firmly reminded my daughter that she resides under my roof and is therefore obliged to follow my instructions without questioning.

There is of course a vast difference between parenting and commanding. Yet as a parent I find myself at times occupying the throne of commander, or commander in chief, depending on the complexity of my child's behavior at the time. I'm not in any way suggesting that child and youth care professionals as parents should allow their children to do as they please or to adopt a laissez-faire type of leadership in their families. The point is that unlike commanding, parenting should be devoid of the elements of blind obedience to instructions. It should rather include large components of

child and youth care work such as care, and containment of pain based behavior which sometimes plays itself out as negative behavior. Parenting involves development, commanding involves giving out instructions with a strong expectation that it will not be questioned, discussed or negotiated. Parenting is hard work. There is no perfect formula for practicing it. Neither is there for child and youth care work. In both these responsibilities one has to work with what the moment throws into the situation. Be that as it may, there is no doubt that parenting requires periods of long conversations with a teenager about life. This means offering guidance and support during difficult times. The core component of parenting is to use difficult moments to develop inner strength and inner control for a child to use in his life. Karl Wilker (cited by Lhotzky, 1993) once appealed to child and youth care workers to notice positive characteristics in every young person no matter how deeply they are hidden. One might also add that this is the case, 'no matter what the teenager is going through and whether it is one's biological child or not'. This is a struggle which I encounter sometimes with my own child. I assume some child and





youth care workers who are parents experience this also.

Of course, one may say "easier said than done". It is not easy to apply child and youth care knowledge and theory in a parenting situation. This could be because we are too emotionally attached to our kids. I confirmed this theory one day when I discovered a picture of my child while reading a novel which I used to share with her. In this picture she was leaning on the shoulder of an approximately nineteen year old boy. I would have ignored the picture and continued reading my book which I could not wait to finish. What attracted me was that she had an unusual surname written next to her name at the top of the photo. The name and surname of the young man were there also. I noticed that she now calls herself using the boys surname in almost every corner of the book.

Seeing my child's name with a different surname made me very uncomfortable. I immediately felt removed from the tower of parenthood. My child is only fifteen years old, in grade nine and has already taken over someone else's surname. The meaning I made of this situation was that she has replaced me with some boy that she just met. Part of me wanted to immediately call on her and issue a sequential set of commands, with a demand that they are obeyed immediately. I had the commands in my head. "Listen. Stop going out with

this boy. Focus on your studies. Older boys take advantage of smaller girls. I am your parent and you must listen to me because I've experience a lot about this world." I knew exactly what my answer would be should she question my instructions. The usual phrase, adopted from my own parent's style was loud and clear in my mind... "This is my house, in my house you have to do what I tell you to do".

As I put down the book I reflected on the consequences of what I was going to do and say. I remembered that my work involves doing and saying and responding. I made an instant decision that this is not a good moment or a planned response. I wondered about the most effective initial step to plan for this intervention. The immediate answer that came to mind was to descend the parental throne, demote my position of being commander and become a parent well familiar with child and youth care methods and willing to use them with my own child.

I positioned myself as a life educator, mentor, child and youth care worker, youth worker, and social pedagogue. I was prepared to take a long time to listening, ask questions, establish timelines, find facts, acknowledge feelings, affirm strengths, clarify distortions and educate. I forgot about the little young man and as I became "the parent commander dethroned".



References

Wilker, K (1920) *Der Linderhof*. Translated into English by Stephan Lhotzky, 1993. Sioux Falls,SD:Augustana college.

Parenting requires periods of long conversations with a teenager about life.

Notice positive characteristics in every young person no matter how deeply they are hidden.

The point is that unlike commanding, parenting should be devoid of the elements of blind obedience to instruction.



NOMINATION FORM

ATTENTION ALL MEMBERS

The National Association of Child Care Workers will have its Biennial General Meeting on 4 July 2013 at the University of Johannesburg.

The NACCW constitution makes allowance for the election of a National Chairperson at the meeting. Should you wish to nominate a person for this position, please fill in the form and return it by the due date.

Clause 5.1.3. of the Constitution states: Nominations for the position of National Chairperson (who shall be an accredited member of the NACCW) shall be duly proposed and seconded by voting members and accepted by the nominee.

NAME OF PERSON NOMINATED: _____

Acceptance:

I the person nominated above, hereby declare that I am eligible to be nominated and I accept this nomination.

Signed _____ Date _____ Membership no.: _____

NAME OF NOMINATOR (Current member of NACCW):

Signed _____ Date _____ Membership no.: _____

SECONDER (Current member of NACCW):

Signed _____ Date _____ Membership no.: _____

This form is to reach the Director:

P.O.Box 36407, Glosderry 7702 or fax to (021) 762 5352 or headoffice@naccw.org.za by 16h00 on 31 May 2013

Any form not complete will be considered invalid.





Getting back to Training Basics:

It was the basics that made us into who we are today. Let us reflect on some training basics we may have forgotten:

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1. Set the Tone: At the enrolment stage, give the delegate enough information to take away the fear of the unknown; give them clear directions to the venue, how they should dress, do they need to prepare anything, what exactly should they bring along. Have adequate signage at the venue to easily direct them, be at hand to welcome them and introduce yourself (the room setup and preparation should be long over - this is now the delegates' time). Give them an idea of how the course will be run as this should answer some common questions.

2. Plan sufficiently: Training is all about the delegate and not you. Gather as much information as possible about the delegate, the reasons they are attending the training and if sponsored by their company, what does the company expect after the training. You may not always be given the necessary information before a course and instead of blaming the provider, be proactive. If this fails for any reason, have the right questions ready to ask your learners in your intro time. Take time to prepare your training course. Try and make it structured, a well thought out and interesting lesson. Go further than reading a manual or practicing with the programs and

applications. One tactic is to relate the topic to a real life situation or a prior experience as this will help the audience engage.

3. Train - never lecture: Generally, people never respond well when being lectured to - especially in the training environment. Ensure that your delegates are at all times participants in the learning process. Make your delegates DO, make them ASK, make them TALK. This will help the delegate to engage and also test for understanding as some people take longer than others to process things and by making them feel pressurised will only dent their confidence and make it harder for them to make progress.

4. Relate the training to the training need: Understand exactly the reasons for the training; get more information about their organisation, what do they do? What do they want at the end of the training that they couldn't do before? As trainers we may be making the assumption that our participants will connect classroom learning to their work, however, trainers should help delegates to make the connections

as part of their training. What you teach or facilitate must be explicitly connected to work problems if you expect transfer of learning to take place.

5. Theory overdose: Relevant practice is what learners need. Use examples that your delegates can relate to and that are industry specific. This could take some research but the more prepared you are the more relevant your training becomes. Never rush a session as this will only help confuse the delegate even further. If this is a result of nerves then just take a deep breath and relax, the delegates aren't there to judge - just to learn. If a training method is clearly not working then it is up to you to find one that does, there is no point in wasting your time and trying to train something in a way in which they cannot understand.

Did you find this article helpful? We have some courses coming up that are designed to develop the skills required to Train more Effectively.

A newsletter for growing minds from KETLER PRESENTATIONS

<http://www.ketler.co.za/> 



I am a girl/boy wrapped in many layers

Part 2

The word “lens” is used in this article to mean “the thing that gives us focus” through which other matters, such as culture, human rights, education and employment, locality (the province, town, neighbourhood etc. where you live) and access to resources are viewed.

Alida Botha

For the purpose of this article, we will look at things through a gendered lens. This means we will look at the relationships between boys and girls, women and men. We will also consider how these relationships and other factors related to them empowers or disempowers girls and women, boys and men when it comes to personal power.

Everyone has the same rights according to the national and international rights documents. What we see through the gendered lens however, is that not everyone is as free or able to access these rights. Special measures have to be taken to ensure that everyone can enjoy these rights. The gender issue here is not related to special treatment for girls and women only. This is about having the power to participate, to make decisions and to have access to the necessary resources to do so. We need to look at this at three levels:

- 1) The micro level (what happens between individuals) – how can we help the individual child/youth/parent) to have the power to speak up, be part of decisions and help implement these, for instance in a family group conference? How do we ensure that boys can cook and girls can fix things?
- 2) The mezzo level (what happens in groups) – How do we assist families to interact with one another in a helpful way? How can we ensure that there are equal spaces for recreation and socialisation for teenagers in the community? How do we create respectful attitudes in schools?

- 3) The macro level (what happens in the larger community) – How do we make sure that there are policies, laws and strategies in place to ensure equal participation and that these are enforced? How do we educate men/women/girls/boys about gender-based violence in society, without falling into the trap of stereotyping or blaming it on, for instance, how women dress?

We can use the human rights documents as guidelines as to what the principal issues are, but then we need to consider the overt (obvious) and covert (hidden) reasons for why certain individuals or groups are not as able to enjoy these rights as others.

For the purposes of this article, we will briefly look at the four pillars of the UN Convention on the Rights of the Child and some of the gendered practice implications.

Non-discrimination – how do we help the boy who has to raise his siblings so that his friends will not discriminate against him for doing “girl’s work”? Here our goal would not be to change





his situation just “because he is a boy”. Because he is a child, he is less empowered, has fewer resources and coping mechanisms, and is more vulnerable to exploitation than his peers who do not have these responsibilities. From a gendered point of view, we should look at ways to increase acceptance from his peers. We can offer support in the tasks he struggles with. We can create opportunities for him to participate in activities with his peers, which may still give him a sense of his culturally defined identity.

Best interests of the child – is it in the toddler’s best interest to dress her and give her toys that are only pink? Should she be kept “pretty” and clean at all times? Developmentally she is meant to be stimulated through all her senses in order to learn about the world and all of its facets, textures and colours. Remember, children play to learn, they learn to play. We might be reinforcing the idea that girls have a specific place in the world amongst the pretty, clean “pink” things and that they should not venture out and experiment beyond those boundaries and ways of being. It also has a direct impact on mental development – it stifles girls’ curiosity and this has an impact on critical thinking.

Survival, protection and development – who gets the most food in the household and why? What does this mean for survival of everyone? In a culture where everything is shared, how do we ensure children’s access to sufficient food? It is a well-documented fact that girl children receive less food during the first five years of life than their male counterparts. Often this continues throughout childhood. This has an impact on physical growth as well as mental development. Yet more girls have to do tasks such as fetching water, carrying younger siblings and performing household chores that require sustained energy.

What does this mean in terms of providing food parcels meant for children? Strategies would have to include education, health checks, negotiation, referral, contracting, monitoring and evaluation.

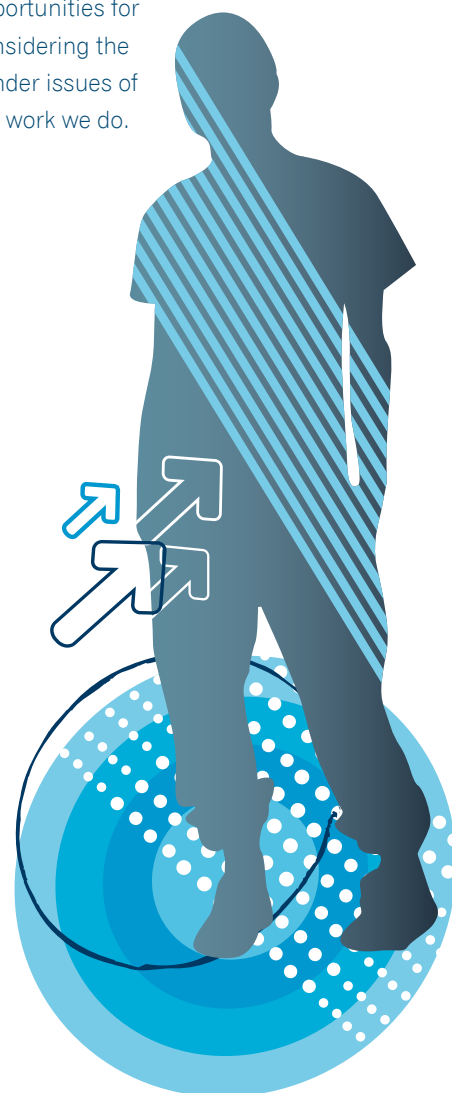
If male rape at some initiation processes is not talked about, because it is a double taboo, how can we protect our boys? How can we create culturally appropriate spaces where the boys can talk and get healing? Here an advanced sense of cultural competence is required. We must know when to refer, but we cannot give up our responsibility to ensure the welfare of the young person. This might mean that we need to bring together a number of role players in order to come up with a multipronged (many different parts) approach.

Participation – There are significantly more girls than boys in grades 10 to 12. Do schools track and try to understand this phenomenon (situation)? What child and youth care programmes for boys in the community can support school attendance? How do we accommodate older youth, who have become men, in our school system, so that they can use their status in a positive way?

Our country is desperate for better results in maths and science. These are gateway subjects leading to training and employment possibilities in sectors where skills are scarce. Yet girls are regularly discouraged from taking these subjects, training and employment opportunities. These are seen as traditionally falling in the male domain (under men’s control). Girls often face more stress factors and responsibilities than their male schoolmates do. Many spend less time at school because of family responsibilities. Issues such as the inability to afford or have access to female hygiene products such as sanitary pads keep girls from attending during certain times of the month.

So if we want to bridge the skills gap and empower young women to participate in education and employment in these skill scarce sectors, how do we create enabling conditions for girls to learn? Can we not advocate for maths and science lessons to be held in the middle of the day? This would enable the girls who come late or have to leave early due to responsibilities at home to attend these classes as well.

Addressing the above may seem like a monumental task – yet another “thing” to add to our to-do lists. However, we should not see it as an “add on” but rather as an integral part of what we do. These issues – overt and covert – should be considered at each stage of the programme cycle. When you do your strategic planning, when you review your afternoon programmes, when you engage with schools...there are many opportunities for considering the gender issues of the work we do.



International volunteerism in Cape Town based Child and Youth Care Centers – What progress has been made in research, regulations, and training?

Juliane Petersen, January 2013

"Mama, me, me!" A crowd of little children surround a small group of young women from Europe who had just started their ten weeks volunteering programme at a residential home for vulnerable and orphaned children. This home caters for children under the age of ten and is situated in a township community on the outskirts of Cape Town. This environment is completely new, daunting and exciting for the young travellers who are well attuned to travelling in the Western world. For many of them, this trip to South Africa and Africa is a first experience that proves to be unique in many ways. The young women demonstrate emotions of being thrilled and emotionally touched by the overwhelming openness and attention they receive from the children. "They give you so much love!" says Anna. She adds that one can't believe that these children who have already been through so much pain and hardship in their young lives can be so loving and cheerful. "These kids have grown so close to my heart already", Anna beams.

This is a common impression of short-term international volunteers who have become a consistent part of young children living in residential care. "We wanted to do more than travelling", explains Johanna. "We wanted to really connect with local people and help them to look after these children who have no one else". As we know, the kind of 'voluntourism' Anna and Johanna engage in has been thriving over recent decades:

"The tourism industry has grown and diversified to encompass a wide array of travel activities, with alternative, philanthropic and volunteer tourism leading the way. Today, growing numbers of tourists demand "authentic" travel experiences, reflecting both an inertia with mass tourism and an increasing desire for more interactive, meaningful and individualized experiences" (Richter and Norman, 2010; see also: Lyons & Wearing, 2008; McIntosh & Zahra, 2007).

This article aims to highlight the ongoing complexities around the phenomenon of international volunteerism in Cape Town's residential care facilities

However, over recent years of frequent volunteer involvement at children's homes; managers, staff, and volunteers themselves have learned that 'making a difference' is not that easy. This article aims to highlight the ongoing complexities around the phenomenon of international volunteerism in Cape Town's residential care facilities for children 'in need of care and protection'. The author started off as an international volunteer when she arrived in Cape Town from Germany to

study at the University of Cape Town in 2004. Since then, she has become very involved in the Cape's Child and Youth Care sector. Over the last three years, she has been working as part of the management cluster of two different Child and Youth Care Centers in Cape Town, where international volunteering has been a common practice. "I have met amazing people who have really had a meaningful impact on the projects and individuals they were involved with. However, the review of some relevant literature as well as my own experience in the field, has revealed that there are complex challenges and critical realities around the phenomenon of volunteerism", emphasizes the author.

In October 2010, the debate around international volunteerism was fuelled after the publication of the article "Aids Orphan Tourism – A threat to young children in residential care" by Professor Linda Richter from the Human Science Research Council (HSRC) and Amy Norman. This article shed critical light on the international volunteer phenomenon in sub-Saharan Africa and urgently called for further research, increased regulation, and action with regards to this matter. (Richter and Norman, 2010). Richter and Norman argued that "The dominant global perception that sub-Saharan Africa is experiencing an 'AIDS orphan crisis', coupled with growing trends in international voluntourism, has fostered a potentially high-risk situation for already vulnerable young children in the region." Here Professor Richter was concerned about an emerging



'AIDS orphan tourism' in which "short-term attachments formed between children in group residential care and volunteers may worsen known impacts of institutional care". Professor Richter and Ms Norman explain the following about their article:

Richter's critical assessment of the volunteer phenomenon set off an avalanche of critical articles which mostly picked up on this topic and continued to challenge the many misguided beliefs about international volunteerism.

"The article advocates against the exploitation of especially vulnerable young children in sub-Saharan Africa for commercial gain by tour operators in the current growth of 'AIDS orphan tourism'. We instead propose that young people who wish to volunteer their time and talents to assist children less fortunate than themselves be properly informed about children's development and attachments to others, as well of the vulnerabilities and rights of young children, especially those outside of family care." (Richter and Norman, 2010)

Richter's critical assessment of the volunteer phenomenon set off an avalanche of critical articles which mostly picked up on this topic and continued to challenge the many misguided beliefs about international volunteerism. For example, two news articles appeared one month after Richter's article was published in November 2010:

In his article 'Before you pay to volunteer abroad, think of the harm you might do' (which appeared on 'The Observer' on guardian.co.uk) author Ian Birell went so far as to harshly criticize international traveler's "naively romantic ideas of doing good". Subtitled 'A damning report says that well-intentioned Westerners do little to alleviate the lot of poverty-stricken children in developing countries', the article is based on Richter and Norman's article as well as on other critical findings and observations, such as the fact that " 'Voluntary Service Overseas' even condemned this burgeoning industry as a new form of colonialism". On the other hand, the article 'In South Africa's Orphanages: Is doing good really bad?' by Anders Kelto, (the article by Africa correspondent of 'The World' appeared on the US 'National Public Radio') considers both, Richter's and Norma's valid concerns about the systematic repetition of broken attachments, as well as the positive stimulation the children receive. It highlights the complexity of the question of whether the benefits outweigh the costs and questions who is really benefitting in the end? He also pointed out that "the Department of Social Development recently said that it will study the issue".

In 2011, a study on the motor development of orphaned children with and without HIV in foster care and residential placements by Jelsma et al confirms that volunteers can serve as a crucial resource for positive stimulation for children in residential care as they found that "There is a clear need for increased stimulation of these children both within the residential care and the foster care setting and it would be a pity if all resources were not mobilized." (Jelsma et al., 2011: 6).

In late 2011 'voluntourism' expert David Clemmons published the article "Aids orphan tourism: A year later. Has anything changed? He notes "The tweets continue to be posted to draw volunteers to orphanages across the world. Blog posts discuss a volunteers experience at an orphanage and how meaningful it was. What continues to drive the interest in lieu of Dr. Richter and Ms. Norman's research? In lieu of the response from social and traditional media around the world? Is the divide between academia and volunteers/"consumers" and practitioners so vast that the findings from research never make their way to influencing the decisions of would-be volunteers and/or practitioners?" (Clemmons, 2011)

Today, about two years after the rise of this new critical perspective it would be helpful to open a debate about what progress has been made with regards to research, regulations, and the management of volunteer tourism in Child and Youth Care Centers. This article aims to encourage this debate.



Volunteerism

Questions around the involvement of international volunteers have been rising among professionals in the South African Child and Youth Care sector – before and since Richter's and Norman's article. The whole sector has been through a period of 'new beginnings' with the new South African Children's Act coming into effect in 2010. This has led to a general newly invigorated passion and focus to improve the standards of Child and Youth Care in the Western Cape province. The paradigms of our reborn residential care sector are framed around the ultimate priority of each child's 'best interest' and 'individual development planning', including modern notions of 'therapeutic programs' and 'life space work' as part of 'therapeutic environments' which imply a focus on relationship-building which matches each child's individual needs. In light of these developments, it becomes a fundamental question as to how international volunteers fit into all of this?

The eagerness of young travelers to volunteer their time, skills, and resources to help out in residential care settings for children in sub-Saharan Africa is encouraging and often warmly welcomed and highly appreciated. Many volunteers have a true desire to make

a difference in the lives of children in need. Criticism on this subject is not meant to undermine the merits of well-meaning international volunteers, but aims to ensure that their efforts are channeled and guided in a way that they can achieve the objectives which they came – and often paid – for.

However, the effective management of cross cultural volunteerism is not without its own challenges. While the demand for volunteer positions is huge, there is a severe lack of structured management of volunteer programs with regards to the sourcing, preparation, training, and ongoing supervision and counseling of the volunteers, their activities, and their integration with the staff and beneficiaries of the project. In the end, volunteers, staff, and management are often left overburdened, frustrated, and disappointed.

I would like to point out some of the most critical issues which stand out in the above mentioned literature as well as my own experience and observations spanning from the time when I was a young and eager international volunteer myself to when I became a staff member and finally a manager of a children's home where volunteering has become common practice.

Critical dimensions of financial gain from volunteerism

The phenomenon of international volunteerism has created potential for financial or material gain on different dimensions. The concern about this reality is that the opportunity to secure funds – whether legitimate or not – undermines the interest of stakeholders to critically reflect and evaluate the benefits and problems of international volunteer involvement for the children.

Firstly, obvious concerns in this regard relate to tour operators and volunteer agencies that seem to "exploit misguided international sympathies to make profits from the conditions in which vulnerable young children are placed" (Richter and Norman, 2010). The concern is that the 'international media, NGOs, and now tour operators are spreading a 'misleading discourse' on the realities and needs of children in residential care in sub-Saharan Africa in order to make profits:

"Globally circulated, the poignant spectre of "AIDS orphans" and "children left behind" portrays children as abandoned, innately vulnerable and in need of care. Such images, presented by the international media, NGOs and now tourism operators, conjure



up a desire among those primarily in the Western world to take direct action in the care of such children. At the interface of global discourse and Western sentimentality lies the growing phenomenon of "AIDS orphan tourism", by which individuals travel to residential care facilities, volunteering for generally short periods of time as caregivers" (Richter and Norman, 2010).

Secondly, the hosting of volunteers at the actual residential facilities often provides an invaluable source of regular funds for the running of the project. A study by Helen Meintjes et al. from the University of Cape Town's Children's Institute, which was conducted in 2007 and is entitled 'Home truth: The phenomenon of residential care for children in a time of AIDS' points out the following: "Although staff ... identified that managing volunteers can be challenging for a range of reasons, they recognised them as an invaluable source of financial and other resources both while in situ as well as after they had returned to their home countries." (Meintjes et al., 2007: 54) Of concern is the desperate need to value and encourage the involvement of international volunteers because they are a source of funding. Volunteers themselves are extremely disappointed if they become aware of the reality that they are mainly appreciated for the funds which they bring to a project while

there might be concerns regarding their personal involvement.

Thirdly, another reality of the volunteerism phenomenon is the occasional story of a staff member who has entered into a close relationship with an international volunteer. This relationship may end up in a volunteer leaving their car as a present, raising funds for someone's study fees, or flying their new friend overseas for a visit. In this regard some volunteers have made a true difference to particular families and may have become loved friends and ambassadors of intercultural understanding and support. Sadly, this avenue of financial and material support is also a common ground for insincerity and disappointment.

Common areas of misunderstanding and lack of information on the volunteer side

There is a distinct lack of information among volunteers about the circumstances, rights, and best interests of the children and the realities in their communities in general, as well as about the potential benefits and threats of their involvement with the children in particular. In this regard it is concerning that neither the volunteers themselves, nor volunteer organizations, nor the children's homes where the volunteers get involved seem to make an effort when it comes to making critical information available to volunteers. Of course situations are often complex, and time and resources scarce, but volunteers need to be informed about a variety of challenges in order to avoid common areas of misunderstanding and frustration. Some critical points which volunteers are often not aware of are as follows:

- Volunteers are often not aware that they may experience a fundamental language barrier which will leave them wondering how they were meant to engage in meaningful interactions with children and staff. They need to be informed in advance that many children and staff hardly understand English and they need to be advised how they can best handle this situation.
- Volunteers need to learn that the extremely loving and affectionate behavior of children in residential care towards newcomers may seem adorable and make them feel good, but is actually a concerning sign of 'institutionalization' which is common for children who have to grow up without a family. Observations of volunteers who thrive under the love they receive from the children and who keep pointing out how much love these children have to give to them are concerning and raise the question of who is meant to be the beneficiary of a 'therapeutic programme'.
- While every act of loving attention to a child is likely to be positive for their development, short-term relationships and repeatedly broken short-term attachments are a concern for children in residential care. Volunteers need to be made aware of this dilemma and need to learn to be very careful in forming emotional bonds with particular 'favorite' children. They also need to understand that certain children attract attention very easily and also learn to 'play' and 'manipulate' adults. These children's circumstances may well have taught them the effects their cuteness has on adults. At the same time, volunteers need to be aware from the beginning that it is only natural to form some kind of bond with particular children. However, any upkeep of such



relationships after the end of their stay needs to be well-informed, solely in the best interest of the child, and in consideration of the best interest of the other children and the realities and capacities of the organization. This mostly excludes romantic ideas of inter-country adoption, as well as long telephone conversations, sending presents to a particular child, or regular visits after the child has found a local foster family or is reunited with his/her birth family.

- Volunteers need to be informed about the fact that – contrary to common perception – the majority of the children in residential care are not orphans, but have families and that it is the primary goal to reunite the children with their birth families as soon as possible.
- Volunteers need to understand that children living in residential care have been through a lot of challenges and that they may have learned their own ways of coping with their emotional deficits. Volunteers need to be prepared for children who throw severe tantrums, display disrespectful tendencies, keep testing and pushing the boundaries, and may even steal from them. Effective disciplining of children who have to live in residential care settings is extremely difficult and even experts and professionals struggle in this regard. Volunteers need to understand that they can contribute to the children's development only by reaffirming and stimulating them and by showing them positive attention. However, they cannot expect any gratitude or good manners in return for their involvement.
- Culture clashes between international volunteers and local staff in terms of pattern of communication, practices

in handling the children, and enthusiasm and flexibility when it comes to activities need to be expected and handled carefully. On the one hand international volunteers need to learn to respect cultural practices, opinions, and social realities which are 'so different from home' and to let go of inappropriate feelings of 'moral superiority' and 'knowing everything better'. On the other hand, it can be of great value to have international volunteers functioning as independent observers of the staff's interaction with children and the behavior of the children. International volunteers are mostly truly concerned about the well-being of the children they work with and naturally evaluate the conduct they observe from a perspective of modern standards. However, they need to be informed that observations of misconduct can only be acted upon by management staff if they present precise information and if they are willing to testify on what they witnessed.

- Volunteers need to be prepared that their involvement is always based on the assumption that they are ready to put the best interests of the children before their own best interests. For example, this becomes critical when it comes to privacy regarding the disclosure of the children's HIV status. Volunteers occasionally ask to be informed about the children's status as they see this information as helpful to protecting their own safety. However, the privacy of the children needs to be protected by law and volunteers need to prepare themselves accordingly.

All of the above points are examples of information which international volunteers commonly do not know. We need to develop ways to provide our

volunteers with easy access to such information before they arrange their volunteer placement.

As pointed out above, this article aims to encourage debate on progress made with regards to research, regulations, and the management of volunteer tourism in the Cape's Child and Youth Care sector. The author does not claim to be aware of all the developments in this regard but would be very interested to learn in how far the observations, experiences, and studies – as pointed out in this article – are still valid. As long as there is no common conclusion based on research and/or common experiences of professionals who are directly involved in residential programmes, the question remains how we can manage and regulate the potentially valuable resource of volunteer tourists in a way that any harm or threat to the wellbeing of the children in our care can be avoided. ■

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Six Steps to Surviving 2013

This article first appeared on the NGO Pulse Portal (www.ngopulse.org) and is republished with the permission of SANGONeT

Butjwana Seokoma

2012 was a tough year for civil society. Those funding cuts that we'd been warned of since the crash in 2008, were keenly felt. The President's Emergency Plan For AIDS Relief (PEPFAR) wrapped up its second five year programme, the Europeans curtailed their investments, the United Kingdom Department of International Development (DIFID) restructured. The retraction in international funding was exacerbated by instability in local funding as the National Lottery is trying to get its house in order, struggled to deliver on its grant mandate. Government too continued to frustrate rather than support, being slow to pay and with large underspends on its welfare budgets. Business plodded along, on hold as it waited for the new BBBEE Draft Codes to be published.

The result is that the country may not be in recession, but it feels as if the non-profit sector is. The reality of this picture was brought to life by a recent survey by consultancy Greater Good, which interviewed over 600-plus organisations. Eighty percent of those surveyed have lost significant funding this past year, 20 percent have enough money to last another month, 17 percent have no operating cash at all. Published late last year, the report confirms my instincts - that the tough times are real, and life for civil society isn't going to improve in the near future.

But I've had a forced rethink, after attending the 'Looking Back, Looking Forward' forum at GIBS, which hosted visionaries whose crystal balls are a whole lot more informed than mine, strategist, Clem Sunter, constitutional

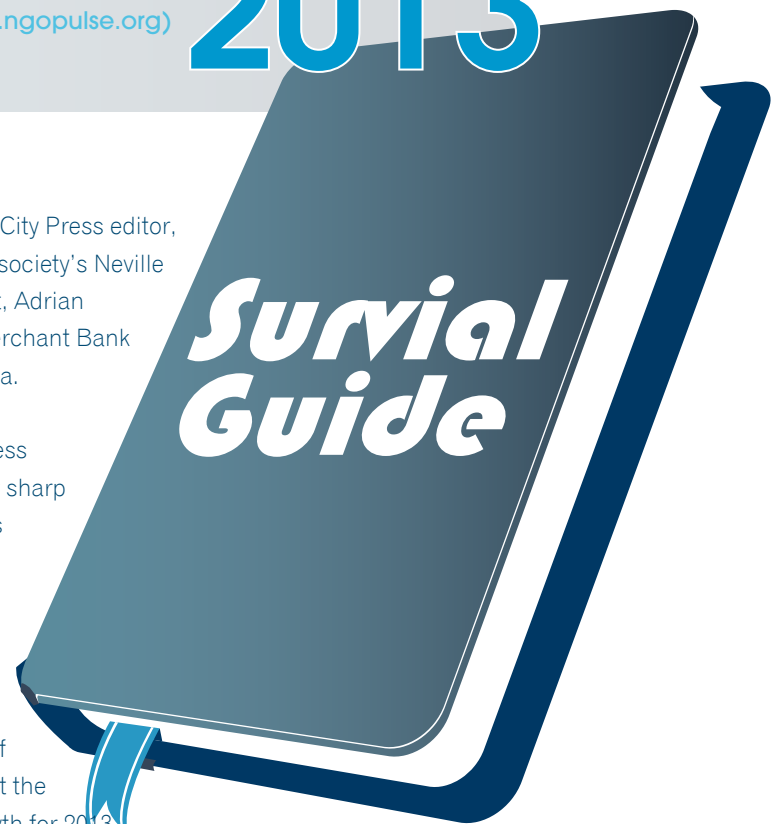
expert, Roelf Meyer, City Press editor, Ferial Haffajee, civil society's Neville Gabrielle, economist, Adrian Saville and Rand Merchant Bank Chair, Sizwe Nxasana.

Hosted at the business school - the home of sharp suits, expensive cars and lengthy debates on profit and loss, the forum took an atypical turn when the panel from their various areas of expertise agreed that the area of positive growth for 2013 wasn't financial services, or mining, or media.

But civil society.

This is exciting, as it means that the work being done in social development is finally integrating into mainstream thinking. The commentary was fascinating: that civil society's cross cultural mobilisation of citizenry is connecting people more than anything (think of anti-toll group, OUTA). That the nonprofit sector is where real change lies - for employment, skills development, entrepreneurship and of course, social development. That government and business have to engage if they want to move forward and civil society is the key to that action.

To hear development debates making their way onto business school panels marks a significant change in thinking. It is an opportunity we cannot miss.



Although I believe that 2013 will be tougher than 2012, I am heartened by the way the work of nonprofits and activists is being viewed. Jim Collins writes about the importance of gaining momentum to achieve change. I like to think that the years of consistent and persistent pushing are starting to gain traction. We don't have momentum yet, but we're starting to see the extra spin. And that's heartening.

I have a few survival tips to ensure that your organisation comes out fitter, stronger and more focused by 2014.

These six steps to surviving 2013 create a well-connected approach that will strengthen your relevance and contribution to social development, creating a solid foundation for the more stable years that sit tantalisingly close on the 2014 horizon.

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1. Look beyond the jobs jobs jobs mantra

Jobs. Jobs. Jobs. It was the mantra of 2012 which resulted in a flurry of activity because it came with access to sizeable sums of money, and is a neatly measurable indicator.

I hope that we have learnt from the HIV-years, when everyone ended up with an HIV project regardless of whether it was relevant to their work or not. And in chasing the easy funding, non-profits neglected the local options which is part of why we're facing financial difficulties today.

My advice for 2013 is then let's not focus on jobs, but rather on the more sustainable approach of building business. It's the entrepreneurs who will create work for those in their communities. We have to move away from the thinking that institutions will create more work. They won't – the financial pressure that we are already under means that many of us are cutting not creating employment. So it is common sense to think away from the traditional institutional framework. We need to broaden the base of people in employment. We need to focus on improving the systems they work in. And we need to instill a strong sense of social focus in our entrepreneurship, so that they are a contact point of positive development.

For more on this, refer to www.ngopulse.org/article/milking-profits-tale-cows-kenya.

2. Accountability – getting our house in order

With 80 percent of nonprofits not submitting their annual financial statements and narrative reports to the Department of Social Development, we have no foundation for criticising the other sectors of democracy, business and government.

2013 must be a year where nonprofits commit to Codes of Good Practice and then follow them.

Only with an accountable, robust civil society can we attain the moral high ground and hold others to account.

Business and government are making concerted efforts to improve their accountability as evidenced in King III, and the work of the Public Protector, Auditor-General and legislative framework of the Public Finance Management Act.

We cannot afford to cruise along with a misplaced arrogance that because we do good, we are good.

If anyone is to survive 2013, accountability and transparency has to be central to their ethos.

For more on this, refer to www.ngopulse.org/article/herculean-task-good-governance.

3. Monitoring and Evaluation

If you don't have monitoring and evaluation in place, 2013 is your year to get it going.

If you fail to get basic measurement in place, chances are your organisation will be obsolete by 2015.

Not only is measurement an important part of being more accountable, but it enables nonprofit leaders can challenge their assumptions of what works and what doesn't.

I believe that as we all focus on monitoring and evaluation, partnerships will become easier to manage leading to a natural consolidation in the sector. When you realise your areas of expertise you begin to share knowledge and so begins a positive cycle that leads to improved more professional services.

For more on this, refer to www.ngopulse.org/article/completing-circle-some-thoughts-why-measurement...



4. From Programmes to Activism

There is a growing voice that is calling for a move away from programme funding to donor support of activism and rights-based movements. The argument is that civil society's role is not to provide services that government should be delivering (e.g. like HIV care), but rather to hold government to account to provide these services.

It's a good argument, and even better because it is rattling our rather traditional approach to development. I think that 2013 will see more money being available in building accountability and growing the rights-driven voice of civil society. The success of SECTION27, the Right2Know Campaign, even the Opposition To Urban Tolling Alliance (OUTA) in Gauteng, adds credence to this movement. This is moving the flywheel significantly and I like it. Watch out for more activism in 2013 and even more for 2014.

5. Rise of the CBO

We can't keep ignoring community-based organisations (CBO). Just because they don't have the institutional structures that our funding models demand, doesn't mean that they are irrelevant. We cannot continue channeling funding for communities via national organisations just because they comply structurally to the needs of the donor.

I would like to see a concerted effort by the larger nonprofits to bring in CBOs, and to help them build up their institutional structures, securing accreditation, developing financial statements and creating annual narratives.

I think that national organisations will find that the role they can play as mentor and guide is part of their survival strategy as it is through the CBOs that they will maintain their relevance.

6. Making Profits out of Nonprofits

A key survival strategy for 2013 is to grow the profit base of your nonprofit. Usually a sacrilegious word in social organisations, it is important that we start to professionalise the work that we do by increasing the surplus of funding. And this doesn't mean going out to raise more grant funding, but rather taking a longer term view on what type of funding you need to survive. Research by the Stanford Innovation Review shows that America's top nonprofits have funding stability as their common denominator. This is difficult in South Africa where government and donor funding is erratic. But what must happen is a focus on building a surplus into the organisation, by doing what you do well. Whether that funding stream is grant, or entrepreneurial it must be a surplus and it must provide the type of funds that you need to grow. 





"Girls and women – not metals or minerals –
represent the world's greatest untapped resource"

Steven Hoffman.

