

BUMPER EDITION!

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

Editorial

2001 – The next right steps along the path



Reviewing a year's worth of development in a field like ours is always interesting. Some years are characterised by great leaps forward. Others seem to take us a few steps backwards. And sometimes the period of review seems characterised by steady and determined progress on the journey. My assessment of the 2001 year in the field of South African child and youth care leads me to the latter understanding of our collective achievements. A comment of our report card could read – "You are making satisfactory progress." This may seem to those who remember my assessment of the year 2000 to be somewhat contradictory. At this time last year the setback resulting from the lack of follow through and implementation of policy at national level was uppermost in many of our minds. On the cusp of the millennium the field had seemed poised to transform, yet the year 2000 was so disappointing. There is as yet no movement in relation to the review of the financing policy. But despite this, my take on the year 2001 is a far more upbeat one than it was last year. It is to the credit of the field and the tenacity of child and youth care workers in our

country that notwithstanding impediments, the Transformation of the Child and Youth Care System is gathering momentum. The principles and approaches embodied in the "Policy Recommendations of 1996" are being taken to practice level notwithstanding an absence of leadership in this regard from the National Department of Social Development. Transformation is happening child and youth care worker by child and youth care worker, program by program and province by province. The commitment to transformation now exists at service delivery level and is being owned by the people who are responsible for implementing service as never before.

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In a way this was evidenced by the attendance of an unprecedented 650 delegates at the NACCW Biennial Conference where in the words of Dr Felicity Coughlan "... this was a gathering of people genuinely seeking to improve their practice." Never before

have delegates been drawn from so wide a variety of provinces and programs – from community-based volunteer child and youth care workers to representatives of residential facilities on the extreme end of the continuum of restrictiveness. Most interesting too is the career movement that is gathering momentum amongst this fraternity.

This year we have seen more child and youth care workers move into key management posts in organisations across the country.

Child and youth care workers with solid reputations and experience are clearly becoming sought-after by both the private and the public sector. Two seminars hosted by NACCW have demonstrated the benefits of providing opportunities for practitioners who hold the mantle of leadership to gather, exchange information and connect with the "bigger picture" in order to provide direction for the field at local level. Thus de-

velopment is happening on all fronts!

More child and youth care workers are engaged in both pre-tertiary and tertiary level training than ever before, and the final 4th year of the B.Tech: Child and Youth Development was run for the first time in 2001. A local Masters degree has also been curriculated and will be on offer at the Technikon SA next year. Not only is the field involved in more training, but the quality of that training has also been improved this year. The degree course has been reviewed and lessons learned from the pilot phase included in re-curriculation process. And South African child and youth care practice has received an injection of creativity through the exposure of practitioners across the country to the Danish socio-pedagogical approach. This first concerted effort towards developing child and youth care workers who use creative mediums was very positively received in four centers.

Other achievements include the National Department of Social Development's hosting of a National Secure Care Workshop, and the inclusion of a focus on young people with behavioural and

emotional difficulties in a national conference convened by those working with the "Special Education Needs" directorate within the education sector.

Intersectoral work has also been demonstrated in the process of taking forward the Child Justice Bill with its emphasis on diversion.

... another highlight of the year has been the acceptance of the SACSSP of the application made by NACCW to establish its own Professional Board which will regulate the field.

And coming back to the departments of social services at provincial level, the Durban region in KZN has taken the initiative to provide training for personnel from residential facilities for children. This is focused on multi-disciplinary teams developing procedures which reflect the practice of implementing each Minimum Standard for the Child and Youth Care System. The developmental quality assur-

ance process is also being implemented with integrity in this province as well as in the Eastern Cape, providing direction to transformation effects at facility level.

And of course another highlight of the year has been the acceptance of the SACSSP of the application made by NACCW for the field to establish its own Professional Board which will very shortly regulate the field.

Disappointments there have been. Tragedies too have occurred – we remember with horror the deaths of children in residential facilities this year. But many child and youth care workers across our country have demonstrated again and again their commitment to quality practice, to preserving families, to working in communities, to engaging with young people at risk, and to doing so within a developmental framework – to taking the next right step in their personal contribution to transforming the system. My wish for Christmas this year is that we are given the opportunities to strengthen national and provincial networks and partnerships, that together all of us will continue the journey of transforming our country's child and youth care system, one right step at a time.

Merle Allsopp

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An Elder Speaks

*Part two of Jacqui Michael's presentation
at the NACCW Conference held in Port Elizabeth.*

During these years as a Manager of Residential Care Facilities, I grew tremendously and the quote by Pascal describes this: 'Rivers are roads which move, and which carry us whither we desire to go.'

Something happened in 1985, which was to make me change my direction drastically. One of the adolescent girls in our facility committed suicide. She jumped off the nearby police flats - a ten storey building. We thought we had done so much for her. We were working extensively and intensively with her and her family. We were devastated and struggled to come to terms with this incident. The effect that it had on me was that I decided to take a more senior job in the organisation which was quite removed from 'the

front line.' This is my waterfall. The realisation that we were fallible, had failed a child, could not rescue everyone and often could not predict certain situations. The huge responsibility which child and youth care practitioners encounter every day, made me want to withdraw from this profession and run away from the hurt and pain of this incident. Here was a child with whom I had a special connection - we had walked a long path together - I could not keep her safe, I had failed her. The pain of this loss stayed with the team and me for a long time. A saying which helped me at the time was one from George Santayana (1905); 'If pain could have cured us, we should long ago have been saved.'

Having moved into another position after this happened, I needed a consolidation time and the pool at the bottom of the waterfall represents this. I needed to recover from the onslaught of this profession and the heaviness with which we deal every day. It is important that we do not become blasé about the emotions which we handle every day, either by what is projected on to us by the children, youth and their families, or the responses evoked in us because of our backgrounds.

When we talk about the Knowledge, Skills and Self, for me the basis of everything we do is The Self. I have always found myself

drawn to self-awareness, to questioning why I do things, often to the point that I drive myself insane as I cannot switch off my mind! The model of Knowledge, Skills and Self is one of the most useful tools I have used in my own development and that of others. It is a model which is simple to understand and can be taken to many layers and levels. I want to share with you a quote for each of the three headings.

Confucius said: 'When you know a thing, to hold that you know it, and when you do not know a thing, to allow that you do not know it: this is knowledge.' Are we able to distinguish between what we know and admit when we do not know something? Do we ever feel satisfied with what we know and not feel the need to learn more?

We all bring different skills to this profession - they are necessary to ensure that children, youth and their families get the best. A saying, which is apt here, is an old English proverb, which says: 'Everyone must row with the oars he has.' Are we still competing with each other? Do we value what social workers, teachers, child care workers and everyone has to give? Are we working as a multi-disciplinary team or as individuals?

James Thurber says: 'All men should strive to learn before they die, what they are running from and to and why.'

A C&YC Journey

Which of the KSS do you value the most?

Why?

The integration of knowledge, skills and self-awareness has been a theme that has flowed throughout my river. Just when I think it is safe to go back to the water, something else will zap me and I'll have to start questioning and integrating again and again!

At this stage in my career and my river, I decided to study management and bookkeeping. I thought that if I could not make the people balance, I could try and make the books balance! I therefore did a Management Degree and although I passed the bookkeeping and enjoyed it, the sections which drew my energy and attention the most were Human Resources Development and Training. I completed this degree and was still pulled to

child and youth care. I decided that I could use my experience and interest, as it seemed as if it would be a waste if I abandoned the field. I realised that what Elbert Hubbard said was true: 'There is no failure except in no longer trying.'

I took a job working for an NGO funding agency and found myself back fairly and squarely in the Child and Youth Care profession concentrating on the training of child and youth care professionals and making financial assistance available for the development of child and youth care projects. My river started to flow again and I left the safety of the pool and started meandering towards a new sea of knowledge. I was coasting along fairly well, dividing my time between management consulting of child care agencies and training of child care practitioners. In 1994,

the Transformation of the Child and Youth Care System gave me a wonderful opportunity as I was selected to attend the leadership training. I did not do flying!!!

*James Thurber says:
'All men should strive
to learn before they
die, what they are
running from and to
and why.'*

BUT in order to be part of this amazing training, I had to fly around the country which I could only do if one of the other trainees babysat me on the plane. Of course, I discovered that gin and bitter lemon was an excellent



Development work is in – does that mean shelters are out?

Pam Jackson, Director of Ons Plek Projects for Female Street Children, argues that at present, shelters can be more effective than any other service in preventing children from becoming street children and permanently changing their lives.

PREVENTING THE STREET CHILDREN PHENOMENA

The ideal service to prevent children running away to the streets would pick up family difficulties at an early stage, and work developmentally to change the circumstances in the community which give rise to street children. We've all heard this solution touted at high levels of government. **Go to the source of the problem! stop the tap dripping** and you won't have to mop up endless buckets of water! Funders all over the world subscribe to this view. Poverty eradication is a critical aspect of Social Welfare Policy in South Africa. If we could achieve this it would go a long way to resolving many difficulties and hardships experienced by the majority of South Africans. It would certainly have an impact on the numbers of street children. BUT the reality as of today is that we are not there! It will take years to have even basic services like clean water in every community never mind family preservation services in every community. Ons Plek is a 24 hour assessment centre and the only intake shelter for girl street children in Cape Town. At Ons Plek we have looked long and hard at moving

into a community to do preventative community development work. Considerable pressure has been put on us to close down in town. In the poverty stricken urban areas around Cape Town as elsewhere, the grinding stress of poverty leads to a plethora of closely related social problems such as alcoholism, child abuse, both physical and sexual, child neglect, wife-battering, gang violence, illness, starvation, low literacy levels and high levels of unemployment. A combination of these, drives some (150 girls per annum) out of their communities onto the streets of central Cape Town.

They stroll in central Cape Town rather than in their own communities primarily for 3 reasons. Firstly, if they remain in their home area they continue to be abused by the abuser. Secondly, they seek money to live on in the wealthier areas of Cape Town. Thirdly, the many services needed in their areas of origin to make a difference to their lives, are simply not there. Once on the streets the children's lives disintegrate even further. Their concentration levels (needed for school and work) deteriorate, substance abuse increases, anti-social behaviour towards

others' property and person increases. The longer they're on the streets, the harder it is for them to return to their own communities. A service is needed where these children are. A service is needed to stabilise their behaviour so that they can participate in society. And if circumstances dictate that they cannot return home, a service is needed to house them while they are prepared plus empowered to care for themselves as full members of society. Children's homes are often full or have lengthy application procedures which preclude them from meeting these circumstances.

If Ons Plek shelters closed down and we moved our small resources to a community, we could help prevent children running away to town from that community. However children from all other communities would still run to town, not to whichever community we are in. By staying where we are, we can continue to prevent runaway girl children from many communities from becoming street children. The cost of one centre compared to at least one in many communities, is also cheaper.

coping skill! If the flight was a morning one and we had training during the day, I had to pop a pill, as I could not arrive inebriated! Many of the trainees who accompanied me received hours of free therapy, as it was helpful to distract myself by listening to the person next to me and their anxieties! It often made mine pale into insignificance!

I like what T.S. Eliot says: 'Success is relative: it is what we can make of the mess we have made of things.'

Returning to my visual, the tree standing firmly in the river and also on the bank represents the enormous influence which this transformation and leadership training had on my child and youth care career. I was rejuvenated and very excited about the changes. I discovered strengths in myself and a creative side, which I had ignored. As Henry Beecher says: 'Men are like trees: each one must put forth the leaf that is created in him.' The leadership training ensured that many of us put forth our leaves together to create numerous trees of transformation. I felt very privileged to be part of this group and met child and youth care professionals from all walks of life who had wonderful stories to tell about their journeys in the field. By this stage, I had developed as a trainer in the field and had contact with students all over the country. Many of them enriched my experiences and flowed out from my river going into various fields. Many turbulent times came with this transformation. Again I was forced to look at my beliefs and my style of working. Although I knew about working

developmentally – after all, this was a term we frequently used in social work, when push came to shove, I realised that many times I was NOT working developmentally at all. It is a real mind shift to move from the medical model and accept that one is not the expert and usually does not have the answers and that others are capable of sorting out their own lives – 99% of the time, with far more creativity than I could even imagine!

I panicked because I thought, 'if I let go of the "expert", will I have a profession?' If I truly enable others, what will there be left for me to do? I do have some answers because after all, I have been in this field for many years! I have had to seriously examine why I am in this field. The need to be needed – how does that fit developmentally? The need to rescue others – where does that fit into the developmental paradigm? My need to make a difference – where does that come from and to whom does it have meaning? Obviously it is important for us to have our needs met, otherwise we would not have a passion for what we do. How do I take my needs and integrate them with the developmental framework? On a lighter note, one of the needs which is definitely not met now is the basic need for food – residential care always has a kitchen. I miss the donations of food with green things on it that had to be cut off, the stale bread, 2000 heads of lettuce which would be donated on the same day and other delights! The last pool in my river is a small whirlpool. I am trying to entrench the concept of development into my thinking and behaviour. I would like to be a facilitator focusing on the process and not the task. It is very hard to hold back and let people go on their own journeys with me as a partner, not a leader. I know I still have much development on this

path and that is why my river does not flow into the sea – I am not there yet! I like what T.S. Eliot says: 'Success is relative: it is what we can make of the mess we have made of things.'

I have influenced others, they have influenced me and the time is right for consolidation of these influences. I find myself using the developmental approach in management, training and every day life. It seems simple and we understand the concept of developmental, but it is not real until it is reflected in our daily behaviour.

Another thing I have come to understand about my whirlpool is that I have lived with non-acceptance, being different, rejection and perhaps the feelings which our children and youth often experience – that of not belonging. I know how it feels to not belong – it is a painful process.

One has to have the strength to build oneself internally and believe in yourself. The way for us to progress is to be aware of each other's journeys and be part of them. There have been many people who have influenced my development on this journey. The stones and bushes on the riverbank and the waterfall represent them. Thank you to all of you – thank you for believing in me and giving me the chances I have had to undertake this journey. Stanley Kunitz says: 'I have walked many lives, some of them my own. 'Thank you for the lives I have walked with others.

I see my river continuing and would like to end with a quote from Jean Paul Satre: 'Man is not the sum of what he has already, but rather the sum of what he does not yet have, of what he could have.'

I hope I still have much more!

Youth Participation in Lifeskills Programme Planning

Edna Rooth

It is useful for teenagers to be directly involved in shaping their own programmes for lifeskills interventions and activities. By enabling participation from the initial planning stages onwards, they become interested and take ownership of the process.

Instead of merely asking youth to list their needs and interests regarding lifeskills programmes, you could workshop them around choices of themes and activities. This will help them get to the root of their needs and interests. It also encourages youth to take responsibility for part of the planning and develop innovative programmes. It is essential to acknowledge the skills that youth bring to the planning process. If teenagers opt for programmes that you do not think will be beneficial, you could compromise and select some of their choices combined with some of your preferences.

This article describes a few choices of activities to stimulate thought around the planning for lifeskills interventions.

PLANNING LIFESKILLS ACTIVITIES

Ice-Breaker

Start the planning session with an ice-breaker.

Example:

Get the youth to take turns, either individually or in groups, to mime an activity/programme in a past workshop that they really enjoyed and/or benefited from. Everyone else has to guess what workshop/activity it was.

This ice-breaker sets the tone for the rest of the planning session and is usually a lot of fun.

Another idea is to ask the group to each mime a particular lifeskill they are interested in. Everyone has to guess which lifeskill it is. For example, one youth may mime conflict management, while an-

other mimes communication skills. This creates an awareness of what lifeskills are about in a fun and informal way.

Aims of planning session

Ask the group to think about the aims of the planning session. Give each youth a piece of paper. Instruct them to make a paper jet from the paper. Allow the group to make any kind of jet or an elementary sharp pointed folded paper will do. Then get them to write a few aims for the planning session on the sides of the jet. Draw a dartboard outline on a sheet of newsprint and put on the board. Ask the group to aim their jets at the dartboard look-alike, and throw! Get a few of the group members to pick up all the jets and read the various aims. Do not comment on any of the aims. The purpose of this exercise is merely to get an idea of the various expectations and perceptions of the reason for the session. If you wish, you can write these aims on newsprint. You may find it useful to refer to these aims during the session if the focus gets lost. This is a fun way to get started, does not take long and helps to keep the teenagers focussed on the purpose of the meeting, which is to plan for lifeskills activities.

CORE ACTIVITIES

The following main activities are useful to facilitate youth participation in planning lifeskills activities for their centres/institutions. Choose from the following options:

Collages

Collect newspapers and magazines that can be cut up. You need scissors and glue. If scissors are a problem, the group can just tear pictures and

The rationale for shelters to be in a city centre when resources are few rather than in a community of origin of the children is clear.

In addition a city community tends to be made of people from many different communities. This makes it a neutral place. Many girls are with us because their families have not been able to prevent them being raped by neighbours who are seldom arrested. These girls feel far safer away from the neighbourhood rapists or inter-gang warfare which may target them. They need a neutral place to strengthen themselves away from condemning neighbours, embarrassment in front of peers and/or dangerous men.

A major advantage of being in community is to be able to be involved in building the community. Ons Plek misses that. But a major plus about being in the city is that we remain focussed on female street children and do not get drawn into a myriad of local community issues.

Initially shelters are not preventative because they are dealing with long-term street children. This changes over time.

When Ons Plek first opened in 1988 there were approximately 60 girls who had been on the streets for 3 years because there were no girls shelters. Within 3 years the average number of girls running away per year had swelled to approximately 120. After 5 years of Ons Plek's existence the number of girls living on the streets at any 1 time independently of family units had dropped to an average of 7. According to independent

studies this is still the case. The number of girls running away to Cape Town remains at 120 to 150 per year, but number of female street children is drastically reduced. The fact that there is a service which, although small, is able to immediately provide a safe haven from the streets for new street arrivals while



© Ons Plek

working on long-term solutions for their problems, is what makes the difference. Having successfully prevented runaways from becoming street children, Ons Plek is now at the point where girls are referred by community members when they first begin to sleep at a neighbour's house – a pattern that often predates running away.

Thus the majority of girls now at Ons Plek have never been on the streets.

Simply having a shelter at a strategic spot does not achieve prevention. The shelter staff must see the shelter as a method, a means to an end and not an end in itself. Staff firstly must be committed to returning children home as soon as both home and child are ready to do so and secondly use the time in the shelter to impact on the children's emotional, social and educational growth. Thirdly, the shelter must

be situated in an area easily accessible to families by public transport.

This paper focuses on urban shelters. In rural situations I would preferably advocate a community development approach both to address poverty eradication and to enable community members to devise a

non-institutional system for children needing care. A shelter cum development project which would later convert to development work only may be necessary initially. In conclusion, developmental community work is the ideal way to prevent the phenomenon of street children.

However, this

method tends to be slow. The reality in South Africa today is that for an NGO with small resources more effective preventative work can be done using a shelter. In the future as AIDS orphans fall through the cracks in community safety nets and run to central business districts, shelters may be their only hope to being re-routed back into a community.

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Ons Plek Annual General Report 2000

Ons Plek Annual General Report 2001.

words from the magazines or it is not necessary to cut. You need flipchart paper/newsprint or empty boxes. The groups can glue their pictures on the paper or boxes.

Divide the teenagers into small groups. Instruct the groups to find pictures, symbols and words to illustrate the various lifeskills activities they want to participate in. Play music in the background.

When they have completed their collages, ask them to discuss the outcomes of these activities - i.e. what the benefits would be. Let each group choose a spokesperson to present their collages.

Keep the collages as decorations and reminders and use as a reference point of the youths needs for future lifeskills programme implementation.

Radio Show

Divide the youth into small groups. Give the following instructions:

Imagine you are in charge of a radio show. Prepare to present a short 10-minute show. The topic of your show is choosing activities for lifeskills workshops at your centre. You can offer a competition, a phone-in show, a panel discussion or a music show, or a combination of these ideas. Make a poster to advertise your show and develop a signature tune. Try to get the rest of the youth who are not in your group, to phone in, participate and come up with ideas. Make your show as interactive and exciting as you can!

This is a fun activity and gives youth who are shy an opportunity to participate as they can build their radio show under a table, screen it off with newsprint or do it behind a door. They do not have to be seen, only heard. As an extension of this activity ask your local community radio station whether your youth group can present a show. This is useful for confidence building and skills development.

Seeds

Get a selection of seeds from your local supermarket. Miellie, bean, sunflower, colourful popcorn, peas, lentil and so on will do. Mix in a large bowl or broad box. For every 20 youth, you need a large bowl of seeds.

Divide the youth into small groups. Each teenager must take one large handful of seeds and place their seeds on the groups sheet of newsprint. They

can work on the floor or at tables. Play soothing music in the background.

Give the following instructions:

For the next 5 minutes, your only task is to sort the seeds. You have to decide as a group how you wish to sort them – according to size, shape, kind or colour. Once the 5 minutes have passed, give the next instruction:

Work as a group. You can mix the seeds up again if you wish, or continue sorting. You need to discuss which lifeskills activities you would like for our

centre. Make a symbol from the seeds of the programmes you choose. Discuss what it is you have to

sort out to ensure that the chosen activities can become a reality. Present your seed-symbol to the rest of the youth.

This is a useful exercise as it gives youth with little writing skills an opportunity to fully participate. The calming effect of sorting the seeds allows for focussed thought. The group work that is required helps to bond the group. Lateral thinking is allowed due to the creative medium,

use of hands and relaxed atmosphere.

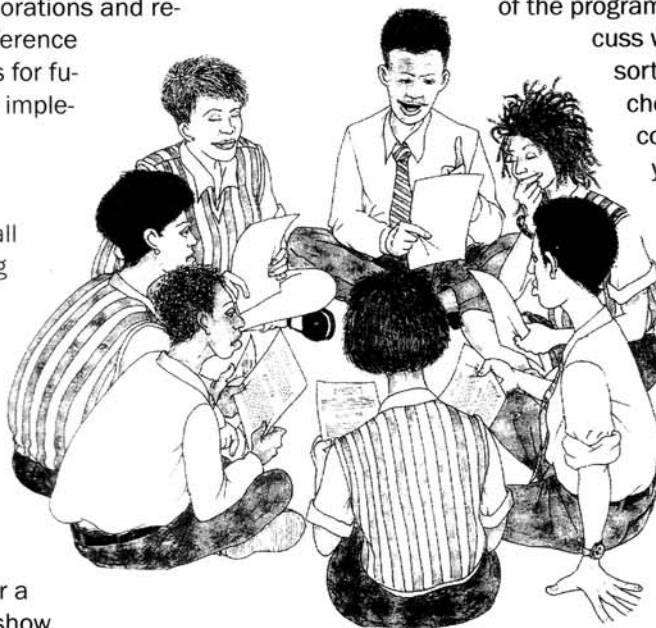
Youth usually come up with remarkable symbols. This activity also gives them the opportunity to look at possible obstacles to lifeskills programme implementation. As an extension of this activity get the teenagers to each plant a seed, look after the seed and see the growth of their plants as symbols of their own growth and development.

T- Shirts

Gather newsprint or flipchart sheets, scissors, koki pens and crayons. Get the teenagers into small groups. Ask each group to think of at least one lifeskills activity they would like at the centre. They have to design a T-shirt that will depict the result of participating in that activity i.e. how will all the youth benefit? What will the outcome be? They can design words and logo on their T-shirts.

The groups can cut out the t-shirts and wear them. They can present their T-shirts in a fashion parade.

They need to explain what their T-shirts symbolise. The rest of the discussion can revolve around why they chose the particular lifeskills themes, how to



Lifeskills

go about ensuring it happens and what the outcomes could be.

This activity is useful as it brings a concrete dimension to talking about lifeskills. It also assists with team building and group identity. The possibility of using the teenagers designs for actual T-shirts could be explored.

Clay Creations

Use potters clay, river soil or make your own dough from water, flour and food colouring. Divide the youth into small groups. Each group has to create a clay representation of the lifeskills activities they want and the outcomes they hope to achieve. Each group will then report back and explain their clay or dough creations. It is useful to keep these creations, as it serves as a tangible reminder of what the youth want and need.

This is a relaxing exercise, great fun and allows for creative thought and lateral thinking. It allows the teenagers to explore the depths of their needs and the potential of lifeskills interventions in an enjoyable way.

some mode of transport - it could be a mini-bus taxi, a boat, a plane, a train, a car or a bus.

Ask the group to draw this vehicle on a large sheet of flipchart or newsprint paper, or a large cardboard box. Get them to cut it out and colour it in. It can be decorated with symbols and words. Fix this picture on the wall. Draw the outlines of suitcases or rucksacks or bags on large sheets of paper. Cut out and paste near the vehicle.

Get the group to write a lifeskills theme or topic on the top of each suitcase or bag drawing. Once the workshop has been offered on that particular theme, get the youth to write in the space what they have learnt and what skills they have acquired in that workshop.

These skills suitcases are a useful reminder of learning and a check whether the aims of the group have been achieved. The symbols of the journey and the skills suitcases also work well in explaining the use of lifeskills as part of assisting the youth towards successful living and learning.

Edna Rooth works at the Schools Development Unit at UCT. She is the author of lifeskills publications, including: *Lifeskills: A Resource Book for Facilitators*. Manzini: Macmillan. (1995). *Introduction to Lifeskills: Hands-on approaches to lifeskills education*. Education for Life/Life orientation series. Cape Town: Via Africa. (1997).

Artwork from: Rooth E, (2000): *Introduction to Lifeskills: Hands-on approaches to lifeskills education*, Via Africa, Cape Town

KEEPING TRACK: SKILLS SUITCASES

Let the youth decide on a symbol for the growth of the group on this journey of lifeskills learning. It should be

The Director for James House has the overall management and leadership responsibility for this exciting, challenging and growing Family Preservation programme, which includes Residential Care, Reunification, Intensive Family Support and a Life Centre.

Responsibilities include:

- Overall management and supervision of staff.
- Development of the vision of James House and strategic planning around this.
- Financial management
- Fundraising
- Public Relations
- Implementation of Human Resource Systems.
- Training and development of staff and volunteers.

The successful candidate will be a dynamic leader with a passion and commitment to the Child Care Movement and to children in particular. Applicants must possess appropriate qualifications in Child Care as well as a proven record of senior management in an NGO setting. A sound understanding of financial management is required as well as good writing and communication skills. Applicants should have a thorough knowledge and understanding of the Transformation of the Child and Youth Care system, linked to the financial policies and the labour legislation. Working experience in Family Preservation setting and practical understanding of this approach to Child Care will be an advantage. The applicant must have a driver's licence as well as access to a vehicle and be prepared to use this for work purposes.

Salary negotiable with fringe benefits.

Interested people should post a CV, with two contactable references and a covering letter to:
Dominic Hone, P. O. Box 26703, Hout Bay 7882


James House
The home that love built

DIRECTOR

Journal Survey

Who's reading *Child & Youth Care*?



During the NACCW Biennial Conference held in July, a journal readership survey was undertaken. Five hundred forms were distributed of which only ninety were returned. The majority of responses were overwhelmingly positive. Here are the results of the survey forms returned to us:

READERS

38% of respondents spoke primarily English, 20% spoke Afrikaans, 22% spoke either Zulu, Sotho or Xhosa and 5 persons spoke other languages too. Keep the language simple was the message given to us!

- 44% represented children's homes, 26% represented places of safety, 28% represented other programmes (secure care, university departments, outdoor experiential learning programmes, social services, a resource centre in Umtata, etc.)
- 47% of the respondents were child & youth care workers, 10% social workers; 13% principals /directors; 23% were other practitioners (lecturers, volunteers, board members, instructors, etc.)

- 49% had completed the BQCC, 7% the DCCA, 54% had some level of tertiary qualification and 20% had secondary school qualifications.
- 51% read the journal every month while 21% often read the journal. In the Northern Province foster parents also read the journal.
- 56% used the journal for staff training.

Of use to readers were...

Programmes offered elsewhere, new developments, the focus on practical situations, children's stories, behaviour management – to learn and apply, hearing about children and families affected by HIV/AIDS, diversity issues, theories of practice in child and youth care, global issues of child and youth care, success stories, developing of knowledge and skills, learning from other's experience.

Readers asked for more...

On drug abuse, training information, behaviour management, family preservation, information on the Labour Relations Act, children kept in prisons, youth programmes, the multi-disciplinary approach, CYC workers writing articles, articles in other South African languages (eg. Zulu), practical ways of dealing with some topics, HIV/AIDS, Africa network - especially North, street children, family/parent involvement in child care, extracts from study materials, successes and failures of organisations in

developing new innovative programmes, practice issues, activity planning for CYCW, in service training/team building, articles on children's views and staff opinions, IDP and Care Plan Programming, youth in conflict with law, more theory presented in an accessible way and more on ethics/responsibilities/accountability issues.

Readers request less...

To the question on what readers wanted less of, two asked for less on financial issues, one said less foreign articles, another said less on legislation issues and one person dared to say less on street children!

Some general comments

- Writing skills are very good and the journal is informative.
- Africa coverage is great.
- It is an interesting, useful journal.
- Give a page to street kids to express themselves to us e.g. poetry/stories, etc.
- Resource list of all child care facilities needed.
- Try and be critical at times
- Equips one with skills.
- Educative and encouraging.
- The journal is balanced.



Establishing a Professional Board for Child and Youth Care Workers

The Next Step in the Process

Merle Allsopp

There have been many rounds of consultation undertaken by the NACCW in relation to the establishment of a statutory regulatory body for child and youth care work. At times we seem to get the message from our constituency that we should now "just get on with it." However it is essential for the ultimate credibility of the regulating body that child and youth care workers understand the implications of the decisions they are making with regard to the establishment of what is termed in the legislation a "Professional Board". At the recent Biennial Conference a mandate was unanimously given to the National Executive Committee of the NACCW to continue the process. And that process now involves a further round of consultation!

But first let us re-cap on the steps undertaken thus far. The NACCW was involved in the years 1997 - 1999 in a consultation process with the then Council for Social Work (as defined by the Social Work Amendment Act of 1998) on the matter of transformation. It was always the intention of our members to move towards a statutory body (a legal body in other words) which would regulate the profession. Thus when the Council for Social Work began reviewing the way it was established and

structured, the child and youth care profession (led at the time by Lesley Du Toit) joined with the other emerging occupational groups (youth workers and probation officers, were most vocal) in calling for the opportunity to establish a body which would regulate child and youth care workers. After extensive debates all the groupings agreed to the principles of ensuring the autonomy of each occupational group as well as the necessity of collaboration on matters affecting all the social service professions. Thus it was that the Social Work Amendment Act of 1998 was altered to allow for the establishment of a Professional Board for any occupational class which could prove its existence as a discrete profession. Further it allowed for the establishment of an umbrella body, the South African Council for Social Service Professions. After consultation with its constituency for a period of over a year the NACCW then submitted to the SACSSP an application to establish a Professional Board for child and youth care workers, indicating our status as a profession with our own practice, literature and research base. Now we are getting closer to our goal. We are pleased to announce that we have secured the necessary funding to hold elections and get the board un-

derway and are busy with the updating of our list of addresses of registered members of the NACCW who will serve as the voters in electing members of the Professional Board. We now need to obtain consensus on the specific issue of the constitution of the board. The manner in which the board is constituted must be included in a draft set of regulations which are made in terms of the Act. Section 28(1)(gD) of the Act now Social Service Professions Act, 1978 requires that any professional board must consist of:

- members being child and youth care workers in the majority;
- persons representing the community comprising not less than 20 percent of the board;
- representation from educational institutions for child and youth care
- representation from the welfare authorities; and
- one or more persons versed in law.

Our constituency now has the task of deciding what goes into those regulations and exactly how the board will be constituted. Whilst the law does not specify a maximum number of members on the Professional Board, it must be remembered that the cost of running this

Board will be drawn from the annual fee which will be payable by child and youth care workers. So the smaller the Professional Board the fewer the expenses to individual child and youth care workers in annual contributions. The NACCW thus suggests that the Professional Board for Child and Youth Care Workers be constituted in the following manner:

- 5 child and youth care workers nominated and elected by child and youth care workers
- 2 persons appointed by the Minister from nominations by the community
- 1 representative from the educational institutions nominated and elected by the educational institutions

- 1 representative from the welfare authorities appointed by the Minister
 - 1 person versed in law
 - 1 member of the SACSSP, designated by the council
 - totaling 11 members
- As soon as the field has decided on the constitution of the board the draft regulations will be drawn up, and submitted to the SACSSP. If acceptable they will then recommend to the Minister the establishment of a professional board for child and youth care workers. The regulations will then be published in the Government Gazette and stakeholders be given yet another opportunity to input. Parliament will be addressed on the regulations and if accepted these will be finalised, Gazetted, an elec-

tion will be held and members appointed to the board. It is thus requested of NACCW members and others in the field to give consideration to the recommendations made above in relation to the constitution of the board. Should there be any objections to proceeding in this manner you are requested to contact your regional chairperson immediately to express your opinion, clarify questions or make alternative suggestions. This proposal is the wisest given the parameters laid down by the law and the need to have as cost effective a structure as possible.

Should you wish to express an opinion in relation to the proposed manner in which the board is constituted, please fax Merle Allsopp at 021-7625352 or email: naccwct@iafrica.com

Ramadhaan

The month of obedience & self-discipline

Achmat Emandien and Shafiek Meyer of Bosasa Horizon Youth Centre explain the importance of Fasting during the month of Ramadhaan, the significance for young people in care to practice their religion and to learn the discipline and meaning of Fasting.

Ramadhaan is the month in which the Holy Quraan was revealed. This year the month of Ramadaan started on Saturday 17 November. During Ramadhaan Muslims are obligated to fast and become more conscious of their duty towards themselves, towards their communities and towards humankind in general. Communities consolidate and directs its members to constructive efforts. Fasting in this context means to abstain from any intake (being solid or liquid) between sunrise and sunset during Rhamadhaan. The reading of the Quraan, regular prayer, refraining from wrong-doing such as gossiping, back-biting, etc. is also prescribed.

It is a way of disciplining ourselves, developing respect for our bodies, and deepening our spirituality. It is not enough to change our circumstances, we have to purify and develop ourselves.

THE PURPOSE OF FASTING

- To demonstrate obedience.
- To develop the awareness of starvation.
- To cultivate and develop self-discipline.
- To develop our will power and endurance.
- We fast in order to develop noble qualities.

Fasting is compulsory for every Muslim man and woman. As caregivers, we need to ensure that we create an atmosphere where we allow Muslim youth to practice their religion wherever they find themselves. Fasting provides opportunities for youth to meet their needs for belonging, mastery, independence and generosity. This period serves as the basis for living humbly, honestly and in service of others in all the months that follow. Ramadhaan Mubarak (blessed month of fasting) to all Muslims.

Frustrations of a new line worker

Brian Gannon answers frequently asked questions in the field.

"I have completed my course, and worked through all the student practice labs, but soon after starting my first real job in child and youth care I feel abandoned and ineffective. The children don't listen to me ... "

Newly qualified child and youth care workers are often very close in age to the young people they work with, and are also, by definition, less experienced workers. Because of this we find it harder to establish our roles with children, especially authority roles, while the older and more experienced care workers are at a more "parental" age which carries a natural authority.

I hear the words "the children don't listen to me ... " Let's explore some of the possible meanings of this observation:

1. The children don't listen to me — as in "the children don't do what I ask them." When we practise child and youth care work in a group or a residential setting, we often get to do a few custodial tasks — seeing that kids get to bed on time, get to meals, stay clean, etc. Don't be surprised when children don't listen to you in matters like that. Every parent will tell you that to get *one* child clean and off to bed is a truly heroic job for the toughest of adults. They will also

tell you that to get two children clean and off to bed is *ten* times as hard! In your job you may have to look after eight children. I have known some poor souls who cared for fifty.

(I wonder how good it is for newly-qualified child and youth care workers to be placed in authority roles where young people are expected to "listen to me". The more experienced staff would do better to retain this responsibility while younger staff are growing into such roles.)

2. The children don't listen to me — as in "the children prefer to listen to other people." If you are new to the program where you work, it is likely that the kids will be mistrustful. Often betrayed in the past, even by supposedly close family and friends, they will be cautious about sharing their personal "stuff" with relative strangers. Sadly, many of the care workers they came to trust with their personal issues have now left the field and the youngsters find it harder and harder to trust new people. Often the children and youth in programs like ours will prefer to listen to their peer group whom they see as "all in the same boat". Just as often they will not want to listen to anyone at all. In fact, one of your main jobs is to be with kids in such a way that they can begin once again to trust others. (At the same time,



it cannot be good practice for a new staff member to come suddenly into contact with children and youth for the first time only when they qualify. Most people would first have gained some experience of work with young people — camps, youth clubs, sports teams, etc. — so that they had a feel for the work before starting any formal training.)

3. The children don't listen to me — as in "the children aren't interested in what I say." This can be true, in that someone from a reasonable home who has completed a university or college course may be too "different" to be interesting. Kids have to "identify" with people in order to value their opinions — and I'm not sure which really comes first. In fact, probably for most of us the youngsters do come to trust us tentatively when we prove worthy of their trust, and they are then drawn by our values and opinions — and can then identify with us after all. Only then will they "listen" to us, in the sense that they may be influenced by what we have to offer. (There is a maturity and generosity expected of child and youth care workers whereby they are not dependent on children's acceptance or approval of them. It is our freedom "to be



Do not be surprised if when walking down the road in Mdantsane or Ginsberg in the Eastern Cape a young person brandishing a handful of pamphlets approaches you and asks you matter of factly if you know about the dangers of unprotected sex! Such is the fervour with which the forty young people, who were trained earlier this year as peer counsellors and educators by NACCW, have taken the project forward.

These young people have clearly understood that if the message of safer sexual practices is not disseminated especially to youth, many more people are going to be infected with HIV and millions more are going to die. The participants have reported that funerals which are traditionally held on weekends are now taking place on week-days in the Mdantsane area because the undertakers and church ministers cannot cope with the demand arising from people dying from AIDS related illnesses. The project, sponsored by British pharmaceutical company Bristol Myers, has in many ways exceeded expectations. The original idea was to invite only young people from residential child and youth care facilities to be trained as peer counsellors and educators. When interest was shown by youth from the community, the training was opened up to include them also.

The Youth-for-Youth training has had an exponential effect. The groups which were formed during the four-day course have become teams of motivated educators. On their own initiative these teams have visited primary and high schools, youth groups, churches, prisons, clinics and the like to educate their peers about the reality of HIV/AIDS. It would not be an exaggeration to say that the forty young people who were trained in King William's Town and Mdantsane earlier this year have reached out to approximately three thousand peers. If their message has been heard and clearly understood, three thousand lives have been saved!

These groups presented dramas, conducted workshops, distributed pamphlets and condoms and of-

fered counselling to those affected by HIV/AIDS. Some groups networked with other organisations doing similar work in the Border area. For example, a group offered their services to SpoorNet for its AIDS Awareness Campaign at the Metro Rail Centre in Mdantsane in August 2001.

One of the most active groups has been the young people from the Physically Disabled Association in Mdantsane. Most of the groups are planning to be out in full force on 1 December (World AIDS Day) to ensure that the message of safer sexual practices is heard by everyone. In a post training evaluation survey, participants were asked if the training had been of any value to them. Some of the replies

were, "Yes, because I learnt a lot about HIV and AIDS and I can now answer any question." When asked if there was a need for the kind of work they were doing, some responded, "Yes definitely, because I have found that most of my peers do not care about others and about HIV/AIDS. They say they are going to die eventually anyway." It is most encouraging that the participants have indicated that they are in this for the long haul and have requested T-shirts so that

they can be identified as peer educators/counsellors and continue to be a resource to their peers in the future. The unique aspect to this project was involving adult caregivers as a support network to the peer educators. The support network was realised to some extent within the residential facilities where youth and caregivers interfaced on a daily basis but was less successful within the community.

This project has proved that youth who are themselves identified as youth at risk are vital role players in the war against HIV/AIDS in South Africa and have the capacity to influence their peers in making good choices as far as their lifestyles are concerned. Their sense of generosity has been truly inspiring to the adults involved in the project.

Do or Die

Cecil Wood reports on the impact of the HIV/AIDS Peer Counselling training offered in the Eastern Cape





HIV/AIDS

We are called to act

The conclusion of Jim Lees's presentation at the Street Children Alliance Conference held in Cape Town



hands? Reach out to all members of our human family in need? Will we show compassion and courage? Not be afraid of the truth and lead the way to the future? We are humans. Our hearts tell us that. We have hope that we never let die. When we come together we are an amazing force, capable of great beauty and acts of compassion beyond what we believed possible. We surprise ourselves, that's part of who we are. We are capable

It is no secret that an HIV crisis of staggering proportions faces many nations of the world today. Chinese writing shows crisis to be the combination of the symbols for danger and opportunity. Which path will we take? Our response to preventing additional HIV infections and to those who have HIV and AIDS says everything about who we are as human beings living on an already crowded, confused and all-too-often violent planet. Will we bury our heads in the sand and deny the problem exists for as long as we can? Will we stigmatize our countrymen and women and those we love the

most? Will we offer words of hate to our brothers and sisters because they have HIV? Will we show clenched fists to our mothers and fathers when they have AIDS? Will we turn our backs on our sons and daughters who need us now more than ever? Will we forsake the future of our families, our communities, our nation and the world? Do we have such little love, such little respect, such little care for our ancestors before us and the children ahead of us as yet unborn? Will we really walk the path of danger? Is that who we are after so many thousands and thousands of year? Or will we offer our hearts? Open our

and can move forward not letting fear stop us. We don't offer our backs to those whom we love. That's who we are. That's who we will be. We will walk the path of opportunity and we will walk it together. Without fear. Without stigma. Without hate and without violence. We will walk together with our hearts and do what must be done to help those who have HIV and prevent others from contracting it. Our brothers and sisters, mothers and fathers, daughters and sons. For this is who we are. Creatures with hearts that are not simply pumps. We are creatures of love.

Building Courage through Creativity!

Art, Drama & Movement workshops in South Africa

Three Danish teachers from the Peter Sabroe Seminarium, Denmark, working with art, drama and movement visited SA in September to take the next step in their exchange programme with NACCW.

Gert Hansen, Thomas Kruse & Grethe Sandholm report on their experience.

Art, movement and play and drama were the subjects of the workshops in which enthusiastic students and child & youth care workers participated. The aim is to develop the courage to interact with children and youth by doing art, drama or play. Involve yourself and in this way the children become inspired and encouraged to try these mediums themselves. Facilitating the workshops in an interactive way is very important. Very often the important thing is not what you present but the way you present it. This is one of the key points in childcare work. One may have some ideas about what you want to do with a certain child. It may be interesting and necessary for the child but you have to find out how you can involve the child in what you have imagined. You have to see to be aware of the child. That means that you have



to train your own awareness. Training these subjects is about interaction and reflection working in the moment. What is happening with me doing these exercises, and what kind of improvement is important for me to work on? Do I have to investigate the resistance I feel joining the interaction or do I feel comfortable

doing things but I need more experience with materials, tools, certain exercises?

Gert Hansen comments on Forum Theatre as a Technique

Forum theatre is a dramatic interactive game based on dialogue between actors and

who we are" that allows us to transcend the differences between us, rather than try to minimise them. David Wills, author of *A Place like Home* and *Throw away thy Rod* wrote that "In order to live with maladjusted children you have to be the kind of person who can live without them ... You have to be a whole, complete person, entirely sufficient unto yourself. Because if you cannot do without them, you are dependent on them. If you are dependent on them, you and they have reversed roles – to the ultimate damnation of both of you.")

4. The fourth possible meaning turns everything said so far on its head. The children don't listen to me – as in "the children don't experience me as someone who listens to them!" Maybe all the listening we need has to start with us. For there to be any listening, it is our job to establish the reciprocal nature of our relationship – one in which we show our interest, have time for them, get

to understand how they feel and all that they want to say. Are we listening to the kids? If we are listening, what are they telling us?

Here is a ten-minute exercise for you, which may change forever the way you interact with young people: Look at the kids you are working with, think of the road they have travelled in their lives so far, and suggest twenty things which they could be saying to us, the adults who care for them and work with them. Write these things down. Ponder them. Then ask yourself: "If I really listened and heard these messages from the kids, how would I want to respond? What messages would I want to send to the children?"

You will find that your answers are rather bigger than "Clean your room", "Stop making all that noise" – or even "Listen to me!" You will find yourself starting again from the beginning, building a foundation for all

that needs to be said between you and the children in this time you have together. You will pass from the superficial to the real. You might find yourself touching the holy grail of child and youth care work, that sense of awe and respect and calling which motivated you to come into this field in the first place.

It is only then that your training, your theory and your practice labs really connect with the reality of the children you work with in your program. One has to have the formal training, but one also has to be "bitten by the bug" of child and youth care work – and it probably doesn't matter in what order these two experiences occur. The great music teacher Nadia Boulanger said: "Nothing great is ever achieved without passion; and nothing excellent by passion alone."

HOLY CROSS CHILDREN'S HOME

CALA (Eastern Cape)

This Home requires the services of a Qualified Senior Child & Youth Care Worker (female, age 30-35 years, Xhosa/English speaking) with BQCC and/or higher Child Care training, Consultative Supervision certificate and experience to work within the new paradigm of developmental work with children, and online supervision of Child Care Workers.

Salary negotiable.

Please submit your CV and application to:

**The Principal,
Holy Cross Children's Home Cala
PO Box 431, Elliot 5460**

Tel: 047-877-0130 Fax: 047-8770687

St Georges Home

GAUTENG

Skills Training Coordinator Youth Development Programme

An opportunity exists for a candidate with strong organizational and interpersonal skills, experience in training and teaching youths.

Tasks include training, coordination of outsourced training, development of Income-generating projects, securing employment for trainees, teaching basic business/entrepreneurial skills, and mentoring trainees. Driver's license essential.

Social Worker Youth Development Programme

Candidate should have at least three years experience, preferably in field of child & youth care. Required to work with 16 to 18 year old youths in residential programme to prepare young people for independence. Valid driver's license essential.

Please fax CV and brief introductory letter, including two recent testimonials, to Peter Campbell at (011) 615-1940.



Students and Trainers

I changed between collective paintings on wall size sheets of paper and individual picture making. One exercise was a collective painting without speaking to each other, and listening to music. To some it was a very powerful experience that supported the idea that picture making is a universal language. It contrasted the following exercise, where the participants negotiated and decided on a theme and layout before painting. The conditions in many institutions in SA are poor for art-workshops. This made the

spectators. A group develops a drama on a particular problem and the solution of a problem that is difficult. The problem has to be of such a nature that you can create a drama – a conflict B which may have different solutions. And the group has to be very clear that the spectators can tell from the action what the issue is about and what kind of errors and mistakes the characters make. The group plays the drama and is asked to play it again. The second time the spectators can stop the drama and interact in the play. In this way another kind of dialogue is created. It is not a theoretical discussion, you try with body and mind different ways of handling the conflict. In our workshops we shared many types of conflict connected to social care work. The participants were childcare workers, and true to the basic idea of involvement and interaction you work with problems which the participants have experienced themselves.

Thomas Kruse comments on art workshops facilitated

Creating a Safe Park

I worked directly with children in the Safe Park project in Umbumbulu outside Durban. The project took place over a weekend and was a daring experiment. We fenced in a field, the children decorated the wooden fence built of pallets, while grandmothers told stories and students from Natal Technikon organised dances and songs. NACCW took care of food, refreshments and coordinated the whole activity culminating in a fine inauguration ceremony on Sunday. My job was to organise the decoration, especially distributing the paint, and give inspiration and advice during the work. An incredible energy and dynamic spirit prevailed. When we left Umbumbulu, I was tired, but I had a warm happy feeling that everybody involved had done their best to secure a good start for the Safe Park in South Africa.

well-equipped workshop, with acrylic paint, brushes, paper, chalk, tape, and scissors etc, a little paradise to some participants. There was a wonderful energy, concentrated and joyful, with a lot of stories and interpretations when we made our comments on the results. Some of the paintings were so powerful and well composed, that I wanted to frame them and take them home with me. It was a wonderful experience to work together with childcare workers from all over SA. We have learned of and been reminded of the importance of commitment in childcare work. This balance between personal involvement and professional distance is an important issue. We came back with many questions about our way of working as professionals in the child care field. Coming from a very small and homogeneous country we felt overwhelmed by the dynamics of your country. The contrasts, the beauty, the problems, and the commitment, the spirit. We left with the feeling, that together we could make a difference.

B.Tech: Child & Youth Development

offered at

Technikon Natal

One or two year part-time course for any student having completed a National Diploma : Child & Youth Development or equivalent.

Lecture times: 17h00 - 20h00 (Monday to Wednesday)

Prospective students may choose the subjects they wish to register for from the table below:

SUBJECTS REQUIRED FOR B.TECH			
	SUBJECT	DAY	TIME
1	Child & Youth Care IV	Tuesday	17h00-20h00 weekly
	or Youth Work IV	Tuesday	17h00-20h00 weekly
2	Applied Development for CYC & YW IV	Monday	17h00-20h00 weekly
		Saturday	08h00-12h00 once a month
3	Research Methodology I	Saturday	13h00-16h00 once a month
4	Specialisation Choices:		
	Early Childhood Care and Education II	Wednesday	17h00-20h00 alternative Wed.
	Schools and After School Care II	Wednesday	17h00-20h00 alternative Wed.
	Health: Young People and Families II	Wednesday	17h00-20h00 alternative Wed.
	Administration and Management II	Wednesday	17h00-20h00 alternative Wed.

NB: 1, 2 and 3 are compulsory. Only two specialisations are needed.

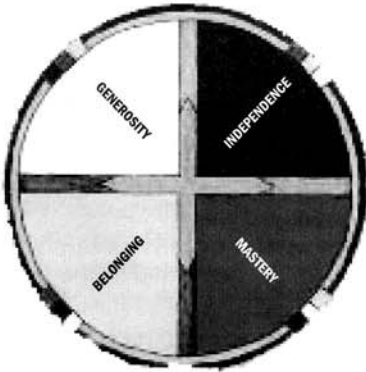
Students may choose which subjects they are able to accommodate. One of the requirements is that the B.Tech student is **fully employed in an appropriate setting.**

Interested persons need to telephone Ragani Bunsee (Secretary) or Dr Frida Rundell (Head of Department) at:

Child & Youth Development Department, Technikon Natal, P.O. Box 953, Durban 4000

Tel. (031) 204-2697/204-2670 Fax (031) 204-2835

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The **NACCW**



Goodbye

NACCW Head Office says goodbye to **Gail Solomon** the Financial Administrator who has been with the NACCW for five years this December. Gail joined the organisation in a part-time capacity and has grown with the organisation. Complemented by auditors BDO Spender Stephen, Gail has maintained the NACCW accounts in a meticulous manner serving as a solid foundation for the work of the Association. Gail's husband has been offered an opportunity for a three year adventure – setting up a business in the IT industry in Dallas in the USA and the family will be relocating there by Christmas time. "But we're not emigrating" says Gail who had her children early in life, "but I've never been overseas and this is an opportunity to see some of the rest of the world." Gail is excited about the move "but I will really miss my work. This has been a wonderful place to work and I will miss everyone." Fortunately, Gail who will be on the other side of the world is in fact only an e-mail away, and has agreed to remain on as a financial consultant to the Association.

... and Hello!

The NACCW is pleased to announce that Kathy Scott will be joining professional services to hold a number of key portfolios including that of senior financial administration. Kathy is a child and youth care practitioner who has spent 18 years in the field and 18 years practising social work before being "bitten" by the child and youth care profession. Over the past five years she has been principal of James House in the Western Cape which has piloted the family preservation project within the province. Kathy has demonstrated an outstanding commitment to the Transformation of the Child and Youth Care System, and is currently studying for her B.Tech: Child and Youth Development. Kathy has extensive experience in the tutoring of this course and will also be



co-ordinating the Technikon SA course input from NACCW's side. "I feel it's time to move on and there are others who can take my place at James House and develop it further. There is a lot of developing capacity in the field and I'm ready for my next challenge." Kathy will be assisted by Sharleen Daniels who has recently joined Head Office and will now move into financial administration and personal assistant work in an office shuffle. The Association is thus in capable committed hands and expects to maintain its reputation as an extremely accountable NGO. We wish Gail happy adventures and Kathy and Sharleen all the best for the challenges of the new year.

When you come to the edge of all the light you know
and are about to step off into the darkness of the unknown
faith is knowing one of two things will happen:
There will be something solid to stand on
or you will be taught how to fly.

Barbara J. Winter

AN INDIAN PRAYER

O GREAT SPIRIT

WHOSE VOICE I HEAR IN THE
WINDS AND WHOSE BREATH
GIVES LIFE TO ALL THE WORLD

HEAR ME! I AM SMALL AND WEAK, I NEED YOUR
STRENGTH AND WISDOM

LET ME WALK IN BEAUTY, AND MAKE MY EYES EVER
BEHOLD THE RED AND PURPLE SUNSET

MAKE MY HANDS RESPECT THE THINGS YOU HAVE
MADE AND MY EARS SHARP TO HEAR YOUR VOICE

MAKE ME WISE SO THAT I MAY UNDERSTAND THE
THINGS YOU HAVE TAUGHT MY PEOPLE

LET ME LEARN THE LESSONS YOU HAVE HIDDEN IN
EVERY LEAF AND ROCK

I SEEK STRENGTH, NOT TO BE GREATER THAN MY
BROTHER, BUT TO FIGHT MY GREATEST ENEMY –
MYSELF

MAKE ME ALWAYS READY TO COME TO YOU WITH
CLEAN HANDS AND STRAIGHT EYES

SO WHEN LIFE FADES, AS THE FADING SUNSET, MY
SPIRIT MAY COME TO YOU WITHOUT SHAME

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