

# *child youth & care*

ISSN 0258-8927 • VOLUME 20 No.6 • JUNE 2002  
A Journal for those who work with troubled children and youth at risk



## Practice Responses to the HIV/AIDS pandemic vs Advocacy/Child Rights Not either/or but both and...

In S A we are experiencing conflicting emotions and responses around the HIV/AIDS pandemic. In Child and Youth Care we are faced with the dilemma of balancing education, direct care and treatment with that of advocacy.

We need to keep educating ourselves around all the issues linked to this disease. We need to address and fight the stigma which immobilises and fills people with fear. We need to create openness and safe spaces where people can vent, share and confide in order to take the next step in the healing process. We need to keep advocating for children's rights to be upheld with respect to HIV/AIDS.

We cannot wait for comprehensive integrated approaches from government. Therefore we have to be at the desk, bedside, grave, on the playground, and streets simultaneously – the present contexts of our work. "Child and Youth Care" is asked to publish a lot more on the HIV/AIDS advocacy issues on the one hand and also give child and youth care workers the tools to take to the team, and into the life space of young people and families.

In Child and Youth Care we are presently seeing excellent initiatives in Preventative and Early Intervention work in KwaZulu-Natal with regard to HIV/AIDS. In Umbumbulu, a partnership between the community, a chil-

dren's home and the NACCW is working well in serving this community, one of the hardest hit by the pandemic. This initiative was also presented at a National Conference on HIV/AIDS. The Conference offered opportunities for projects to present their Practice Models. This coming together was an opportunity for advocacy and for creating an integrated framework for services. In last month's edition of this journal we published Mandy Goble's reflection on the loss of one of their "Little Hero's" and her cry for help about 'holding' her team as they face daily losses of young lives. This month we publish another contribution submitted by Rene Brown, a practitioner in Babanango KwaZulu-Natal. In her article she reflects on the traumatic stages of the illness as experienced by a young abandoned boy. Their team is faced with answering questions and handling fears of youth in their care.

How do we hold the complexity of being healers, teachers, warriors, and visionaries, yet human beings each faced with our own questions and unique challenges? Our role is a complex one. HIV/AIDS has highlighted not only the limitations of medical science, and the blindness of government, but also issues of death and dying. It has brought us face to face with our own mortality. We are coming to terms with the fact that our work is

more about who we are than anything else. In the experience of being with children and families at this time we are challenged now more than ever to be.

Training and advocacy are two clear areas of our responsibility. However, there is not a training manual or protest march that can prepare us fully for the moments when children and families need us most. Our person and presence will go further along a journey of healing for many a young soul in need of sensitive adult comfort and care. To really listen is what is needed. This requires that we be in touch with ourselves, our young people, our programme and our field. A high level of self-awareness as well as personal and professional integrity is essential. At this moment in our individual lives and as professionals, we are asked to reflect deeply on the real work that is required of us.

Child and Youth Care Practice Principles require that we preserve the family, restore justice, be effective and efficient, be child and family-centred and be accountable for all that we do. *Child and Youth Care* intends to continue publishing articles on advocacy and practice – how we day by day learn to hold the complexity of our challenging field of work and complement other NGO's in advocating for children's rights.

Ruth Bruintjies

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

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

Subscriptions: Individual Membership of NACCW is R50.00 p.a. which includes a free copy of the journal. Non-members, agency or library journal subscriptions: R50.00 p.a. post free. Commercial advertising: R312 per page pro rata. Situations Vacant/Wanted advertisements for child and youth care posts are free to Corporate and Individual Members. All enquiries, articles, letters and new subscriptions may be sent to the above address.

**Editorial Board:** Merle Allsopp BA, HDE, NHCRC; Annette Cockburn LTCL, Dip.Ad.Ed.(UCT); Pumla Mncayi BA (SW); Adv. Ann Skelton, Ruth Bruintjies, Alfred Harris, Sonja Giese B.Sc (Hons) Psych



# contents

ISSN 0258-8927 • VOLUME 20 No.6 • JUNE 2002

<b>4</b>	<b>A brief analysis — the Government has a Constitutional obligation towards Children in Care - Part 2</b> <i>Andre Viviers</i>
<b>7</b>	<b>A matter of style</b> <i>Brian Gannon replies to a query</i>
<b>9</b>	<b>Bringing Children's Rights and Protection to the Centre of the Service Level Agreements in the Child Justice System</b> <i>Ann Skelton and Buyi Mbambo</i>
<b>12</b>	<b>Professional Registration of Child and Youth Care Workers</b> <i>Merle Allsopp</i>
<b>14</b>	<b>Building Courage through Creativity</b> <i>Jeanny Karth</i>
<b>15</b>	<b>Bringing hope to the Rural Communities of the Limpopo Province</b> <i>Donald Nghonyama</i>
<b>17</b>	<b>Spotlight on Students</b> <i>Jackie Winfield and students</i>
<b>19</b>	<b>The Higher Qualification in Child Care</b>

## Dates to Remember

<b>16 July</b>	<b>National Hepatitis Day</b>
<b>28 July — 2 August</b>	<b>National Cancer Week</b>
<b>9 August</b>	<b>National Women's Day</b>
<b>12-17 August</b>	<b>Child Accident Prevention Week</b>

Cover and Back Cover pictures: © Benny Gool

## NACCW

The National Association of Child Care Workers is an independent, non-profit organisation in South Africa which provides the professional training and infrastructure to promote healthy child and youth development and to improve standards of care and treatment for troubled children and youth at risk in family, community and residential group care settings.

### National Executive Chairman

The Revd Barrie Lodge, BA, UED, Bed  
P.O. Box 751013, Garden View 2047  
Tel: (011) 614-0212 Fax: (011) 484-2928  
Cell: 082 561-0927  
email: valbar@iafrica.com

### Treasurer

Roger Pitt, Dip.Th.  
5C Shamrock Sands, Hillcrest Drive, Beacon Bay 5241  
Tel/Fax: 043-748-1974  
e-mail: rpitt@su.org.za

### Members

Kathy Scott (Western Cape), Erwin Gallant (Eastern Cape) Muyo Manyangeana (Northern Cape), Norriss Mandoyi (Border), Mandy Goble (Kwazulu-Natal), Claude Verge (Gauteng), Marian Murray (Southern Cape), Nuzuko Nonkonyana (North East Cape), Francisco Cornelius (Free State)

### Professional Staff

#### Director:

Merle Allsopp BA, HDE, NHCRC  
P.O. Box 36407, Gloderry 7702  
Tel: 021-762-6076 / 762-3142 / 762-4702  
Fax: (021) 762-5352  
e-mail: naccwct@iafrica.com

#### Deputy Director:

Zeni Thumbadoo, BA Social Work  
P.O. Box 17279, Congella 4013  
Tel: 031-201-7707/7712 Fax: 031-201-7754  
e-mail: naccwdb@iafrica.com

#### Consultants:

Sbongile Manyathi B.Soc.Sc. (Hons).  
P.O. Box 17279, Congella 4013.  
Tel: 031-201-7707/7712 Fax: 031-201-7754  
e-mail: naccwdb@iafrica.com

#### Jeanny Karth BA, HDE, NHCRC

220 Ottery Road Office No.9 Ottery 7800  
Tel: 021-762-6076 / 762-3142 / 762-4702  
Fax: (021) 762-5352  
email: naccwct@iafrica.com

### Regional Secretaries

#### Gauteng/Transvaal

Sylvion Dlamini, PO Box 1613 Germiston 1400  
Tel. 011- 8275732 Cell: 082 4391569  
email: naccwjb@iafrica.com

#### Kwazulu-Natal

Nazli Finch, Durban Children's Home  
222 Manning Road Durban  
Tel. 031-201-1301  
email: naccwdb@iafrica.com

#### Border

Moiria Freitag, East London Childrens Home  
PO Box 1584 East London 5200  
Tel. 043-7366233  
naccwkt@iafrica.com

#### Western Cape

Nola Riley, 54 St Claire, 1st Avenue, Kenilworth  
Tel: 083 566 82 73  
email: naccwct@iafrica.com

#### Eastern Cape

Themba Faleni, Stepping Stones Koetaan Street  
Extension 1 Port Elizabeth  
Tel. 041- 481-2147  
email: naccwpe@iafrica.com

#### Southern Cape

Rosaline Claasen, Masizame Shelter  
P O Box 2026 Plettenberg Bay 6600  
Tel. 041-533-0087

#### Namaqualand

Father Anthony Cloete, RC Sending Kinderhuis,  
Kamieskroon 8241.  
Tel 0257-608

#### Northern Cape

Margaret Van Wyk P O Box 985 Kimberley 8300  
Tel. 053- 872-1010

#### Free State

Feziwe Bacela, Tshireletsong Place of Safety & Children's  
Home, Private Bag x20536, Bloemfontein 9300  
Tel: 083-990-6427

#### North East Cape

Noni Xengana, Mzomtsha Children's Home  
Tel: 047-568-0049 Cell: 082-749-2928

### Fund Raising Organisation 088004480002

Web site: [www.pretext.co.za/naccw](http://www.pretext.co.za/naccw)  
e-mail: [naccwct@iafrica.com](mailto:naccwct@iafrica.com)



# **A brief analysis — the Government has a Constitutional obligation towards Children in Care**

*The last of a two part article by André Viviers*

**This article provides a brief analysis of current policies, human rights instruments and legislation that have direct bearing on children in residential care programmes. It indicates what obligation the government has towards children in residential care who are essentially wards of the state and provides a framework for advocacy and lobbying in the child and youth care arena.**

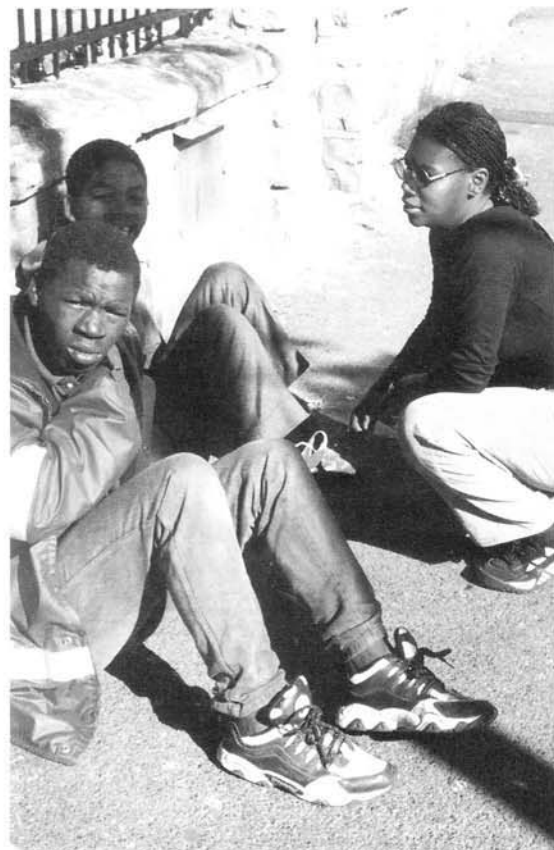
## **The Interim Policy Recommendations on the Transformation of the Child and Youth Care System (1996)**

The above policy framework was adopted by Cabinet in 1996, as proposed by the *Inter-Ministerial Committee on Young People at Risk*, and provides the strategic direction for the transformation of the child and youth care system, which includes residential care. It sets out in broad terms the transformation of the child and youth care system in relation to prevention, early intervention, statutory process and the continuum of care. It locates residential care on the continuum of services and describes the key principles of transformation. There is a clear commitment to change, aligning residential care within a rights-based paradigm.

## **Children's Homes**

Children's homes are statutory bodies established in terms of section 30 (for government children's homes) and section 31 (for private children's homes) of the Child Care Act, 1983 (Act 74 of 1983) and subsequently registered in terms of section 31 (3) of the same Act as provided for in Regulation 30 of the Child Care Act, 1983 (Act 74 of 1983). The admission of children into a children's home is based on the finding of a child in need of care in terms of section 14(4) of the Child Care Act, 1983 (Act 74 of 1983) by a children's court, and the subsequent order for placement in a children's home by the same court. Hence, children in children's homes are wards of the state, and the state has an obligation towards the care, protection and upbringing of these children in terms of section 1 of the Act.

A children's court order for a child in a children's home is valid for a period of 2 years in terms of section 16(1) of the Child Care Act, 1983 (Act 74 of 1983) and a child may only be discharged from the provisions of the order should his or her family circumstances allow it or when he or she turns 18, or when the order lapses as provided for in sections 16 and 37 of the Act as well as Regulation 15.



© Ons Piek

The Regulations to the Child Care Act, 1983 (Act 74 of 1983), provide, inter-alia, for the following in terms of children's homes:

- Additional requirements specifically for children's homes (Regulation 31)
- The care, protection and development of children in children's homes to ensure the well-being of children (Regulation 31A)
- The control, maintenance of good order and behaviour management of children in children's homes (Regulation 32)
- Registers and Files to be kept by a children's home (Regulation 33)
- Children's Home Grants (Regulation 37) refers to the obligation of government to provide for children in children's homes



The Regulations to the Child Care Act, 1983 (Act 74 of 1983), provides, inter-alia, for the following in terms of shelters:

- Additional Requirements specifically for Shelters (Regulation 31)
- The care, protection and development of children in shelters to ensure the well-being of children (Regulation 31A)
- The control, maintenance of good order and behaviour management of children in shelters (Regulation 32)
- Register to be kept by a shelter (Regulation 33A)

Although a Shelter's intake is not through a statutory process, nevertheless through the Child Care Act, 1983 (Act 74 of 1983) and its Regulations, the government commits itself to regulate these facilities and therefore protect children in Shelters.

Section 41(2) of the Child Care Act, 1983 (Act 74 of 1983) stipulates that the liability of a children's home in respect of the maintenance and custody of a child ceases if any grant or contribution payable by the government towards the maintenance of the child is discontinued.

### **Shelters**

The Child Care Act, 1983 (Act 74 of 1983) provides in section 1 for the establishment of shelters for the reception, protection and temporary care of more than 6 children in especially difficult circumstances and that these children can be placed in a shelter without a statutory referral. The initial intention of the legislature with the creation of this residential option was for the accommodation of street children as part of a range of services to these children.

Section 30(2A) - (3) read with Regulation 30 provides for the registration of shelters as a statutory requirement. Section 31 further allows for the inspection of a shelter, where-as section 32 allows for the cancellation of the registration certificate of a shelter. Regulation 30(2)(c) requires that a shelter may only be legally established and registered, if a needs assessment had been done by the Department of Social Development and when this indicates that there is a need for a shelter in a particular community.

### **Schools of Industries**

Schools of Industries are established in terms of section 39(1) of the Children's Act, 1960 (Act No 33 of 1960). This section was not repealed by the Child Care Act, 1983, (Act No 74 of 1983) and is still applicable. Schools of Industries are statutory bodies and only have such powers as granted to them by legislation. In this case, the applicable legislation provides that Schools of Industries are established for the reception, care, education and training of children sent thereto by order of a children's court (currently in terms of section 15(1)(d) of the Child Care Act, 1983), or transferred thereto by order of the Minister (currently in terms of section 34(1) of the Child Care Act, 1983).

The admission of children into schools of industries is based on the finding of a child in need of care in terms of section 14(4) of the Child Care Act, 1983 (Act 74 of 1983) by a children's court and the subsequent order for placement in a children's home by the same court. Hence, children in schools of industries are wards of the state and the state has an obligation towards the care, education and training of these children in terms of section 1 of the Act.

A children's court order for a child in a school of industry is valid for a period of 2 years in terms of sec-



## Policy

tion 16(1) of the Child Care Act, 1983 (Act 74 of 1983) and a child may only be discharged from the provisions of the order should his or her family circumstances allow it or when he or she turns 18 or 21 or when the order lapses as provided for in sections 16 and 37 of the Act as well as Regulation 15. The Regulations to the Child Care Act, 1983 (Act 74 of 1983), provides, inter-alia, for the following in terms of schools of industries:

- The care, protection and development of children in schools of industries to ensure the well-being of children (Regulation 31A).
- The control, maintenance of good order and behaviour management of children in schools of industries (Regulation 32).

### Secure Care

The Child Care Act, 1983 (Act 74 of 1983) provides in section 1 for secure care facilities and Section 28A allows for the establishment and maintenance of secure care facilities for the reception and secure care of children awaiting trial or sentence. The Regulations as applicable to children's homes, equally apply to secure care, though it is not explicitly mentioned as such in Regulations to the Child Care Act, 1983 (Act 74 of 1983) (Mainly due to fact that the Regulations were not amended when the Child Care Act was amended in January 2000.)

### *Criminal Procedures Act, 1977 (Act 51 of 1977) and secure care*

Children can, by virtue of the definition in the Child Care Act, 1983 (Act 74 of 1983), only be referred to a secure care facility through a criminal court procedure while the child is awaiting trial or awaiting sentence with a valid J7 detention order. This largely restricts secure care centres in their current form from developing and initiating differentiated services as intended in the Interim Policy Recommendations on the Transformation of the Child and Youth Care System (1996).

### Closure

It is clear from the above brief analyses of policies, rights-based instruments and legislation that the government has a comprehensive obligation towards the physical, social and emotional safety of children placed in residential care. This requires competent child and youth care programmes meeting the basic, developmental and therapeutic needs of children in care by appropriate personnel and managers. Every child in residential care should experience this commitment. □

## CHILD & YOUTH CARE TRAINERS

The NACCW wishes to increase its team of Child and Youth Care trainers in Gauteng. Applications are invited from registered professionals who are members of the NACCW and have:

- A commitment to the profession
- Tolerance
- Patience
- Self-awareness
- Available time
- Transport
- Self-presentation skills
- Ability to receive feedback

Good language skills, active involvement and awareness of the field will be further considerations.

Please send a letter of application as well as a CV to **Jeanny Karth at the NACCW Head Office.**

See page 3 of this journal for relevant addresses and email/fax details.

## Children's Home Programme Manager

A Johannesburg-based Children's Home requires its Programme Manager post to be filled.

Only qualified persons with a minimum of five years Child and Youth Care experience and three years Management experience should apply.

**CLOSING DATE FOR APPLICATIONS IS 22 JULY 2002**

For consideration please fax your CV to Tebello at 011-402-0330 or email her at [rscf@iafrica.com](mailto:rscf@iafrica.com)

# A matter of style

Brian Gannon replies to a query ...



**"I am a third year part-time student struggling to come to terms with ethical issues in which I feel I am not supported by management. I fear that our program has not woken up to accepted child and youth care practice principles and that we are guilty of practising "institutional abuse." I feel powerless: on the one hand I have a family to feed and cannot just walk out on my job; on the other hand it is hard to come to work every day and feel that others are not seeing the real needs of the children in our care. We seem to have no effective developmental assessments and programs in place."**

## **We don't always have the ideal resources or skills**

I remember starting this work forty or more years ago and being alarmed that I was to be alone in charge of a group of 48 children. This was clearly inadequate and I was extremely critical of the management for such a poorly provided program. I was told that it was all that they could afford and that we all had to be as resourceful as possible. I didn't buy this. A few years later I became head of a similar institution where there were 64 children, and the total staff consisted of myself and one other child care worker! People were very critical of such irresponsibility, and I found myself saying that this was all we could afford and that we were being as resourceful as we could.

These are of course extreme cases which come from our history of the 1950s and 1960s, but I think that even today we often find ourselves stuck somewhere between the ideal and the possible. There are many programs which don't really have adequate resources or enough staff with all of the knowledge and skills they would like. We are still in the process of setting up training and qualifications at various levels of theory and practice for the different task areas which face us.

## **We come with different "histories"**

Our child and youth care system is evolving from the old orphanages, children's homes, reform schools, places of safety, schools of industry and such institutions. Many of us have colleagues who were previously employed as teachers, matrons, "opsigters", housemothers ... and they may have

worked in very different settings: state institutions, private child care organisations or very unstructured community-based programs. Between us we have very different experiences, very different theory and practice knowledge, and even very different philosophies regarding the care and development of young people and families. But in South Africa we are busy finding each other, trying to consolidate our knowledge and practice skills, while at the same time acknowledging that we all bring something different to the party – and indeed will continue to work differently with different groups of youngsters in our various settings.

## **We don't always agree on approaches and methods**

I once had a part-time staff member who worked in the educational section of our program, helping youngsters with their homework, assignments and book projects. Several other staff members felt that he was too "school-masterish" and "not sensitive enough to work with troubled kids". I disagreed. In an educational task area I preferred to have someone skilled in education than someone who would be unduly "soft" on youngsters who we were hoping would soon learn to hold their own in their age-groups and school standards.

The history of our field is full of the debate between what we have called the "hard hats" and the "soft hearts". Both of these groupings are often highly critical of each other – and both have a case: the hard hats are suspicious of approaches which might over-compensate for children's previous neglect and which too easily pity kids rather than build realistic strengths for survival and success in a hard world; the soft hearts believe that all that such children need are an experience of respite and warm relationships from which to build a better paced and a healthier independence. These groups often clash, but of course, both are right. The hard hats and the soft hearts on a team share common values about kids and families – beyond their differing ideas about methods. Both would uncompromisingly support principles of safety, protection and growth for kids. The "tough love" of the hard hats would never include harm and indifference; the soft hearts would certainly not want to weaken kids and render them vulnerable.

## Readers' questions

### We are all participating in the current 'melting pot' process

Whether we are "haves" or "have-nots" in our programs, or whether as individuals we are "hard hats" or "soft hearts", what unites us is probably that we frequently talk, consult and debate with each other about our beliefs and methods. This discourse renders all of our colleagues more self-aware, respected and open to challenge and criticism – and the youth we work with derive the massive benefit from the fact that we think and talk about what we are doing.

### Management style

One of the recent insights in the field of child and youth care is that the way our staff teams operate should model the way the child and youth care relationship operates. Di Levine (1989, 5) suggested that relations between management and staff should reflect a philosophy which "is in total accord with the values of our profession which emphasises care and concern for the well-being of each individual." We are concerned with children's rights, we base our work on acceptance and respect, and we look for strengths rather than weaknesses in our youth – we cannot be true to such principles if we the adults treat each other with any less concern and respect than this.

Magnuson *et al.* (1996) talk about the "rediscovery of human development in management theory" and suggest that a program which runs without healthy consultative management inflicts harm on staff and harm on the children. They continue (page 92):

"Thus, new management approaches that are replacing the traditional, control-oriented hierarchical model with collaborative effort, greater worker autonomy, and more emphasis on education, have significant implications for the changes needed in group care programs." This new model incorporates these key elements:

- Reliance on group process to guide staff performance in contrast with formal structural properties.
- Mobilization of an action-research model to inform performance in an ongoing way.
- Recognition that the work team is the key unit for using action-research to generate more effective modes of organizational behavior.
- Acknowledgement that collaborative, as

opposed to top-down management, is essential to making the model work within the work-team construct.

"Authority and responsibility are given to the line workers, and the manager's role is to educate and facilitate their development. It is in fact the manager who must prove his or her worth to the line worker."

### Talking, listening, reflecting ...

I can see that presently you are being challenged by the ethics of your profession to speak out behalf of children and families you are working with – and rightly so. We do this for the good of our clients and for the good of our agency. But it seems that your real problem right now is not so much disagreement about possibly abusive practices and the absence of such procedures as assessments – but *the fact that your team is not talking about these things*: that you have had to come and talk with someone outside of your program.

In our work we don't always resolve the children's problems, but when we join with them in talking and listening and in planning and trying and failing, they get better at facing and working with whatever problems they may have to face in the future. It is an important part of our work to make the time and the space where we can do this talking and listening. The same is true with us. As a team we *cannot* do without a regular opportunity to talk about what we do, to ask, question, debate, suggest, challenge, think and plan. I have hardly ever met a team which, when given this opportunity, has failed to develop healthy and sensible treatment plans for children and families.

This, certainly, is your duty and your right. □

Levine, D. (1989) *Hiring and Firing*. Cape Town: NACCW  
Magnuson, D., Barnes, F.H. and Beker, J. (1996). Human development imperatives in the organisation of group care programs. *Residential Treatment for Children and Youth*, 13 (3) pp.85-97





# **Bringing Children's Rights and Protection to the Centre of the Service Level Agreements in the Child Justice System**

*Ann Skelton and Buyi Mbambo of the United Nations Child Justice Project report.*

## **Introduction**

The Child Justice Project is a United Nations Technical Assistance Project to the Government of South Africa for the implementation of the new child justice system.

The work of the project is located within the international instruments that promote and protect the rights of children accused of crimes. Consequently, the project has a responsibility to ensure that in the delivery of services to children in the child justice system, the service agreements between government and a range of service providers as well as the intersectoral agreements amongst different government departments are tools that promote the rights and ensure the protection of children in the system.

The Project recently convened a two-day conference with stakeholders from government and civil society whose objective was to look closely at a range of child justice related issues and their implementation in the form of service level agreements (SLA's). The critical questions addressed at the conference were:

- How have children's rights and protections been implemented through service level agreements (in South Africa) and how should this be done?
- How has this been monitored and how should it be monitored?
- How have these agreements been resourced and how should they be resourced?

The conference was outcome focused with three working groups raising issues, questions, and presenting broad perspectives on the practical applications of service level agreements. Lessons were also drawn from an international resource person from the United Kingdom who has extensive experience in the ways of protecting children through service level agreements.

## **The Child Justice Context**

The proposed child justice system places a great deal of emphasis on the first 48 hours after the child has been apprehended. There are a number of alternatives to arrest that are provided (such as taking the child home – the role of police and giving a written notice to appear at a subsequent proceeding. Where arrest is used it is to be done in a manner that promotes the dignity and well-being of the child. The next step in the system is aimed at getting children released into the care of their parents or to a probation officer who will undertake an assessment within the required 48 hours. The primary purpose of the assessment is to establish prospects for diversion of the matter and to formulate recommendations regarding release of the child into the care and custody of his or her family or placement of the child into an appropriate residential facility.

The preliminary enquiry takes place within 48 hours of the child's arrest after the probation officer has handed an assessment report to the presiding magistrate. Children who do not get diverted for a variety of reasons then proceed to pleas and trial in the child justice court. The draft Child Justice Bill also provides for a wide range of sentencing options including non-residential or community-based sentences. The Bill makes it clear that imprisonment should only be used as a last resort and for the shortest possible period of time.

From this brief exposition of the new child justice system it is evident that at every level of the system some form of service agreements are likely to occur either between government departments, for instance working agreements that ensure the protection of children's rights between the police and probation officer at arrest and assessment level. When the matter is diverted some service level agreements between the Department of Social De-

## Child Justice

velopment and non-governmental organizations that provide diversion services should ensure that children are protected.

Ann Skelton pointed out that service delivery in the current system is already happening through the mechanism of service level agreements (SLAs). For instance, government is "purchasing" diversion services. In some provinces, government is purchasing services that are alternatives to imprisonment for awaiting trial children. She noted however that what is currently happening seems to be an ad hoc response to needs on the ground, and there is a lack of long term planning as to how children's rights and protections can be brought to the centre of service level agreements. She further noted that the other problem is that people who write up service contracts are not always those who are actually working with children and they are therefore often not well versed in child protection matters, being more cost-oriented. Further she raised the issue of responsibility, the fact that when a service is contracted or outsourced, there is often no clarity of who takes responsibility if the rights of the children are violated whilst in that particular service. For example, when government contracts out a residential facility, who is liable if a child is hurt? Who can be sued? There is a need for a strong, clear framework on the question of responsibility and liability.

### Raising Issues

On the first day, participants raised a number of issues pertinent to the subject such as:

- Need for a more cooperative relationship between all departments in the child justice sector;
- Lack of clear agreements when it comes to referrals of children to reform schools the lack of reform schools in many provinces is a problem on its own and the fact that there are no agreements between the department of Justice and Education across provinces to facilitate referrals of children;
- Lack of standard monitoring procedures, performance measures on contracts should be clearly evaluated and costed;
- Need for inclusion of children's rights instruments into contracts and the training of all people party to a contract;
- The unequal partnership between government and civil society was also raised and the fact that protective contracts work best when there is open communication and flexibility on contracts based on negotiations.

Panelists were drawn from different sectors such as Treasury, Donor Community, Economists, Residential Care Facilities and government departments. They all raised critical points such as:

- The need to address questions of accountability, management and efficiency in managing contracts;
- The need for clear lines of responsibility if a service is outsourced;
- The need for regular monitoring of outsourced services against the goals of the service, in this case goals set out in the Child Justice Bill;
- On the side of non governmental organizations, the need for sound administration, accountability and good management practices was raised. When it comes to SLAs it was felt that oversight functions and the role of government must be clearly spelled out and that these should not just be limited to service delivery but should include support functions such as research, development, management and training. Reporting, inspecting and evaluation procedures should also be agreed upon in advance and the point was made that to ensure a quality service, programmes need to be fully funded.

A presentation by an economist, Conrad Barberton, who has been instrumental in the costing of the Child Justice Bill, highlighted the fact that the relationship between a purchaser of a service (government) and a contractor begins with a "demand for services". The purchaser (government) looks to receive good value for the money spent, and is faced with two basic choices: in house production or out source production. The former does not preclude outsourcing, as the accounting officer, for example, could chose to outsource component tasks like book keeping. In either case, methods of measuring performance will need to be developed and in both cases the rights of the child should be in the forefront. He explained further that contracts are useful in managing expectations and risks, and have a set of basic criteria to accomplish this task which include: clearly defined parties' roles, duties and obligations; clearly defined performance requirements; clearly defined mechanisms for monitoring and accepting delivery; clear basis for payment and delivery of services; clarity on what happens when the contract is breached and in the event of termination; provide mechanisms for dispute resolution and arbitration.

On the second day there were several panel speakers from South Africa who shared their experiences on the nature of SLA's they are involved in and demonstrated how children's rights are protected



through such agreements. They also raised a number of concerns showing gaps in the quality of service delivery and risks to children if SLA's of an intersectoral nature are not clarified. They demonstrated how the rights and protections to children are violated. They also explained that it is important to have clear minimum standards built into SLA's to ensure the protection of children be it in residential care or diversion programmes. Merle Allsop of the National Association for Child Care Workers raised a number of crucial challenges on this subject. She highlighted the fact that there are currently over 300 programmes in existence, so the challenge is not to re-invent the wheel but to look to the past and learn from collective mistakes and successes, and then use this analysis to construct a better framework for future service provision. Amongst the observations she noted were:

- Minimum standards are fine in so far as they tell us what not to do, but it is important to start spelling out what we should be doing when we talk about protecting children;
- One neglected context within which to see the protection of children is that of labour rights. There need to be clear workplace standards for dealing with labour/workplace issues when they arise.
- The fact that tenders and contracts are done by one group of people and the actual provision of the services by others creates problems. This plays a role in the difficulty of keeping children's rights in the forefront of the process.

Following these presentations the group was divided into three working groups who came back with the following recommendations to take the process forward:

- A draft document needs to be compiled including minimum standards for service delivery as well as guidelines for tendering, contracting and other forms of agreements.
- This document should be drafted by an inter-sectoral team, and it was suggested that the Inter-sectoral Committee on Child Justice should come up with a draft.
- Consultation of the draft document at provincial level with government and non-government service providers.
- The government should then adopt the document as policy. □

## Professional Consultant

### GAUTENG REGION

The Association wishes to appoint an appropriately qualified, experienced and dedicated child and youth care worker to the above contractual position for a period of a year. The contract is potentially renewable. The incumbent will be accountable to the Director and will work within the Professional Services team to carry out the aims of the Association. As such they will be drawn upon to carry out a wide range of tasks including training, providing consultancy, developing training material and tasks associated with advocacy and the development of the child and youth care profession. They will be required to support the development of the Gauteng region and those regions and sub-regions surrounding the area.

The ideal candidate should:

- have a sound knowledge of the challenges facing the field of services to children and youth at risk
- be a registered Child and Youth Care Worker
- have a relevant qualification in Child and Youth Development or presently undertaking the B-Tech: Child and Youth Development.
- be an experienced NACCW trainer
- be computer literate
- have their own transport and drivers licence
- possess proven demonstrated leadership skills
- be able to work independently

The remuneration package is negotiable and will be commensurate with experience.

Applications are invited from suitable candidates and should include a letter of application and a CV. Applications should be faxed to 021-762-5352 or e-mailed to [naccwct@iafrica.com](mailto:naccwct@iafrica.com) for the attention of The Director.

**Enquiries: Merle Allsopp**  
**Closing date: 31 July 2002**

**NACCW**

## 14th Biennial Conference

*Kimberley*

— 8, 9 & 10 July 2003

**NACCW**

# **Establishing a Professional Board for Child and Youth Care Workers**

## **A step further...**



*Merle Allsopp*

**A**s many child and youth care workers are aware, the field is in the process of establishing a body which will regulate the child and youth care profession. This body will be established in terms of the Social Service Professions Act 1978 as amended. This means that there is a law in our country which has clearly stated how such a body should be formed, how it should be made up and what it will do. In establishing a Professional Board to regulate any occupational group, that occupational group must work according to this law. So far that is what the NACCW has done in respect of applying to establish a Professional Board for child and youth care workers. We have consulted with our field in a variety of ways over the past years and the following has been achieved:

- The majority of these consulted with have agreed that the NACCW should drive the process of establishing a regulatory body for child and

youth care workers.

- An application has been made to the South African Council for Social Service Profession for their consideration.
- The Council has indicated that they agree that child and youth is indeed a Profession in its own right and therefore should be allowed to form its own Professional Board.
- The NACCW then proposed (in the pages of this journal and in meetings held in various regions) a composition of this Professional Board.
- The composition was accepted by members and then communicated to the South African Council for Social Service Professions.
- On our behalf the proposed composition of the Professional Board was then

written up in the form of suggested regulations to the Social Service Professions Act, 1978 (Act 110 of 1978) and have been sent back to NACCW for our consideration. They are as follows: The Professional Board for Child and Youth Care shall be constituted of the following members:

- a) Five child and youth care workers nominated and elected by child and youth care workers in the prescribed manner;
- b) Two persons appointed by the Minister from nominations by the community;
- c) One child and youth care worker or a person involved in the training and education of child and youth care workers from nominations by the child and youth care education and training institutions;
- d) One child and youth care worker in the employ of a



## The Profession

social development department in the provincial sphere of government, appointed by the Minister; e) One person versed in law, appointed by the Minister, and f) One member of the council, designated by the council in terms of section 5(4) of the Act.

The process to be followed from now onwards is as follows:

- NACCW requests Council to proceed with submitting these regulations to the Minister of Social Development for his approval.
- If approved they will be published in the Government Gazette for a 30 day comment period.
- Thereafter they will be gazetted in their final form.
- The process of electing a Professional Board will then be initiated.

Child and Youth Care Workers have long been advocating for the establishment of such a body. We are thus most anxious that the process continues in a steady manner, and would like to see a Professional Board in place setting standards for the profession as soon as possible. The proposed regulations submitted have been written bearing in mind the requirements laid out in the Act, and the importance of ensuring that the Professional Board is a reasonable size thus ensuring its viability. It is thus requested that members who have any comment on the above regulations contact the NACCW via any of the membership structures or offices either by phone, fax or e-mail, prior to their imminent submission. □

# The Borrowed Child



*Rene Brown of Koningsdal Children's Home in Babanango, KwaZulu-Natal, shares the impact of stages experienced in losing a 'borrowed child', and pays tribute to a young life.*

**A** child was admitted to our programme because he was abandoned. At the time, Mathanda was eight years old. I knew that Mathanda was suffering from HIV/AIDS, but it still did not make a difference because he was 'given' to us. Where do you start when you know that a child is sick and that he won't get better because there is no cure for his illness? Mathanda's symptoms started with common colds. Then blisters and cold sores on the lips. Then he had thrush all over the body. All kinds of medicines and muti's could not help 'our' child. Sometimes you would get to the hospital and find that there is no treatment for the sores on his face. Then we would go and buy some medicine. We could help him up to the last moment of his life.

At night when I had to leave, Mathanda would ask me to sleep with him on his bed. My heart ached because I had to go home to my own children. Other children were also 'waiting' for our love. The week before Mathanda died, I got hold of his father. He did not argue when I said, "Sir, your son is asking for you". He followed me to the hospital where Mathanda was admitted. It was a joyful yet heartbreaking moment when father and son met. Mathanda immediately put out his hand to greet his father. Four days after that Mathanda passed away. We did what we could and also made space for his father. Now after the funeral – we wonder – what about the other children who are suffering, what about their fears? Although counselled, you cannot take away the fears, because they know that they have to go the same way one day.

"Mama, will you also be there for us?" "Are we going to die like Mathanda did?" "Will you also try and get my family?" These are some of the questions asked by those left behind. Answering these questions is part of our task as child and youth care workers. Are we strong enough to do the job to the best of our abilities and support each other along the way?

# Building Courage through Creativity

*Jeanny Karth reports on the NACCW/Danish partnership*

**T**he NACCW is involved in a two year project with the Peter Sabroe Seminarieret in Aarhus in Denmark. This is aimed at developing the capacity of our trainers in terms of the creative use of art, drama, stories, movement, nature and music to teach good practice. In March the NACCW and three of our colleagues from the Peter Sabroe Institute met with 28 NACCW members, selected from all the provinces, for a weekend workshop on Robben Island. This was a very special time for every one who participated. There were many stories and there were gales of laughter as these were told. For some this was the first time on an aeroplane – one participant was shocked when her luggage was taken from her when she booked in – she had to be persuaded that she would definitely see it in Cape Town again! For many it was a first boat trip, and there was a feeling of great adventure “going overseas”. For most of the group it was a first time on the Island which held memories both sad and uplifting. Most could not believe they were actually standing on the soil of Robben Island and felt very privileged. This mood stayed with us all for the three days.

The facilitators talked about the attitudes we can adopt in relation to others – we can be be-

hind them, in front of them, or beside them in what we do together. They also hoped that during the time together everyone would experience four things – to be able to, to experience, to enjoy and to understand. And they did!

The facilitators infected everyone with their enthusiasm. They never for one moment made it look as if they were working; rather that they were busy with what they love best. This spirit flowed from all the participants in our time together. The feedback sessions were considered and thoughtful and it was clear that everyone was learning valuable new skills in the areas of art, drama and movement which they couldn't wait to try out with the young people they care for. Participants reported a number of new perceptions :

- that if we use ourselves we don't need money to play with children
- that we are so stodgy and stiff
- that storytelling is healing
- that we can have fun with a purpose
- while having fun you can put your feelings aside for a while.

These and many other useful insights were shared. There were lovely cameos of people drawing with chalk and focussing in-

tensely on the creation of a carpet of colour; others learning a fun dance sequence featuring cowboys in the saddle and still others using one another to sculpt feelings of joy and sadness. So much good work was done and internalised. Child care workers had re-inforced for them over and over again the importance of doing things with children, rather than standing or sitting and watching the children at play. This is the way we build relationships – and they experienced this themselves during the workshop. Playing, painting, sculpting, singing, dancing – these were wonderful opportunities for members to get to know one another and increase the feeling of belonging to the larger child care family.

The final evening ended with a great concert in which all participated. The cherry on top was an NACCW song, with lyrics by child care workers and the melody composed and played on the guitar by another child care worker – it was sung at the end of the evening.

Having the workshop on Robben Island created a very special spirit in the group. This is the spirit with which we should all work with our children, if we are to help them fight back and find their place in the community. □



# Bringing hope to the Rural Communities of the Limpopo Province



*Donald Nghonyama shares how child and youth care workers have been empowered to start community projects which address the real needs of young people and families*

**T**langelani Community Projects Development Organisation was started last year. It is based in Giyani in the Limpopo Province. We see ourselves as an implementing agency.

## Why was Tlangelani started?

NACCW obtained funding to train Child and Youth Care Workers in the rural areas. Bungeni village in the Limpopo Province was very fortunate in having 33 young people (matriculants and some with tertiary education) who received the BQCC training. This was the first group to be trained in BQCC 2000 in the Province. The students were so excited by the training that they started brainstorming potential projects that were to focus on children and youth. This idea of Nhlalala Child and Youth Care Project was started. The excitement grew as the training continued. When the training came to an end the real work of starting the project commenced – polish the idea, develop a business plan, register the project as an NPO. Committee members were to have responsibilities and funds had to be raised. Any other person who grew up in the rural area with very little exposure knows how difficult these things are. Tlangelani started leading the way informally as a guardian. We then realized that there are many community projects or groups of young people who are just like Nhlalala. Tlangelani started operating full time in November 2001. We assist youth who want to start community projects in Child and Youth Care. Tlangelani is still a small organization consisting of the Executive Committee and 2 staff members, for that reason

we were in the Limpopo Province only and the local projects/community are the first priority.

The aim of Tlangelani is to establish a community based project development organization that will assist in addressing the challenges faced by the youth in rural communities. Assistance is needed in development of skills, accessibility to resources, support and exposure.

## What has Tlangelani achieved in its first six months?

Tlangelani has assisted young people in five communities to establish five community projects that benefit young people directly. These are:

1. *Paramount Children of Africa*: This is a Life Centre that is currently focusing on street children and on youth who have dropped out of school. This project is based in Giyani Section A. Most of its beneficiaries are from the nearby rural village with a lot of Mozambican refugees.

2. *Vongani Child and Youth Development* – situated at Siyandhani, about 5km west of Giyani. This village is near the town and young people come to town to carry bags for people and get involved in petty crimes like shoplifting. They even leave school in order to spend all their time in this kind of life. Vongani offers Awareness Programmes in schools around alcohol, drugs and HIV/AIDS at school, and counseling to teenagers who are pregnant. It is also an after care programme where children and youth come after school to be helped with homework and reading and writing.

## Programmes

3. *Gingirikani Volunteer Centre* is based at Mhlaba Vhelemu. It is a replication of a Volunteer Centre in Cape Town. The President Thabo Mbeki has been successful with his concept of Vnk'nzenzele but only with adults. *Gingirikani Volunteer Centre* encourages voluntary work at schools where children volunteer to mend the fence, clean the yard and classrooms, sort out books, etc.

4. *Titirheleni Crop Farming* at Nhlaneke village focuses on crop farming. The project has a lot of potential. The honorable chief Nhlaneke offered them fenced land with water. The project is attracting a lot of support.

5. *Nhlalala Child and Youth Care* is a Youth Information Centre operating in an old Post Office at Bungeni village.

### Hope

Child and Youth care it is about 'hope'. That has been the motivation for most of us. 'Saving that one child'. All these projects bring hope to the communities. The project members and the communities are hopeful that they will make a difference in the community and in the lives of young people that are serving. All these projects are getting wonderful support from their respective communities. The chiefs and indunas have been very supportive. Wonderful isn't it! Our chiefs and indunas support Child and Youth Care.

### Challenges

Almost everyone complains of lack of resources in the rural areas. Unemployment is rife but crime is low. It is not easy to get funding quickly. People do not have access to telephones and computers and in some areas there are no taxis but only a bus that goes to town in the morning and comes back in the afternoon. People rely on bakkies for transport and the roads are very bad. There is no rush so as a facilitator you need to move with the pace of the people and be patient. Some people have been taken for a ride in several occasions and you need to earn their respect before they can openly work with you. The projects that have been started either use borrowed benches or a few broken chairs they got from local schools.

### Conclusion

All of these things are happening because some people want to help communities start something. This is a beginning, and beginnings are always tough. At least we brought the light. The concept of Child and Youth Care is talked about in the rural areas and young people are showing a lot of interest. We are just facilitators and the communities must always feel ownership of the projects they develop. □

*Movie Review by Sandra Oosthuizen*

# Life as a House

If you look beyond the American sentiment and the unrealistic time frame in which change happens this movie can offer child and youth care workers many interesting and worthwhile issues to contemplate and discuss.

The adolescent boy, Sam lives in a wealthy family with a stepfather, Peter, his biological mother and two younger half-brothers. He is detached from every adult in his life. His mother, stepfather, and biological father, George have all given up on him and expect the worst of him. He has few boundaries, does whatever he wishes whenever he wishes. He is addicted to various drugs and shows no interest in school. His stepfather labels him "queer".

His mother seems almost completely powerless and hopeless. She lets him do whatever he wants in order to avoid any possible conflict with him or Peter, who is also a successful businessman. Sam's mom constantly covers up for him and tries to protect him from Peter's criticism.

Sam's biological father, George is an eccentric man, caught up in his past, and shacks-up in a wealthy area in a house he inherited from his abusive father. George loses his job and is diagnosed with cancer on the same day. This changes his outlook on life, which profoundly affects his relationship with his son, Sam.

The relationship between Sam and George forms the central part of the movie which lends itself to tremendous potential for discussion about important child care issues i.e. how young people meet their need for attachment; communication skills; behaviour management; the importance of giving young people opportunities to experience themselves differently; using the moment; identifying feelings and behaviours which give specific clues as to where the person is discouraged; what needs the young person is meeting through his behaviour; looking beyond what is presented by the young person; unconditional acceptance; etc. If your passion is to understand troubled young people and how to build relationship with them, this movie offers you the opportunity to enhance these skills.

# Practice: The application of theory

*Jackie Winfield and students*

## **Child and Youth Care Work is Practical**

Students of child and youth care, particularly those who are fortunate enough to study full-time, are exposed to numerous and diverse theories about how to work effectively with children and youth at risk. Theory is important and often interesting. However, theory is of little value if it is not applied effectively in practice. It is of no use to memorise and repeat information if there is no corresponding ability to translate such knowledge into meaningful actions in our work. For this reason, many child and youth care courses include components of experiential training in which students are expected to demonstrate what they have learned in the life-space of young people.

## **Writing Practical Assignments**

A second important aspect of experiential training is the ability of the student to provide a sound written record of their observations and practical work. Many trainers and lecturers require such written assignments as part of the evaluation of the student's practical ability. Therefore, such assignments must give the reader a clear mental picture of what actually happened. Information should be specific and descriptions should include great detail. It is often



Independent Newspapers

better to describe one incident in detail rather than to write generally about several incidents. Students should explain how they did things by describing specifically what they did (observable behaviour) and including the actual words used in interactions.

## **Some Examples**

The following extracts are from practical assignments written by second year students of the Department of Child and Youth Development, Durban Institute of Technology (created by the merge of Technikon Natal and ML Sultan Technikon):

## **Relationship-building is an Endurance Event (by Sister Thulisile Hadebe)**

*"I used this strategy with one of the boys, a very nice-looking three-year-old. I noticed that he was very much attached to his mother. Everyday when his mother brought him to pre-school, she would have to stay for about fifteen minutes holding him. The boy would not let his mother go. The mother was worried about this. I heard her asking the teacher whether it is normal when the child acts like this. The teacher answered that it was quite normal as the child was very attached to her. With time, he would be all right. After the mother had gone, the boy would sit alone and didn't*

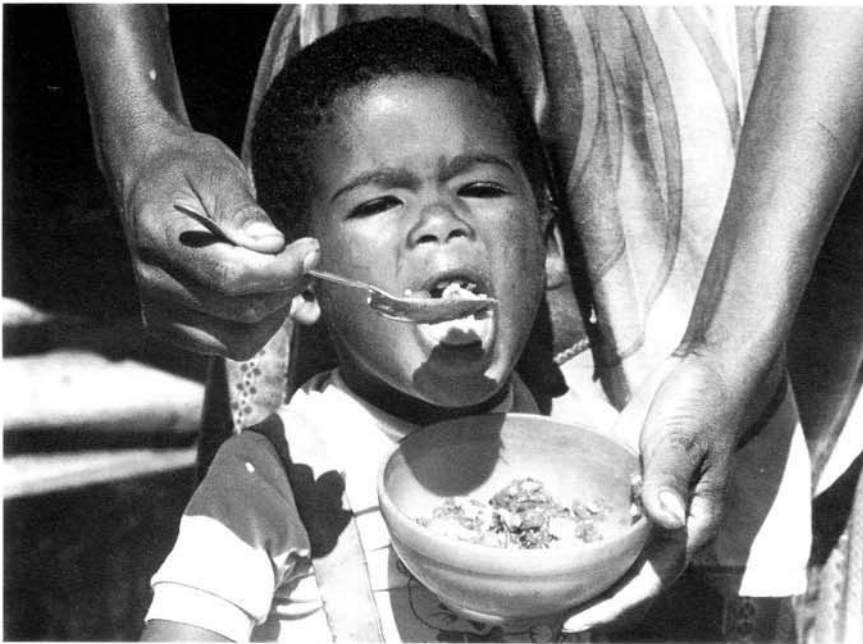


## Spotlight on Students

want anybody next to him. He was not violent or aggressive but if you moved next to him, he would just leave you there and move to another place. It was the afternoon of the third day that I had been observing this. All the other children were busy and he was just sitting alone peacefully looking in the direction from where his mother would appear. After ten minutes, I went and sat next to him. He

rived, he pulled his mother by the hand towards me and the mother said thanks for the lovely flowers. The boy did not stay with us long; he was rushing to get another flower so he said 'goodbye' to his mother. Again, the boy and I looked for flowers for mummy. This is how our relationship began and it made it much easier for the boy's mother to leave for work."

ing her my name and trying to help her to pronounce it. Self-awareness was also important. I respect myself enough to not let anger rule me. I calmed myself down and explained to the child that I didn't like what she said to me. I told her that was not my name. She said she was sorry and I continued teaching her how to pronounce my name. Then, I took a book, we both sat down and I read her a story."



Independent Newspapers

moved off to another place. After a few more minutes, I went to him again. This time, I had just picked a yellow weed flower. I asked the boy if he likes flowers. He smiled, looked me straight in the eyes, and nodded his head meaning 'yes'. I gave him the small flower. He said, 'My mummy also likes flowers very much.' I responded by saying, 'She will be coming soon,' and continued, 'Let's go and find another flower for her.' We went together looking for a flower for the mother. After that, we sat together again. He was telling me all about his mummy. Eventually, the mother came. The following day, I came to school before him. When he ar-

### Application of the KSS Model (by Delisile Mbhele)

"The child wanted to talk to me and she couldn't pronounce my name so she said to me, 'Hey, you fatty one, can you come and read me a story please?' I was shocked and angry. I looked at her little face. She was so innocent. She didn't mean to hurt me. She just wanted my attention.

To perform effectively, I used knowledge, skills and aspects of self. My knowledge of children helped me because I know that children sometimes say things not knowing that they are hurting you. This helped me to calm down. I used my skills in promoting language development by sitting down with the child, tell-

### Conclusion

The purpose of any course in child and youth development is to produce graduates who are able to work ethically and professionally to facilitate the healthy holistic development of children, youth and families. As professional child and youth care workers, we have committed ourselves to a process of continuous learning. Let us read books and journals, let us learn theory... but let us remember to consider how we can utilise this information to improve our practice. Knowledge is of no value if not put into action. Young people don't need to know how clever we are, nor listen to us sprouting theories, old and new. They need us to change their nappies with a smile, not a groan. They need us to listen to them, not to shout when we don't like what they say. They need us to show them they're valuable even though they say they don't care. They need us to play and talk and work with them, not to say "I care about you" and then spend most of the shift talking to friends on the telephone or reading a magazine. They need us to practise what we say we know because "Not the cry but the flight of the wild duck leads the flock to fly and to follow." — (Chinese proverb) □

# HIGHER QUALIFICATION IN CHILD CARE (HQCC)

The modules, Teamwork and Professionalism have been completed in five regions – KwaZulu-Natal, Western Cape, Eastern Cape, Gauteng and Border. The course consisted of 8 sessions per module held over three hours per week. The other two modules, Life Space Work and Family Work, will be trained later in the year. Students reflect on the course thus far.

*Usuku lwam lokuqala kwi HQCC course; yayi ngathi ndikwiziko lokuphuhlisa ukuthetha, nokhubhala (grammar school) isiNgesi. Kodwa ke ekuhambeni kweveki sakuba sithe sabelana ngamava, nolwazi esinolo, ndaziva ndikhulile apha kum ngaphakati. Xa sisonke sifunda indlela eyiyo yokusebenzisana namakhaya (famillies), abahlali (community), nabantwana (children) kunye nolutsha (youth) esithi sisebenze nabo. Kwi HQCC ndifunde ukuba umntu ubalulekile noba unjani okanye ungakanani. Wonke umntu unegalelo ebomini bomnye nomnye. Kwabo bama dolwanzima ukufunda ndithi kubo mabafunde, "Umntu ufunda ude akhokhobe".*

HUNTSU MAWETHU!

## Lungelwa Mtwetwe – Cape Town

*Sharing with child care workers from other organisations and regions about teamwork, communication and report writing has changed my attitude towards my work. This course is essential for child care workers because of its focus on practical issues like communication and co-operation within the team. It teaches me to understand myself better which improves my behaviour on a personal and professional level.*

## Christie Saayman – Gauteng

*I was surprised to learn that my writing skills were not correct. I was taken back to my school days. I learnt how to be professional at my workplace and how to run team meetings. I learnt*

*in all the sessions that I must take time to organise myself before I start any work.*

*ist important thing is to arrange my tasks. I often consider better ways to things done. If you open your mind to changes you and your colleagues ee things differently. I learnt leadership skills in group meetings and to focus on the real issues without being distracted.*

## Nomha Mnyantshi – Cape Town

*The course is more complex than BQCC. The use of dictionaries and journal recordings of our daily experiences make this course different from BQCC. We are being taken on a further journey in the Child and Youth Care field.*

## Jabu Makhaye – KZN

## ENROL NOW

The NACCW is pleased to announce that the *Higher Qualification in Child & Youth Care* will be offered to more students in five provinces as part of the pilot programme.

The NACCW has developed a continuum of training opportunities to meet the needs of people of all educational backgrounds caring for children and youth. The above course will be aimed at those who have completed the BQCC. For a number of years membership from across the country have identified a 'training gap' for those child and youth care workers who have completed BQCC and are either not ready or do not wish to undertake tertiary study. The HQCC has been introduced to provide further opportunities for such child and youth care workers to engage in lifelong learning. Graduates of the BQCC will be provided with the possibility of further professionalisation with this two year 4 module HQCC.

The course will focus on advanced concepts in child and youth care and develop the writing skills of trainees. A focus on indigenous practices will also be maintained and material sourced for inclusion in further training as per the generative curriculum model. The HQCC will thus enable child and youth care workers who wish to develop their capacity for tertiary training to do so in the context of furthering their practice skills. It also provides an opportunity for BQCC graduates to gain exposure to more complex child and youth care theory and practise as well as develop their writing skills.

As we are piloting this course it will involve no cost to the student thanks to the support of the Royal Netherlands Embassy.

Those interested in applying in the following regions, please contact the person indicated.

### Western Cape

Jeanny Karth 021-762 6076

### Eastern Cape

Elwin Gallant 041-373 7602

### Free State

Harold Malgas 056-212 3445

### KwaZulu-Natal

Zeni Thumbadoo 031-201 7707

### Gauteng

Val Lodge 011-484 1512





A black and white close-up portrait of Nelson Mandela. He has short, curly grey hair and is looking slightly to the right with a thoughtful expression. He is wearing a dark, collared shirt and a necklace made of small, rectangular beads. The background is a soft, out-of-focus landscape.

## **Long Walk to Freedom**

I have walked that long road to freedom.

I have tried not to falter; I have made missteps along the way.

But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb.

I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back at the distance I have come.

But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.