

Child & Youth Care

**A JOURNAL FOR ALL WHO WORK WITH
TROUBLED CHILDREN AND YOUTH AT RISK**

ISSN 0258-8927 VOL 14 NO 5 MAY 1996

**FOSTERING
RESILIENCY
IN CHILDREN**

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Editorial

A time to be informed, a time to be skilled, a time to be committed

More than at any other time in this country, child and youth care is at a time of new beginnings.

We have before us a new White Paper on Welfare, and we have before us a draft *Discussion Document for the Transformation of the Child and Youth Care System* from the Inter-Ministerial Committee on Young People at Risk.

In a few places these two documents contradict each other, but for the most part they embody between them an excellent set of principles under which we will all find ourselves working in the coming years.

Broad principles

Everyone will identify with the principles of the White Paper: basic welfare rights, equity, non-discrimination, democracy, human rights, sustainability, quality services, transparency and accountability, accessibility, appropriateness and ubuntu.

Similarly, principles of the IMC's "new paradigm" for child and youth care will gain full acceptance: accountability, empowerment, participation, family-centred, continuum of care, integration, continuity of care, normalisation, effective and efficient, child-centred, rights of young people, restorative justice, appropriateness, family preservation and permanency planning.

Wider context, wider tasks

Both documents acknowledge the continuing role of residential child care programmes. The White Paper aims at a balance "between rehabilitative, protective, preventive and developmental interventions" but within an overarching develop-

mental approach. The IMC document broadens the focus of child and youth care programmes beyond their formerly purely residential format, to include preventive work, early intervention and reintegration and after care.

In this issue we have included basic material for our readers to sketch these varying contexts for our future practice. There is an article by Mel Gray of the University of Natal introducing the idea of developmental social work practice; there is a review of Chapter Two of the IMC document which focuses on what it calls Residential and Community Care, Education and Treatment.

Partnerships

Perhaps most encouraging as we enter this new age is the calibre of those who will work together to put these sound principles into practice. In the Department of Welfare we have a Director-General who personally led and participated throughout the consultation and negotiation process which culminated in the White Paper on Welfare. We are particularly pleased to welcome as the new Minister of Welfare Ms Geraldine Fraser-Moleketi who, while Deputy Minister, personally chaired the Inter-Ministerial Committee on Young People at Risk. None of us will be able to say that "they don't know what they're talking about"! On the practice side we must be clear about what is expected of us: we must be clear as to what we are good at and what we have to offer; and we must be prepared to develop and extend our skills and our programmes into new tasks which promote the health and develop-

ment of children and youth, families and communities. More than this, as in any partnership, we each have to listen to and support one another. Ministry, state department and practice will all have their own perspectives on the field. When the one expresses a legitimate viewpoint or need, the others must hear, in order to see how they can help.

The Association

The NACCW itself moves into a new era with the departure in July of our Director Lesley du Toit. At all levels, both in the Professional Services wing and the regional and membership wing, we will be positioning ourselves to continue with our work of professional development, training, publishing and advocacy in such a way that we, also, will continue to contribute to this wider child and youth care team. For individuals working in the field, new challenges and opportunities are emerging. We have mentioned the added tasks of prevention, early intervention and reintegration which will become part of child and youth care work. On page 9 of this month's issue you can read of the new practice area of secure care which will require highly trained and devoted staff. All of this demands continuing personal growth and training, as well as generous commitment from child and youth care workers. The coming year or two will see how well we meet all of these challenges — together.

Basil Arendse

At the time of going to press we have heard of the tragic death of Basil Arendse, 43. Principal of the Heatherdale Children's Home in Cape Town for the past six years. "Big" Basil was an enthusiastic child care worker, a dedicated team leader and a willing NACCW member, always playing a helpful role on the Western Cape Regional Executive.

Our sincere condolences to his wife Dorothy, and to the staff and children of Heatherdale Children's Home. ■

Calvin and Hobbes

By Bill Watterson



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Cover Picture: Giorgina Reid



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Child & Youth Care (ISSN 0258-8927) is a non-commercial and private subscription journal, formerly published in Volumes 1 through 13 (1983 to 1995) as *The Child Care Worker*.
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Editorial: PO. Box 23199, Claremont 7735, South Africa. e-Mail: pretext@iafrica.com Telephone/Fax: (021) 788-3610. *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: NACCW Members: Journal and Individual Membership of the Association is R70.00 p.a. Non-members, Agency or Library Subscriptions: R70.00 p.a. post free. Commercial advertisements: R312 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 Editor at the above address.

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People



Merle Allsopp

Merle is the NACCW's National Training Manager — no small task when it is remembered that the NACCW offers more than a dozen different courses (some lasting two days, others two years) to literally thousands of students each year. She also serves on the Editorial Board of this journal.

Merle originally trained as a teacher (in 1980 she had completed her BA and HDE at the University of Cape Town) but instead was attracted to child care work and she began voluntary work in a children's home in that year.

During 1981/2 she completed the National Higher Certificate in Residential Child Care at the Cape Technikon while working as an Assistant Housemother at St Michael's Home in Cape Town.

By 1984 she was a senior child care worker, and in that year she enjoyed the unique experience of being selected for an exchange scholarship with ILEX, the International Learning Exchange in Professional Youthwork. This afforded her the opportunity of a year's full-time work at Edgefield Lodge, a residential treatment centre in Portland, Oregon, in the USA. On her return she was appointed Unit Manager at St Michael's, then Vice-Principal, and in 1989 she became Principal of that Children's Home, a

post she held until 1994.

In 1994 Merle joined the staff of the NACCW charged with research and the management of Project CHANCE, a programme related to children affected by HIV and AIDS. When Jacqui Michael left the staff, Merle took over the national training responsibility.

The past year has seen her heavily involved in the work of the Inter-Ministerial Committee into Young People at Risk. She served on the Human Resources task group which looked into the training of staff in the child and youth care service, and also the development of the Personnel Administration Standard (PAS) which regulates the profession in the public service. She continued with the smaller IMC workgroup responsible for child and youth care training. At the same time she managed Project Upgrade when the NACCW was tasked by the state to train personnel in its various institutions for children and youth.

More recently she has been involved in the research and planning for secure care for young people in trouble with the law, and in June this year will leave for a two-month study period with Larry Brendtro in South Dakota gathering material and experience in this specialised area. All of this work is undertaken alongside Merle's continuing responsibility for NACCW training! She is committed to the ideal that appropriate training be made available to all those who work with young people, especially to those who have not previously had access to training — in state and private agencies. The reward lies in the obvious enthusiasm and appreciation of her many students.

How we can foster Resiliency in Children

One of our greatest challenges today is helping our youth avoid adverse outcomes such as school failure, substance abuse, teen pregnancy, and delinquency. In this article **Bethann Berliner** and **Bonnie Benard** of the Far West Laboratory for Educational Research and Development offer a conceptual tool for rethinking the way solutions are framed — and thus how these problems are best addressed. At its heart is the notion of *resiliency*: the potential for youth to develop into healthy, productive, competent adults despite experiences of severe stress and adversity.

Traditional prevention efforts have focused almost exclusively on identifying the so-called risk factors in a child's life (poverty, abuse, and community violence, for example) and then attempting to provide services that would eliminate or mitigate those conditions.

While no one disputes the urgent need to improve conditions for many of our children, the approach has inherent limitations, chief among them the labeling of children as "at risk," which often results in lowered expectations based on a child's perceived deficits.

Moreover, identifying the risks in a child's environment does not necessarily result in introduction of appropriate services or in successful mitigation.

By contrast, the notion of resiliency emerges from a focus on the positive aspects of a child's life rather than the negatives. Resiliency has long been associated with surviving trauma and other stressful life events. To better understand the phenomenon, a number of researchers have chosen to look not at why some children succumb to the negative influences of their environments, but why other children thrive despite the same general conditions. Rather than identifying the "risk factors" contributing to failure, researchers have identified some common "protective factors" that help youth survive risky environments.

Their findings argue for the de-

velopment of policies and programs that aim by design to foster resiliency in children and youth. In the realm of education, there is emerging consensus that this can best be achieved by enacting policies that build upon the strengths and life experiences of children and youth, their families, and their communities.

For decades, scholars and practitioners from psychiatry, anthropology, education, sociology, psychology and, more recently, prevention, have described the successful adaptation and transformation of children and youth who confronted high-risk situations and extreme adversity. Their studies, many of them cross-cultural, have looked at children and youth who have grown up in a variety of adverse conditions, including concentration camp internment; abusive, criminal, or substance-abusing parents; poverty; and gang participation. From these studies — several of which followed youth well into their adult years — emerges one consistent finding: nearly two-thirds of those studied did *not* develop high-risk behaviours.

Qualities of resilience

What was unique about these individuals? Collectively, these studies yield an understanding both of the personal traits possessed by these resilient children and youth and of the environmental characteristics that fos-

tered or reinforced those traits well into their adult lives. The personal traits commonly associated with children and youth who overcome risks in their lives are:

- **Social competence:** The ability to establish and sustain positive, caring relationships; to maintain a sense of humour; and to communicate compassion and empathy
- **Resourcefulness:** The ability to critically, creatively, and reflectively make decisions; to seek help from others; and to recognise alternative ways to solve problems and resolve conflict.
- **Autonomy:** The ability to act independently and exert some control over one's environment; to have a sense of one's identity; and to detach from others engaged in risky or dysfunctional behaviours.
- **Sense of purpose:** The ability to foresee a bright future for oneself; to be optimistic; and to aspire toward educational and personal achievement.

The research shows that these traits, which make up an individual's resilient nature, are fostered or reinforced by —

- caring relationships that are trusting, compassionate, and respectful;
- high expectations that are explicitly communicated and adequately supported; and
- meaningful opportunities for engaging in valued family, school, and civic activities.

The rationale for formulating educational policy with an eye on resiliency is compelling. Research shows that the link between the protective factors in a child's environment and the child's healthy development, social success, and good academic outcomes, is stronger than the link between specific risk factors and negative outcomes.

Moreover, risk-focused policies label children and youth as deficient, tracking them as consumers of needed services rather than as producers of their own well-being.

The emerging understanding of resiliency offers educational policymakers a new paradigm for formulating policies rich in possibilities for our youth. Clearly, the greater the number of positive relationships or experiences in children's lives, the greater their chances of overcoming adversity. Yet resiliency research reveals that just one

positive relationship, whether at home, in the community, or at school, can make a major difference for a child whose life is otherwise traumatic.

So while local policymakers may have little influence on what goes on in a child's home or in the larger community, they can adopt policies ensuring that a child's school relationships and experiences contribute to his or her resiliency.

Educational Practices

What follows is a discussion of some of the many research-based educational practices that foster resiliency. As shown in the table at the end of this article, a new environment is created when schools move from a risk focus to a resiliency focus in teaching, learning, and leadership practices, as well as in the nature of relationships among and between students, parents, and teachers.

There are five central factors:

1 *Foremost in this type of learning environment is educators recognition that schooling is about caring and respectful relationships.*

Students motivation to participate actively in learning activities and to achieve academic success is clearly linked to strong support from teachers, involvement by parents, and co-operative activities among students. Schools in your district can foster resilience through relationships by:

- Supporting teacher collaboration. Giving teachers the time and opportunity to work collegially correlates directly with student achievement.
- Limiting the number of students in each class. Smaller class size is associated with establishing close personal and working relationships.
- Increasing opportunities for parents to be involved in the school community. This can reduce absenteeism and behaviour problems as well as increase school-family communication, student motivation, and achievement.
- Encouraging the use of peer learning activities. Mixed-ability and other small co-operative learning groups, including the restructuring of large schools into smaller families of learners, promote relationships among students in which everyone contributes to the learning process.

2 *Curriculum should be designed with an understanding of the various ways children and youth learn, and it should build upon what they already know and are interested in.*

Activities can be integrated across multiple subject areas and can allow students to discover answers through inquiry, experimentation, and discussion. Schools in your district can foster resiliency through curriculum by:

- Supporting curricular enrichment opportunities such as art, music, vocational training, school-based enterprise, apprenticeship, and com-

Moving organisations from Risk to Resiliency

RISK FOCUS

Relationships are hierarchical, blaming, controlling

Curriculum is fragmented, non-experiential, limited, and exclusive of multiple perspectives

Instruction focuses on a narrow range of learning styles, builds from perceptions of student deficits, and is authoritarian

Grouping is tracked by perceptions of ability; promotes individual competition and a sense of alienation

Evaluation focuses on a limited range of intelligence, utilises only standardised tests, and assumes only one correct answer

RESILIENCY FOCUS

Relationships are caring and promote positive expectations and participation

Curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives

Instruction focuses on a broad range of learning styles, builds from perceptions of student strengths, interests, and experiences; and is participatory and facilitative

Grouping is not tracked by perceptions of ability; promotes co-operation, shared responsibility, and a sense of belonging

Evaluation focuses on multiple intelligences, utilises authentic assessments, and fosters self-reflection

munity service for all students. Experiential learning encourages students to express their creativity as well as contribute to the well-being of others.

- Promoting a curriculum that values racial, ethnic, and linguistic diversity and promotes gender and cultural equity. Giving voice and recognition to multiple perspectives is fundamental to sustaining a democratic society.
- Resisting efforts to "dumb down" learning activities. Having and conveying high expectations for learning are associated with higher levels of achievement.

3 *The instructional strategies teachers use, whether lecture, drill, discussion, or discovery, send powerful messages to students about how they are to learn the material and who possesses the knowledge.*

Schools in your district can foster resiliency through instruction by:

- Promoting increased opportunities for teachers to facilitate lessons rather than to teach didactically. Facilitative instruction is associated with motivating students to learn and helping them develop a sense of responsibility for their own learning.
- Supporting teachers efforts to individualise instructional strategies to accommodate the broad range of student learning styles, life experiences, and personal strengths and interests. Varying instructional strategies can make learning an engaging and meaningful process that builds upon every child's strengths and fosters every child's success.

4 *The way schools track and group students by perceived abilities tells students what's expected of them.*

Educational practices such as remedial

"pull-out" sections or homogeneous grouping can create negative labels for students assigned to low-ability group labels that often become self-fulfilling prophecies in terms of academic and developmental outcomes. Schools in your district can help foster resiliency through grouping practices that include:

- Ensuring inclusionary group practices such as mainstreaming, co-operative learning, and peer tutoring. These practices are associated with academic improvement; social benefits such as lower rates of vandalism, drug and alcohol referrals, and school dropouts; and personal gains in confidence and relationships.

5 *Standardised tests usually assess only one or two areas of student knowledge, and they do so imperfectly, relying on test items that lack a meaningful context.*

More authentic assessments link learning and acquisition of knowledge to contexts and experiences that are relevant to students lives.

Schools in your district can foster resiliency through evaluation by:

- Supporting teachers use of various types of performance assessments. Teachers may infer more about student knowledge from portfolios or demonstrations than from standardised tests, and these assessment tools give students opportunities to demonstrate what they learn in meaningful ways.
- Encouraging students to develop personal assessment skills such as self-reflection and to participate in their own performance reviews.
- Including students in the evaluation of their academic accomplishments encourage them to take responsibility for their learning.

Policymakers Imperative

These are troubling times for policymakers. With society clamouring for solutions to seemingly intractable social problems, policymakers must find or develop effective tools for long-lasting solutions. And they must do so in exceptionally tight fiscal times. As we approach the 21st century, demands upon national and regional budgets continue to outpace revenues, further stretching already thin discretionary budgets such as education.

To meet their imperative, educational policymakers need timely, accurate, objective, and research-based information.

To be effective, educational policies must not only be comprehensive and practical to implement, but they also must promote a combination of strategies and must contribute to positive developmental and academic outcomes for children and youth.

The findings from resiliency research offer a new paradigm for defining problems and framing solutions. This paradigm emphasises caring, support, and high expectations for youth, as well as opportunities for meaningful participation in school and civic activities. *It is also a paradigm that relies less on infusing more money into the educational system than on changing existing beliefs and practices.* The notion of resiliency brings more than a message of hope; it brings the real possibility for positive developmental and academic outcomes for all children and youth.

For additional background information, consult the following documents:

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Fund Raising

Read 'em and Weep

Once upon a time, the donor newsletter was regarded as the 'Cinderella' of direct mail fund-raising. It was often produced on the office typewriter, a page or two of, well, news, backed up by a few poorly reproduced photographs. Receiving it might not have been the highlight of the donor's day exactly, but at least they knew where they were.

Desk top production

Then came the advent of desk top publishing. Suddenly, people with absolutely no knowledge of typography or layout could press a few buttons on their new computer, and produce a dazzling array of nifty little arrows, boxes, drop caps, shadow graphics, tints and type in 146 different fonts. Hallelujah! Only snag is, the donors got so confused by all those arrows, boxes, graphics etc., that they weren't sure where to start reading. So they didn't. If you're determined to design and produce your own newsletters, here are some basic rules of typography and layout to bear in mind.

- Although you may have hundreds of type faces to choose from, don't use more than two or three different ones at a time in any newsletter or brochure. Choose a familiar, clear serif face — such as Times, Garamond or Century — for the body copy,

a bold, impactful sans serif — like Helvetica or Univers — for headlines, and perhaps an italic for captions.

- Don't set body type smaller than 11 point. Many donors are in the older age bracket when failing eyesight is a reality.
- Columns that are too wide, or too narrow, also make your newsletter difficult to read. Set headlines in upper and lower case, not all capital letters. Don't run graphics behind the body copy; they make it difficult to read.
- Arrange your layout so that the body copy reads on from the headline. Headlines that run right through the middle of the page may look arty and tasteful, but they are absolutely useless for drawing readers into the story. And that's what headlines are for.
- Use sub heads and pull quotes, to break up long stories.
- Crop photographs to get rid of uninteresting foreground and back-grounds. Caption every photograph. Captions are the most widely read pieces of your newsletter. Two and three-line captions work better than one-liners.
- If you can only afford to print in a single colour, choose black — or a very dark blue or brown. Photographs reproduced in red, green or royal blue look most peculiar.

Content

Now let's take a look at the actual content. If you are creating your own donor newsletter, the biggest challenge is to remember who will be reading it. Not staff or volunteers of the organisation. *Donors*. This may come as a bit of a surprise, but donors are not terribly interested in



Sheila McCallum, creative director of Downes, Murray International, offers in her organisation's journal some tips on preparing Newsletters for donors

hearing about who was elected to the Board at your last AGM, or the intricacies of the internal structure of your organisation.

They really don't care about the new computer system you installed or the fact that your development director went overseas to learn more about fund-raising techniques. Pictures of your staff tend to leave them cold, as do endless photographs of your Chairman or Executive Director receiving cheques from other donors.

So what *do* they want to read about? The people they've helped through their donations! Your plans and projects to help others in need. Donors, like themselves. Useful information and inspirational verses they can keep. Questionnaires asking for their opinions. Interesting snippets about your organisation. All backed up with large, action (captioned) photos. If this is the type of newsletter you're producing, you'll be reaping, rather than weeping — as donors are motivated to increase their support. ■

You can write to the editor of *Fundraising Forum* at P.O. Box 3455, Durban 4000

In last month's issue we reported on the release of the draft discussion document of the Inter-Ministerial Committee (IMC) and we looked briefly at the broad policy changes affecting residential child and youth care. This month we will walk through Chapter Two of the discussion document which deals with

Residential and Community Care, Education and Treatment

"The underlying philosophy of the new system demands that all community and residential child and youth care programmes should be based on the three core principles of family preservation, permanency planning and integrated, holistic work. While two of these principles are not new to the system, they have not in reality been practised in a conscious, comprehensive and well-resourced manner throughout the country." Note that children's homes in the past, in spite of much talk about programme funding, have been and are still subsidised solely on the basis of the number of children actually in residence, and have also been kept out of the territory of what was called reconstruction work. This new philosophy brings child care work out of the closet of purely residential services.

Some definitions

"Residential Care" (which always includes an education com-

ponent in its broadest sense, and most often a treatment component) refers to any form of residential programme which is established for the purpose of providing developmental care and education and/or treatment to children and youth under the age of 21 years. Such facilities include group homes, shelters, correctional facilities, secure care facilities, places of safety, schools of industry, reform schools and children's homes.

"Community Care" is a broad concept which always includes both developmental care and a widely defined education component. In some instances it also includes a treatment component. Community care refers to services and programmes that take place at family and local/neighbourhood level, which are aimed at the provision of resources and capacity to sustain individuals, families and units of community who provide care, protection and developmental opportunity to children and youth.

"Community-based programmes" refer to those programmes and services which maintain young people and their families in their community of origin, or ensure that their strong ties and direct involvement in their community of origin are nurtured and protected throughout the out-of-home placement.

"Secure Care" is discussed in a separate article in this issue.

Community care

This is a significant new area added to the responsibility of child

and youth care organisations. It includes three broad goals: prevention, early intervention and reintegration (or after care). Prevention is to receive the highest priority, and will "target children, youth, families and communities, whether at risk or not, to prevent the occurrence of problems which might create an experience of failure and negatively impact on development, or place the young person, family or community at risk." The involvement of child and youth care workers is but one suggested approach to preventive work.

Early intervention will also receive high priority. While the primary focus here will be on school-based support programmes, there is also mention of child and youth development and therapeutic programmes run by other organisations competent to offer these, as well as family based programmes and interventions.

It is good to see recommendations that after care and reintegration should be properly supported through legislation and funding. "Healthy reintegration is a process which involves nurturance, support, networking resources and competency building. It cannot be left to chance and does not happen automatically. After care programmes apply particularly to young people disengaging from foster care, residential care, secure care and prison."

Reception, engagement

The process of reception, engagement, assessment and referral is treated according to a set of sound principles in the discussion document. The document is not entirely clear as to whether reference is made to reception to the system generally or reception



to a particular *programme*, and this unclarity may make some of these principles sound idealistic. It is welcomed, for example, that the process should "be based on the broad principles of family preservation, competency building, participation, shared decision-making, empowerment of the family and recognition of the young person and family as the 'expert'" However, those whose children have reached the stage of reception to a residential programme may have passed through a number of preventive and early intervention stages, and be low on resources.

First or last resort?

There is an intriguing conflict between the IMC discussion document and the White Paper on Welfare as to the position of residential programmes for children and youth.

The White Paper says of residential care: "Where the placement of children through family and community-based programmes is not an option, children will be placed in residential facilities, *but only as a last resort.*"

The IMC document is far more realistic and positive: "While residential care should be minimised in South Africa, it should never be generally viewed as a 'last resort' or as second best, but as one of a necessary range of developmental and therapeutic services to children, youth and families. It is an internationally recognised fact that for certain young people a form of residential care may be in their very best interests for a time-limited period. In some instances, and depending on the quality of services offered, it may in fact be the 'first resort'"

Schools and education

There is a strong integration of education and development in the document. "Education for living and academic education play a critical role in the lives of young people at risk and should thus be seen as core components in an effective child and youth care system. The experience which each young person has in terms of daily formal schooling should contribute positively to their holistic development.

Where intellectual, emotional and/or behavioural problems experienced by young people minimise their potential developmental and functioning in this regard, special child and youth care resources, programmes and supports should be made available in classrooms, schools and residential care centres.

Schooling should be holistic and not entirely focused upon academic development. Schools should have adequate human and material resources to ensure that young people who experience emotional and/or behavioural difficulties are not victimised or marginalised.

There is a suggestion that schools of industry and reform schools should be brought into the continuum of care and should be regarded as one differentiated

type of residential care centre — "complying with all the principles of residential care, subject to registration and quality control, and with a suitably qualified multi-disciplinary staff team."

Programmes

The document makes it clear that any residential programme must be purposive. "No residential care facility, be it shelter, children's home or secure care, etc., should merely offer custodial care to young people. Any young person who needs only custodial care would be inappropriately and unjustifiably placed within a residential care centre."

Institutionalised programmes which offer the same treatment to all of the children are out. Rather, programmes be differentiated or multi-dimensional, offering a range of options on the continuum of care such as prevention, early intervention, educational bridging, drop in shelter, five-day care, etc.

Further, "every residential care programme, regardless of its core mission and purpose, should offer programmes which can and do meet the full range of developmental needs appropriate to the age and development phase of the young person, including emotional, physical, spiritual, intellectual and social needs."

Location, milieu

Location as near as possible to the community served is desirable, as is small size — never more than 50 to 60 young people, unless residents are housed in group homes throughout a community. The document takes a realistic approach to the costs of good service: "It should be clearly recognised that residential care by its very nature is not and cannot be a cost-effective or inexpensive type of programme — unless it offers a poor quality of service to young people and families." A guideline is emphasised: "All measures should be taken to ensure that essential residential care centres are ecologically sound and appropriate to the community from which the young people come."

Other institutions

The chapter concludes by linking with the broader child and youth care system such other organisations as residential centres

or schools for disabled young people and boarding schools.

The latter, it is suggested, should be brought in line with the UN Convention, while minimum standards for hostels as well as an appropriate system of quality control should be established. ■

Experienced Residential Child Care Worker

Husband to continue in own employment. Applicants must be over 30 years of age.

For further information telephone (011) 435-3820

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Children's Home
Rosettenville, Johannesburg

Child Care Worker

To start 1st July 1996.
Please contact Mrs Day to request an application form on telephone (0331) 42-3214

Pietermaritzburg Children's Homes

Post Wanted

Experienced Child Care Worker seeks a position preferably in the Cape Town area. Five years' experience and the following qualifications: BQCC, Management of Sexual Abuse, HIV-AIDS Education Care & Policy, and Counselling.
Please call Diane Honey on telephone (021) 533-1384

Trainers

The NACCW wishes to expand its part-time training team and thus invites applications from interested child and youth care practitioners who wish to be trained and licensed as NACCW trainers. Potential candidates will be required to undergo a screening on the basis of suitability for the task of training child and youth care workers and of the training needs of particular Regions.

Please send a brief CV to Merle Allsopp,
NACCW, 47 Kromboom Road, Rondebosch East
7780. Tel (021) 696-4247. Fax 697-4123.
e-mail: naccwct@iafrica.com



Provinces will soon advertise for child and youth care workers in special new centres for youngsters in trouble with the law. Is this a job for you?

WORKING IN A SECURE CARE FACILITY

Youth justice has been in the spotlight in South Africa in recent years, particularly in regard to children and young people being held in prisons.

The unco-ordinated release and transfer to places of safety and detention of more than two thousand children awaiting trial on 8 May 1995 threw into sharp relief the long-standing crisis in the country's child and youth care system. With so many of these young people subsequently absconding, it was clear that these institutions were not sufficiently prepared for work with children in trouble with the law.

New deal

The Inter-Ministerial Committee on Young People at Risk (IMC) was set up in mid-1995 to manage the process of crisis intervention and the transformation of the child and youth care system — defined as "that system which provides residential and/or community care services to young people (and their families) who are at risk of placement away from home, have been placed in any form of residential care, or may be in trouble with the law."

Youth justice and child care

The praiseworthy attempt to move young people in trouble with the law away from the punitive justice system towards the child and youth care system cannot be tackled simplistically.

If we don't want children in prison, we must ensure that alternative places are properly planned and staffed.

The IMC has proposed a number of guiding principles regarding young people deprived of their liberty, who include children awaiting trial in places of safety, those placed in schools of industry and those serving sentences in reform schools and prisons. "The rules start from the premise that young people under 18 should not be

deprived of their liberty except as a last resort, but where this does occur, each young person must be dealt with as an individual, having his or her needs met as far as possible. There is an emphasis on preparing the young person for his or her return to society from the moment of his or her being admitted to the residential facility. Young people should be held in conditions and circumstances which ensure respect for their human rights."

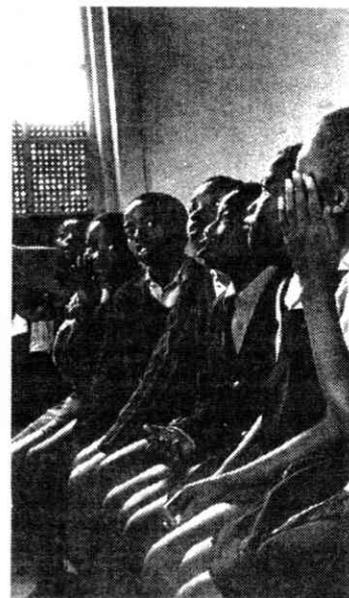
Secure care

These goals will become part of the work of specially trained child and youth care workers to be employed in secure care facilities. Each province has been asked to identify institutions which can serve this purpose, so that young people can remain near to their homes and to the courts which have remanded them.

Provincial representatives have completed two of a number of workshops with Lesley du Toit and Zeni Thumbadoo in which the overall policy, the human resource needs, and the actual group and individual programmes for secure care facilities are being discussed. The priorities of child and youth care generally will apply to the youth justice field and to secure facilities in particular: prevention, early intervention, care, education, development and treatment.

Mission, vision, goals

The workshops have come up with a starting statement on secure care for each province to rework for itself: "To establish and run a residential facility and programme of intervention which ensures the appropriate physical, behavioural and emotional containment and safety and which promotes the development of young people 14 years and over who have committed serious offences and who are awaiting trial."



Special attention has been given to the creation of a suitable milieu for the work, for the staff team, the promotion of healthy relationships, and individual and group programmes.

Staffing is crucial — no wimps

The quality and commitment of staff in secure care facilities will be the key to their success. The nature of the work will demand a system to participatory and developmental management practice. The emphasis will be on open communication within the milieu (with staff colleagues and with the young people) and this will require staff features of shared decision-making, leadership and responsibility, wide delegation and a high level of trust.

Staff will be required to carry out individual and group assessments, plan and implement developmental programmes, to co-ordinate milieu activities — including the effective use of routines and behaviour management, and helpful relationships.

In a recent article in *Child & Youth Care*, Lorraine Fox used the phrase "wimps need not apply" — and this seems to be an appropriate prerequisite for those who work in secure care units.

The reasoning is simple: the children and young people concerned will have arrived at a crisis point or cross-roads in their lives.

It is too easy to blame and punish youngsters in trouble with the law. The adults who work in these units must know how to do something different with children who might otherwise go on to be part of the disastrous crime situation in South Africa — and never come to know their own value and possibilities in spite of the hardship they have known. ■



YIZANI

The name means 'Come Everybody'. We visit a programme which reaches across the margins of mistrust and despair to children on the streets of Cape Town

By being a safe, welcoming place, offering basic recreational and educational activities and access to food, medical care and hygiene facilities, Yizani encourages street children to make choices.

Inspired beginnings

Jules Levin, who started Yizani in 1992, realised, while working with the children on the streets of Cape Town, that they needed something constructive to do with their time, and a safe place to do it in. He approached St George's Cathedral who agreed to provide a space. So with a few nails, some wood, and a little soup, Yizani was born. Since these humble but inspired beginnings, Yizani has seen many changes and developments. It now has its own premises, with storage, shower and toilet facilities, as well as a Co-ordinator and Assistant Co-ordinator, who, with the help of twelve volunteers, run the centre.

The biggest change has been in the children who attend the centre. Initially children would abuse solvents, refuse to allow other groups into the centre, behave atrociously, steal, fight and carry on as if there was no tomorrow. Now children do not bring their drugs into the centre and only oc-

asionally does one come to the centre "high".

Mealtimes are now relaxed affairs. We have few fights, and only in extreme circumstances will a child resort to violence to vent frustration. Racism and intimidation amongst the children is no longer endemic.

First step

Yizani does not pretend to be a total solution; it is only open for four hours a day, five days a week, catering to those children unable

or unwilling to refer themselves to a shelter or to return home. Yizani is the first step for these children, and aims to help them to lift themselves out of their apathy and insecurity, and enable them to move forward to a better future.

Programmes

An important part of the work is the recruitment, training and support of volunteers who contribute to the programme in many ways — from preparing food to assisting with the programmes.





Activities include puppet making and stimulating creativity by the use of various media — wire, clay and other recyclable materials. Recreational activities include soccer, swimming, videos and other games. Some of the activity sessions involve groupwork and trust-building exercises. In 1995 SANCA presented their seven-week life skills training programme, using the medium of puppets. This included dealing with the four basic emotions, positive self-image, drug awareness, peer pressure, decision making, and getting help. Sexuality and related issues also form part of this programme.

The aims are to help the children express themselves, to help them build skills, attitudes and values which are pragmatic, useful and rewarding, and to build self-confidence and self-esteem.

It is a harsh reality that these children must learn to make adult decisions and to take responsibility for their own lives. ■

Saying Hi to Street Kids

Annette Cockburn offers some tips and suggestions for the general public in Cape Town for dealing with children begging at the robot, "watching" cars and asking of money in the street or in parking lots.

1. Engage them in conversation — and here there are two possibilities:

Firstly when you ask their name, where they live, and why they are not in a "shelter" you demonstrate concern.

These kids have been rejected so often in their lives. Don't tell them "push off and" or "leave me alone," don't swear at them or revile them — its the best way to elicit aggression. Nobody wins.

Secondly its not productive for them to engage in conversation, they are trying to make

money, not friends. They don't want to chat. They'll quickly leave you and move on to the next car.

2. If you give money — and of course that's your choice — you need to know that there are basically two kinds of children who beg.

Firstly there are the children who live on the street who may use their money for food, but who are more likely to use it for thinners or glue, or less destructively for video games. Access to food is not a major problem. There are many sources of food for the homeless in Cape Town.

Secondly there are children who come into the streets of Cape Town on a daily basis to beg in order to supplement their families' income. This is endemic to all developing countries. They go home at night with enough money for a couple of loaves of bread, or after a few days enough money for a pair of shoes in order that they may go to school.

We call them "day time strollers". Research in Third World countries suggests that three out of four street children fit into this category, i.e., only one out of four children who you see begging or doing "quasi" jobs like parking and washing cars, actually live on the street.

There is no evidence to suggest that the position in SA is any different.

Thirdly there are those children, usually very small and often "cute", who are "managed" by older youth, a Fagin type character lurking in the background who himself would have no

success at the robots, or even more sadly by a parent, usually a mother who keeps a low profile, but a close watch from nearby. These children are in my opinion, the saddest, most exploited, abused and neglected of all kids who are on the streets co-erced and afraid: they have little choice. I'm not often approached by begging children; many of them know me, and if they inadvertently appear at my car window they seem both quite pleased to see me, but also "skaam" because they know that I know that they should be in a programme. Mostly they say "Jammer Pali" and scuttle off.

Children, after all

But for the new ones, the tiny ones, even some of the well know regulars I have been know to give a couple of sweets, a balloon.

They are, after all, children first, simply children. Children like sweets and balloons and apples. Being street children does not change that.

Finally, members of the public could donate money, clothes or food to a number of organisations like The Homestead, Child Welfare Society and The Salesian Institute who provide a wide range of services to children and youth "of" and "on" the streets of Cape Town — in other areas there are probably similar well-known places.

Kicked out?

Often when children are asked why they are not in a shelter or going to a programme they

have to find an excuse. Usually this goes something like this. "Hulle het my uitgejag" "The children there hit me" or "Meneer het my geskop."

I want to be very upfront about this. No child is sent away from any of our centres, and we enforce a strict policy of no corporal punishment whatsoever.

A child may be suspended for a period ranging from a few hours to a couple of weeks for the following.

1. Being high on drugs. (They are readmitted when sober)
2. Assault
3. Excessive bullying.
4. Refusal to attend school (though this would apply only at a third stage centre where the children are expected to go to school).

The only reason a child is expelled is for sexual molestation — and this happens only very occasionally.



Larry Brendtro and Nicholas Long, co-editors of the journal *Reclaiming Children and Youth*, challenge adults who behave disrespectfully when demanding respect from young people.

Rethinking Respect

"He that will have his son have respect for him and his orders, must himself have a great reverence for his son."

—John Locke, *Some Thoughts Concerning Education*, 1693

To believe that one can teach respect through coercion is to confuse respect with obedience. Certainly discipline for obedience may sometimes be necessary, particularly with children who have not yet developed controls from within. But without discipline for responsibility, we never will produce genuinely respectful youth. This truth has been recognised by great educational thinkers for centuries, but is missing from the current debate on problems of youth.

At the turn of the century, Maria Montessori pioneered schools for slum youth that discarded antiquated methods of obedience training. She called for educators to progress from discipline as a verb (adults exercising control over students) to discipline as a noun (adults helping youth practise self-control). Her message is still relevant. Today, cries to "get tough" on troublesome students are coupled with calls for zero tolerance and ever harsher sanctions. Montessori would remind us that instilling obedience through the fear of punishment is really not a very high expectation; even animals can be trained to obey. Ultimately, as John Locke contended, only respect can teach respect. The tendency to confuse respect with obedience is deeply embedded in the traditions of all power-based cultures. Certainly, the much-vilified European patriarchy does not have a corner on this culture-bound thinking error. On a recent airline flight, a seat-mate turned out to be a black professor of linguistics from South Africa. As we talked about President Nelson Mandela, the linguist noted that there was no word in his tribal tongue that could separate the concept of respect from fear. Many cultures

have a similar blind spot. The history of child-rearing in Western civilisation is deeply rooted in the belief that we can "scare the devil" out of children.

The Polish youth pioneer, Janusz Korczak (1879-1942), trained staff to work with street children, telling them that their authority would be directly pro-

portional to their value as an esteemed adult. This axiom of "respect begets respect" was articulated as early as 1847 by David Page, who wrote the first book used to educate teachers in the United States:

Two teachers were once walking together in the streets of a large town in New England. Several lads whom they met on the sidewalk raised their caps as they exchanged the common salutations with one of their teachers. "What boys are these that pay you such attention as they pass?" inquired the other. "They are my scholars," answered his friend. "Your scholars! Why, how do you teach them to be so very polite? Mine are pretty sure never to look at me; and generally they take care to be on the other side of the street." "I am unable to tell," said his friend. "I never say anything about it. I usually bow to them and they are ready to bow to me."

In our attempts to teach staff to work respectfully with troublemaking youth, we sometimes hear the response, "But they don't *deserve* respect!" Perhaps true, but respect is a reciprocal process, and adults will never gain respect from youth they despise.

Two hundred years ago, Pestalozzi maintained that the crowning achievement of education is to be able to criticise students for their unacceptable behaviour and still convince them of our deep concern, something Christians have long called "hating the sin but loving the sinner." Our mentor, Fritz Redl, often said that this society neglects its children and fears and hates its youth. He pioneered methods that provided respectful interventions, even when these "children who hate" would spit back our compassion in our faces. While compassion is still a strong traditional value (and has been so designated by William Bennett [1993] in his *Book of Virtues*), calls for compassion are



"... respect is a reciprocal process, and adults will never gain respect from youth they despise."

The Letter

Dear Governor

I was disappointed to hear and read about your hypothetical response to the teen who swore at a teacher.

I used to be one of those teachers who used his power to get his way. One time, I almost broke my foot when I kicked the underside of a student's desk to get his attention. Over the years, as I got older and questioned the anger that was behind my need for obedience, I began to understand that I wasn't teaching real responsibility or respect for authority. I've learned that only by giving kids respect and responsibility will they give it back to you in genuine ways.

Some think the only way to raise kids is with an iron fist, that unless our children feel the whip, they won't be respectful. Through personal and professional experience, that is not my belief. I never remember once being spanked by Dad. He didn't raise his voice or hands in anger with any of his seven children, and all of us turned out OK. I would want you to know that Dad was no wimp. He received a purple heart, two bronze stars and other commendations for his efforts in WWII. He was proud that he received a Battle Field Commission.

There is a better way to deal with disrespectful kids than lashing out or acting like a troubled child ourselves. Calling kids to greatness and helping them find their soul takes patience and effort. I think you would have had a profound effect on that student by simply expressing your disappointment at the foul language and then saying something like, "Son, you are too important to all of us to talk that way. I expect better from you, and I believe it is in you to do so."

Governor, you are in a powerful position, and there are many who will take your comments, however you meant them, as the way to solve our problems. I hope that you will find a way to let our citizens know that there are other ways to deal with disrespectful students.

Respectfully ...

anathema to those purveying hostility to problem youth. Examples of prejudicial youth-bashing abound:

- LaPierre (1995) blames delinquency on "bleeding heart liberals" whom he further describes as "gutless wimps." His favourite pejorative for delinquents is "predator." With clever sound-bites he proclaims "They aren't children, they are terrorists running rampant in our communities." (p.77)

But labelling alienated youth as "terrorists" is the same genre of dangerous and powerful language that triggered the assassination of Israeli Prime Minister Rabin; calling them "predators" is a replication of propaganda tags used by Hitler to justify genocide.

- A nationally prominent politician calls for building "punk prisons," which of course is newspeak for "children's prisons." Journalists at *USA Today* unwittingly become his propaganda proxies by reprinting this prejudicial prose. One presumes the nation's largest newspaper has policies against maligning other minorities, but troubled kids are the minority everyone loves to hate.

- Politicians campaign on the promise to build boot camps to "teach those smart-aleck, snot-nose punks respect." Using disrespectful aspersions to describe disrespectful youth is a type of reverse behaviour modification: adults adopt the very behaviour they seek to change. Once again, the term "punk" comes in very handy since this label lures the listener from rational to emotional brain processes.

Professionals who have dedicated their careers to reclaiming youth cannot continue to stand by silently in the presence of vengeful rhetoric about these young persons. Silence implies consent. But speaking out may entail risks, particularly if those we challenge are in authority. Still, cowardice has never been a trait of persons who have the courage to daily walk through the storm with troubled youth.

* * *

Recently, a consulting editor to *Reclaiming Child and Youth* sent a copy of a letter he had written to the governor of his state, challenging the governor's youth-bashing rhetoric. This politician is a brilliant debater, a master at using bombastic rhetoric to demolish those who disagree

with him. Because many are afraid to publicly oppose him, serious dialogue on controversial issues is thwarted. Unless those who best understand troubled youth enter the debate, intemperate voices will prevail.

Appearing before a convention of business leaders, the governor had related a story of overhearing a student address a teacher with a two-word vulgarity. The governor submitted that his response would have been to slam the student's head against the locker and bloody him a bit. Many in the audience responded with approving laughter. Although couched in "humour and hyperbole", the governor's proposed solution to disrespectful students would constitute abusive if not criminal behaviour.

The governor's remarks sparked numerous editorials and letters to the opinion pages. Some strongly supported his "take no prisoners" mentality. Others attacked the governor, sometimes thoughtfully, and at other times with rhetoric as harsh in tone as the original offending remarks. One newspaper ran a particularly vicious and disrespectful cartoon in which the governor was portrayed as a perpetrator of "the chain saw massacre." Once again, disrespect became a weapon in the war against disrespect.

The letter on the left shared by our colleague demonstrates a genre of writing too rare today, that is, respectful confrontation. His intent was not meant to stir animosity or publicly embarrass the governor. Instead, he communicated directly with the governor, asking him to rethink his ideas about respect (ideas that of course are products of a long cultural tradition of violence shared by us all). We have permission to share the letter printed alongside.

Illustration: Caroline Binch



**MARSH
MEMORIAL
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- ◆ Have experience in working with children
- ◆ Possess a valid driver's licence
- ◆ Have a Matriculation certificate
- ◆ If married, be aware that the spouse must be independently employed.

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Mondays to Fridays between
2.00 and 4.30 pm.**

Mel Gray explains the application of community development principles in social work practice within a new welfare vision for South Africa

Towards an Understanding of Developmental Social Work

Dramatic changes have swept the country in the last six years and although numerous social work writers attest to the importance of developmental social work, few have told us what it actually is and it remains a noble ideal rather than a practice reality. This article examines the nature of developmental social work and attempts to show its relationship to related endeavours such as rural community development, primary health care, primary social services and adult education.

These are tentative ideas which are thrown open for discussion and debate.

Social development is conceptualised as a macro-policy perspective, *community development* as a form of strategic intervention and *developmental social work* as their application to social work practice in those contexts where poverty and under-development are major concerns.

Welfare and development

The Draft White Paper for Social Welfare (1995) states emphatically that welfare should contribute to the eradication of poverty through a developmental approach by which is meant an approach which, among other things, does the following:

- discourages dependency;
- promotes the active involvement of people in their own development;
- employs a multifaceted, multi-sectoral approach; and
- encourages partnership between the state, provincial government and all other stake holders in welfare.

At the World Summit on Social Development held in Copenhagen in May 1995, South Africa committed itself to the eradication of poverty. In so doing, it created the need for internal, national anti-

poverty strategies in line with global anti-poverty programmes. Internationally, development is conceptualised as a comprehensive attack against poverty based on social, political, economic and cultural goals. It is concerned with constant improvement, involves the participation of ordinary people and leads to a fair distribution of the benefits of development. The latter are driven by the acknowledgement of people's right to development (Gray, 1992).

For welfare to move to a development paradigm it has to give up its dominant role as the instrument of government caring for those in need through the delivery of services, and it must recognise the link between welfare and development.

A welfare policy document is needed which establishes the centrality of development. Development must govern the whole of welfare and the state must remove all obstacles to a developmental approach. In fact, welfare cannot be successful without sustainable development.

The right to development

Development demands a high degree of moral and political commitment which differs markedly from a paradigm of service rendering or attending to need (Gray, 1994). Development is based on the ideal of equity and justice and on the notion of rights which goes beyond the notion of needs (Gray, 1992).

The new South African Bill of Rights contains clauses on social and economic rights but does not refer to the right to development. There is some resistance to a rights-based approach around concerns that the concession of rights, whether they be social, economic or welfare rights, will lead to claims on government which

cannot be honoured and which, in turn, will lead to government embarrassment for its failure to deliver on these entitlements.

However, this fear is unfounded and reflects a misunderstanding of the meaning and intention of a rights-based approach (Gray, 1993). It results from confusion between human rights law as a statement of intention, and judiciary law which protects legal claims. Human rights bills are statements of intention reflecting moral and political ideals and these are more important than their legal dimension. In fact, they guide the way in which laws are framed and applied. Human rights laws are not about unrealistic claims. They are, rather, about giving direction — direction to respect, protect and promote human rights. Each step in this direction is a progression towards the realisation of human rights to the maximum extent that available resources will allow.

The state can only be taken to court for its failure to take these steps. It cannot be taken to court for failing to fulfil them.

The notion of human rights is central to development and development acknowledges the relationship between social, political and economic rights. Past failures to recognise this relationship have resulted in the perpetration of injustice in the name of development — the displacement of people, the destruction of the environment, the disempowerment of communities, and the deterioration of land. Development does not automatically bring benefits. It must be carefully planned and observe human rights.

The final chapter of the RDP (ANC, 1994) describes the goal of democratising the state and society, of transferring actual power to ordinary people and of ensuring accountability and accessibility to development. In terms of these goals, people have a right to participation and to development.

These rights are both individual and collective rights which need a responsive environment if they are to flourish. Thus, the state must create conditions for the enjoyment of human rights and create a human rights culture if these RDP goals are to succeed.

Relationship between social development, community development, primary health care and primary social services.

Social development, community development, primary health care and primary social services are often taken to mean the same thing. They are, however, related

but separate constructs. There is a need to clarify the meaning of these terms.

Social development

Social development is a macropolicy perspective, primarily aimed at eradicating poverty in society. It provides the context within which development takes place. It is a multisectoral approach to poverty alleviation and requires that all sectors of society work together towards social upliftment or improvement. By definition, then, it brings all sectors in society into interaction with one another requiring that they work co-operatively for the best results to be achieved. Hence social workers will interact with primary health care workers, agriculturalists, engineers and planners concerned with infrastructural development such as housing, water, roads and sanitation, to name but a few players in this scenario. For all, community involvement will be important to whatever other development methods they may use, including research, social planning and policy analysis and development.

Community development

Community development is an intervention strategy, a way in which services are rendered. It is an approach which emphasises the participation and involvement of local people, the importance of empowerment through education (conscientisation and awareness), capacity-building and community organising. It is a grassroots or bottom-up approach aimed at social improvement.

Primary health care

Primary health care pertains to one aspect of social development, namely, health. Because it is a firstline, primary, preventive approach it is entirely compatible with and, therefore, uses the strategy of community development as a means of bringing health care services to the poor. Primary health care workers are concerned primarily with the community's health needs and with the prevention and treatment of disease. They focus on nutrition, personal hygiene, environmental health (such as the availability of water and sanitation), child health (promoting breastfeeding and healthy childrearing practices) and poverty or socially-related diseases such as tuberculosis, AIDS, malnutrition and gastroenteritis.

Primary social services

In September 1994, a Working Document on Primary Social Services was produced by the Department of Welfare. "Primary social services" were to be rendered through "one-stop" community-based organisations with the intended aim of making welfare services more accessible to the poor by combating the situation where the bulk of welfare services was concentrated in the urban, developed centres. In terms of this document, primary social services were to be recognised as independent of fields of service which would draw heavily on community development: "Full community participation and involvement are es-

sential" (p 4). The close relationship between primary social services and primary health care was noted, the only major difference being one of focus, the former focusing more broadly on social and welfare-related problems (more particularly services for children, the elderly, alcoholics and the physically challenged) and the latter focusing on illness (particularly the prevention thereof). However, even at the primary level, a focus on preventive, remedial and individual (clinical) services is needed in addition to broader community development goals of community upliftment and empowerment.

Development and economic growth

Development is often confused with economic growth. However, development is not simply an economic issue since it places people at the centre of planning and is concerned with the overall quality of their lives (Gray, 1992). Economic advances must serve people. Thus economic growth is not a panacea. There are numerous examples where economic growth has failed to lead to an improvement in the quality of people's lives (Midgley, 1995). Development goes beyond economic concerns and is a much richer concept than economic growth. Hence the right to development is not solely an economic issue because it also involves political matters.

Towards a definition of developmental social work

Developmental social work is a type of social work which:

- affirms the social work profession's commitment to the eradication of poverty;
- recognises the link between welfare and economic development;
- construes welfare as an investment in human capital rather than a drain on limited resources.

It is a type of social work which diverges from the residual, service-oriented approach directed at special categories of people in need to holistic, planned, development strategies which place people and human rights at the centre of social planning. The first model uses conventional resources such as money and power which are depleted through usage while the second uses vast, nonconventional resources, such as ubuntu, solidarity and cultural awareness, which are depleted by non-usage.

Developmental social work comprises non-remedial forms of intervention. It means basically employing community development as a major intervention strategy. It is social work's contribution to reconstruction and development. It has much in common with, but is not the same as, related endeavours such as rural community development, primary health care, primary social services and adult education:

- Rural community development refers to both a context (rural areas) and method of practice (community development). It is concerned with, among other things, agricultural develop-

ment, water, sanitation and infrastructural development.

- As outlined previously, primary health care is concerned with, among other things, child nutrition, family planning, maternal and child health.
- Adult education draws on popular education approaches designed to empower people through adult literacy programmes.

In theory, developmental social work promotes the following:

- a people-centred philosophy;
- welfare as a human right;
- the prevention of social problems;
- awareness through education;
- equality of resource distribution and a reduction of inequities in service provision;
- populist forms of intervention, including community development;
- community participation in all stages of care from planning through to evaluation;
- multisectoral work.

In practice, developmental social work is concerned mainly with non-material resources, such as people's participation?, community support and naturally occurring networks. Social workers attempt to combine these strengths into organised, small-scale community programmes around central issues of concern. It is the latter which brings social work into contact with other development initiatives, for example, as when the central concern pertains to water or sanitation. Social workers may then act as facilitators or brokers bringing community groups into contact with resource-providers in this way helping them to gain access to resources and empowering them to negotiate on their own behalf.

Through community development, social workers unleash people's collective potential, build their capacity and help them to organise themselves around common concerns. However, social work needs to move beyond this non-materialist approach to community development and to recognise the important role played by economic factors in development initiatives. Viable projects have to be assessed in terms of their economic viability and their marketability in the broader community. There is increasing recognition that training or skills development and income generation are crucial to economic empowerment. Unless people develop their economic potential they will remain poor. Political and social organisation increases people's potential to access resources but real empowerment comes from the achievement of economic independence and autonomy.

Conclusion

Traditionally social work has focused on rendering services to people in need. The fact that most organised services were located in urban areas led to the neglect of huge sections of the population living in dire poverty. Recognition of the need for social work to extend its services to the poor in undeveloped urban and rural areas

led to an emphasis on developmental social work.

In this paper the nature of developmental social work has been examined and conceptual distinctions have been drawn between the policy of social development, the strategy of community development, primary health care and primary social services.

In examining the relationship between social work and development, attention was drawn to the relationship between economic and social development.

Finally, the need for social work to focus on both the non-materialist and materialist (economic) aspects of development was highlighted. The importance of job skill development and income-generation was seen as essential to economic empowerment.

These tentative ideas are presented to invite discussion and debate on a developing area of social work theory. Experiences from practice are vital to the process of theory development and ways in which social work is contributing to the reconstruction and development of our country needs to be documented. It is from the marriage of theory and practice that a sound theory of developmental social work will evolve. It is hoped that this paper will set such a process in motion.

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Reprinted from *Social Work Practice*

Point of View

Now for the Bad News: A Teenage Time Bomb?

THEY ARE JUST FOUR, five and six years old right now, but already they are making criminologists nervous. They are growing up, too frequently, in abusive or broken homes, with little adult supervision and few positive role models. Left to themselves, they spend much of their time hanging out on the streets or soaking up violent TV shows. By the year 2005 they will be teenagers — a group that tends to be, in the view of Northeastern University criminologist James Alan Fox, “temporally sociopaths — impulsive and immature.” If they also have easy access to guns and drugs, they can be extremely dangerous.

Teen crime statistics

For all the heartening news offered by recent U.S. crime statistics, there is an ominous flip side. While the felony count is dropping for adults, it is soaring for teens. Between 1990 and 1994, the rate at which adults age 25 and older committed homicides declined 22%; yet the pace jumped 16% for youths between 14 and 17, the age group that in the early '90s supplanted 18-to-24-year-olds as the most crime-prone.

And that is the age group that will be booming in the next decade. There are currently 39 million children under 10 in the U.S., more than at any other time

since the 1950s. “This is the calm before the crime storm,” says Fox. “So long as we fool ourselves into thinking that we’re winning the war against crime, we may be blindsided by this bloodbath of teenage violence that is lurking in the future.”

Inevitable?

Demographics don't have to be destiny, but other social trends do little to contradict the dire predictions. Nearly all the factors that contribute to youth crime — single-parent households, child abuse, deteriorating inner-city schools — are getting worse. At the same time, government is becoming less, not more, interested in spending money to help break the cycle of poverty and crime.

All of which has led John J. DiIulio Jr., a professor of politics and public affairs at Princeton, to warn about a new generation of “superpredators,” youngsters who are coming of age in actual and “moral poverty,” without “the benefit of parents, teachers, coaches and clergy to teach them right or wrong and show them unconditional love.”

Predicting a generation's crime patterns is, of course, risky, especially when outside factors remain unpredictable.

Michael Tonry, a professor of law and public policy at the University of Minnesota, argues that the demographic doomsayers are unduly alarmist. “There will be a slightly larger number of people relative to the overall population who are at high risk far doing bad things, so that's going to have some effect,” he concedes. “But it's not going to be an apocalyptic effect.” Norval Morris, a professor of law and criminology at the University of Chicago, finds DiIulio's notion of superpredators too simplistic: “The human animal in young males is quite a violent animal all over the world. The people who put forth the theory of moral poverty lack a sense



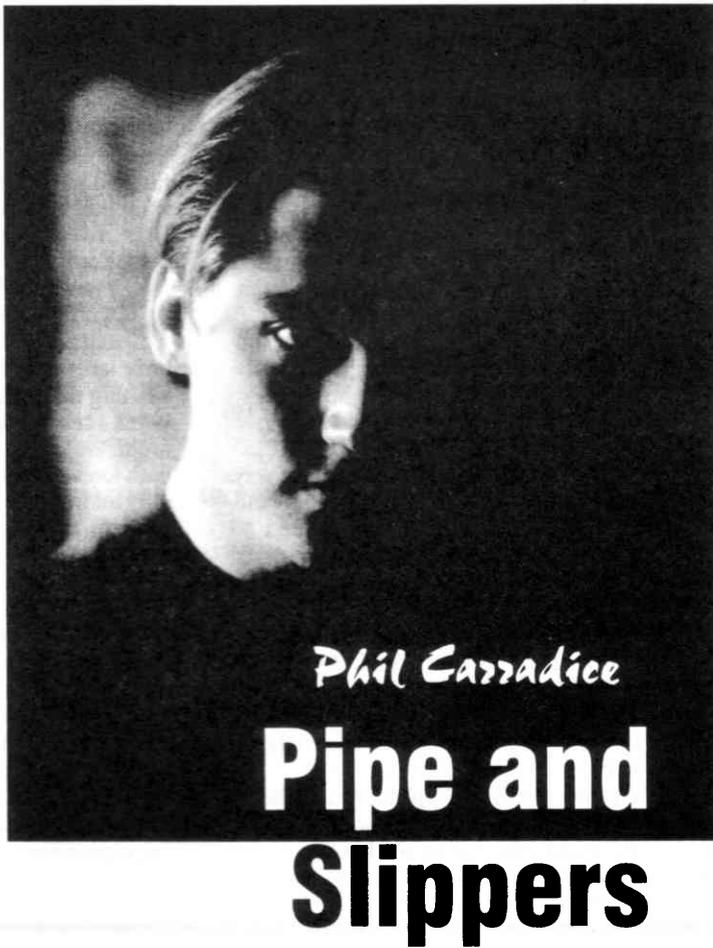
of history and comparative criminology.”

Other students of the inner city are more pessimistic. “All the basic elements that spawn teenage crime are still in place, and in many cases the indicators are worse,” says Jonathan Kozol, author of *Amazing Grace*, an examination of poverty in New York City's South Bronx. “There's a dramatic increase of children in foster care, and that's a very high-risk group of kids. We're not creating new jobs, and we're not improving education to suit poor people for the jobs that exist.”

Alternatives to gangbans and drugs

Can anything defuse the demographic time bomb? Fox urges “reinvesting in children”: improving schools, creating after-school programmes and providing other alternatives to gangs and drugs. DiIulio, a law-and-order conservative, advocates tougher prosecution and wants to strengthen religious institutions to instill better values. Yet he opposes the Republicans' efforts to make deep cuts in social programmes. “A failure to maintain existing welfare and health commitments for kids,” he says, “is to guarantee that the next wave of juvenile predators will be even worse than the one we're dealing with today.”

By Richard Zoglin
Time Magazine. Reported by Sam Allis/Boston and Ratu Kamalani/New York



Phil Cassadice

Pipe and Slippers

Almost from the very beginning we became Mike's world. He had spent three nights in a police cell and that, combined with the traumatic, self-destructive events of the weekend, meant he was more than ready for any refuge we might offer. He arrived at Bracken House one freezing morning in January, a very subdued and frightened young boy. Hand-cuffed to two burly policemen, eyes watery and unsure, he gazed around the building, terrified of what he might see.

Jack, the Deputy Principal, and I were waiting for them in the Secure Unit.

'In here,' said Jack, motioning the little group into the office. 'Could you take off the cuffs?' I asked. The policemen looked at me carefully and very surely, very slowly, removed the hand-cuffs.

'Thanks,' I said.

While Jack went through the usual admission procedures, I read over the few bits and pieces of information we had on the boy. His name was Mike; he was fourteen years old and had been

remanded to our care on a charge of murder. The previous Friday, on the way home from school, he had stabbed his best friend with a sheath knife. He then hid the body on some waste ground where it was not discovered until late the following day.

There was no reason, no rationale, just a clear, bald statement of fact.

'Should be a weekly remand for the next few months,' said a policeman. 'At least until committal for trial. We'll have someone here to pick him up for court each Thursday.'

I looked at Mike. Apart from the eyes, which were weak and dead, there was nothing to suggest or even hint at the brutal and callous crime of which he was accused.

Once the policemen had left, Mike began to relax. Nobody in their right mind could condone his actions but, at that stage, it was not our concern. We were to look after him, care for him, and, if necessary, protect him from the outside world. We could feel remorse or even disgust at what he had done but our prime concern had to be for Mike. And

there was no denying he had had a rough time of it.

'Three days,' he told us. 'Day and night they kept at me. I didn't get any sleep all weekend.'

We introduced him to the Secure Unit staff and then left them to get to know each other. Slowly, we walked to the end of the corridor, opened and then locked the heavy security doors behind us. 'That's a hell of a thing,' commented Jack as we went down the stairs.

'What is?' I asked.

'That kid. OK, so he's committed a crime — the worst, most brutal crime you can imagine. But he's going to spend the rest of his life in institutions like this. From now on he'll get to need us like another lung. We're all he's got!' Jack was right.

Mike settled quickly to the routine of the Unit, hardly seeming to need parents, friends, anyone on the outside world. It was as if every-thing had ceased to exist except in fantasy, the little dreams he wove around his life. The very buildings and structure of Bracken House were exactly what he wanted, needed even. He was a nice enough lad and it was very easy for us to forget his crime.

'Come and see this,' he called to me one day. 'Look what I've done with the sitting room.'

In one corner he had constructed a dais and with pictures of pop and film stars, coloured lights and the Unit stereo; he had made the whole place into the discotheque of his dreams.

'I'm going to run my own disco when I get out of here,' he said. I gazed at him. He was flushed, excited, eyes sparkling and aglow. Jack's words came suddenly, urgently, back to me — 'We are all he's got!'

After a while, however, even the dreams began to fade. Gradually, we became the centre of his whole universe, almost as if we were the only fantasy which really mattered to him. He persuaded his parents to bring him records and a guitar, tape recorder and books, anything which would help cement or prop up his brittle existence.

He took over and organized the boys' rota duties for washing, cleaning and television viewing. Eagerly he seized on the gossip which always circulated in residential establishments and passed it on like an old washerwoman.

Yet, most worrying of all, was

the total lack of remorse he showed. The offence and court appearance became events which had happened or would happen in the future — but always as if to someone else. Mike saw himself as one of us — we were his future, his family, his home. Life began and ended with us. 'It's nice to get back,' he sighed, one evening as we returned to the Unit after a walk. 'Always better in here.'

Eventually, the time came to hold a case conference in order to discuss his situation. We sat in the long, oak panelled conference room and pondered on his future. 'It was bound to happen,' commented Jack. 'Always does in cases like this.'

Dave, the Group Leader in charge of the Secure Unit, raised his eyebrows. 'Maybe. But when that door shuts behind him he does find it incredibly comforting. It seems to block out that great big, nasty world — he knows he's secure, knows we'll care for him. He's protected, sheltered. Safe, I suppose.'

We nodded, each of us knowing that Dave was right. 'Mind you,' Jack shrugged, 'he's going to move on after the trial. And not to anywhere quite as pleasant or as caring as this!'

For a while none of us spoke. We had all considered it, known it was possible, but

now Jack's words brought everything out into the open. Mike was so obviously content, so happy in the tiny world he had constructed for himself, that the coming court appearance loomed like freezing winter in his path.

'At the moment,' sighed Dave, 'he's forgotten all about the murder, the trial, everything. He used to have nightmares, used to keep calling out in his sleep, but even that's stopped now. It's as if he's shut everything away at the back of his mind and just refuses to let it out. Trouble is, when he gets to court, when he comes face to face with reality, it could damn well destroy him.'

And yet things did not turn out that way. When he went into court he was like the calm at the centre of a storm. Around him, all over him, were weeping parents and relatives — his and the murdered boy's — but Mike sat unperturbed and unmoved in the middle of it all.

For five days the trial lasted. When, each evening, he returned to the Unit it was for all the world as if he was the happy family man coming home from a hard day's work.

'The old pipe and slippers routine,' he would say as he settled down in front of the television. 'This is the life.'

When the jury brought in a verdict of

guilty he was silent and, to all outward appearances, uncaring. He was to be detained at 'Her Majesty's pleasure' and came back to us to await placement at a Youth Treatment Centre. Neither then nor at any stage in the future did he make any comment about what had happened to him.

Shortly afterwards I went off on a month's Outward Bound course in North Wales. I made a point of going around the boys who would have left the Centre before I came back, wishing them all the best for the future. When I came to Mike he was sitting in his room. We looked at each other and we both knew that any comment was not only ineffective but also a waste of time. With other boys there was a foreseeable future. In a few years they would be out of the system and would, hopefully, settle down to a relatively normal life. But for Mike, what was there to look forward to? He had nowhere to go apart from a succession of treatment centres and, eventually, the prison service for the rest of his life. And the thought was crippling. 'Cheerio, Mike,' I said. 'Look after yourself. See you around,' he said.

When I thought about it there was nothing else to say.

Questions

"I have been working as a child care worker for a few months now. It seems that the children's home does a lot for the children — but why are these children so ungrateful?"

The word "grateful" is an interesting word. It comes from a whole group of words which reflect a warm, polite, pleasurable and mutual relationship between people (gratify). It contains ideas of acceptance, willingness, loving indulgence, agreeableness, dignity and charm (grace). It portrays joy and delight in the happiness or success of close ones (congratulate). And in rather more formal senses, it reflects ideas of reward, payment or recompense in return for work done or favours shown (gratuity) — or, amongst friends and colleagues, more often the idea of doing something as a favour, with no charge (gratis). It is always something reciprocal, and at the least it conveys respect, compliance and acknowledgement: the original meaning of "thank you" was "I do you honour."

This long lesson on words was to contrast the idea of "grateful" with the usual experience of troubled children. Most of them feel like a *persona non grata* — and unacceptable person. In short, to be *grateful*, a child would



Why are these children so ungrateful?

first need to feel part of a mutual arrangement or a loving group, whose ways were clear and understood. This has not been the experience of children in care. It is hard for them to accept things given to them as expressions of love, acceptance and dignity — and yet they *need* things

Deprived children and things

When a loved one gives us something, we often distinguish between its real value and its sentimental value. We know that even the smallest gestures between people who love each other are full of additional meaning — and we are grateful for this. You will find that many troubled children divorce *things* from *meaning*. Things they can understand; meaning has always been elusive.

When confronted by deprived children we quickly respond by giving — we can see that their immediate needs are for food, warmth, comfort. We are tempted to engage them by giving them things, and at that initial stage we are seen by the children as a means for getting the things they need.

Moving beyond getting

English child care writer Christopher Beedel warned that we should soon move from the early stage of "providing" deprived children with what they need to the stage of personalised "giving" — so that, he said, the child feels the experience as caring. In other words, the transaction of giving and receiving should be something which takes place within the relationship between two people. And this takes us back to all those words with which we started this reply. This building of a relationship is the crucial turning point in this forward move — as it is, of course, in all of our work with children. As long as we "provide" them with what they need (in an institutional, impersonal or group sense) we will be looked at for what the kids can get from us. A mark of the so-called institutionalised child is this mercenary and manipulative attitude towards carers.

So, in thinking about children's lack of gratitude, look first at each individual child — in terms of such things as belonging, attachment, affection, relationship, reciprocity and caring.



Leon Fulcher is Professor of Social Work and Head of the Department of Sociology and Social Work at Victoria University of Wellington, New Zealand.

He's also a child care worker ...

Saying Yes or Saying No

A situation child care workers get into ...

I'm in the living room with four of the adolescents in our program, and I'm angry. Gerry, who's 14, is telling me that last night Jack (another child and youth care worker) told the group that they could stay up an hour later tonight to watch the movie on TV. The other kids agree with Gerry — of course they do, what else would I expect?

I've checked the log book and there is no information recorded about this — I even tried to call Jack at home, but no answer. I also know that Jack has done this kind of thing before: leaving his shift without logging all the necessary information for whoever is coming on later. We've talked about it, and he agrees that it's a problem. Last time he promised that he'd be more careful in the future, but here we are again.

You can see my problem. If I tell the kids "No" and Jack really did tell them it would be okay, then I'm going to have a battle on my hands here and I'm going to look like the "bad guy." If Jack didn't say it would be okay and I let them stay up, then I've been manipulated and look like a fool. Not only that, but either way I'm going to have to deal with the staff team, and they are going to second-guess this one until the cows come home.

I have to decide what to do in the next minute or so before this thing blows up.

I guess I'm also wrestling with the question of fairness and justice that is so important to these kids. I don't want them to have another experience of not being able to trust adults in what they say. But I also don't want them to have another experience of successfully manipulating adults in order to get what they want.

And a reply ...

Ah yes. Been here! Done this! Gerry sounds like my own son Mark at the same age. And one of the other kids in the group like my daughter Katie. Or was it Nigel and Lexie at Barnardo's unit in Edinburgh? Or Tye and those others in Birch Cottage at Maple Lane School in Washington state? Goodness knows, a variation on the same theme happened just last week at Weir House in Wellington, New Zealand with a group of university students. Ah yes! Been here and done this!

Damn it, Jack! Why don't you follow through on the procedures around here? How many times do we have to go over this business of your following through with agreed policy? I don't think you care at all about how your practice sets the rest of us staff members up for hassles with kids whose life experiences we keep repeating right here in a service designed to help them. Next time I see you, I am going to give you a piece of my mind about what I think of tonight's mess-up.

Ah, but Jack, I don't know much about what you had to contend with during *your* shift either. What did *you* get left with when you came on shift and the others walked off the job? Were there things going down for you personally, or were there some sticky issues with one or two of the kids that you had to contend with and that none of us knows about? Not that I am going to let you off lightly, Jack, but I am willing to be open to the possibility that there is a good explanation for the situation you have left me in.

But, Jack, what happens if your culture and mine are different? Is it possible that I am defending personal and social values that are different from yours because

of cultural differences? Not that I am into making excuses, mind, but OK, maybe I need to consider whether my views are reflected in the dominant cultural group in this place.

If you were a New Zealander of Maori descent, my anger towards you may reflect my attempts to colonise you into thinking like I/we do. I know that you will have all the Maori kids coming to you with issues that they won't bring to me or the rest of us white folk. If we were in Canada and you were of Aboriginal descent, Jack, it is likely that the same issues would be going on for you and I might be totally unaware of what these pressures might mean.

OK, Jack, I will think about these matters, but I am still determined that we will have a chat about this situation you have placed me in.

Me?

Damn it. Is this *me* having to look at my own personal values about growing up in a family where rules were rules, and fairness meant that all five siblings were expected to live by the same groundrules? Why does this child and youth care work keep making me look at my own family and my own experiences of growing up, all in the course of trying to work out what is the right thing to do with kids in my care? Some of these things just don't ever get written about in the books. Decisions on a knife edge, that is how I feel right now! That is the title of the book that has never been written! OK, so I am angry at Jack for landing me in this situation. Or am I also angry at Gerry and these kids for putting me into this testing situation? Maybe I had better acknowledge the anger I feel towards myself for not asking enough questions at shift change time, rather than expecting that everything would be written down in the log book or that the responsibility for communication was one-way: from Jack to me!

So what do I do? The bottom line is that we are talking about an extra hour. What night of the week is it and is there a problem about these kids getting up tomorrow morning? What is the movie? Does it have any redeeming social value, or are we talking about some trashy re-run of *Return to the Chainsaw Massacre*? Is this about rules or about me being tested by these kids? Is

this about consistency or about me looking for an easy way out of this awkward situation? All these questions and I am only seconds away from saving face, losing my cool, having a riot on my hands, or getting even with Jack for all the trouble he has caused me.

On balance, I will have to go with my best hunch and then check it out with Jack and the rest of the staff tomorrow.

My first thought is the time. If we are talking an extra hour to catch the late, late show, then my answer is "No." If we are talking an extra hour to catch the finish of the mid-evening movie, then I am open to considering it. If we are talking weekend as opposed to weekday, then I feel there is more room for flexibility. Weekday? Depends on whether Gerry and the other kids have been having trouble with school and getting ready for school on time. Trouble with school and getting ready for school? Maybe "No movie." No trouble with school? Probably "Yes." *So what is the actual movie?* Is it the Oscar-winning movie *The Piano*? Unfortunately, the answer is "No movie." Too much sexuality for such a young group, even though there are superb panoramic shots of New Zealand scenery worth seeing over and over again. Some blood-and-guts third-rate semi-thriller? Then "No." They could see that anytime, and we

don't need to make something special of that. If we are talking something like *Philadelphia*, or *Shadowlands*, or even *Cool Runnings*, then the answer will probably be "Yes," because there is a social message in each of these movies that is worthy of taking the risk over.

However, the crunch will be *how I deliver my decision* because at the end of the day it will be *my decision*. As these teenagers grapple with their own sense of identity and look at adults to see whether they might model behaviour from these adults, I will need to have my reasons and be ready to share these with the group.

If I say, "No, and that is final," then I will have to deal with the moral outrage that goes with adults making all the decisions and not being accountable for those decisions. If my answer is just "No," I need to give my reasons, and I don't think I can rely on the answer "Rules are rules" as a legitimate explanation.

If I say "Yes," then I need to say why and be accountable for that decision, both to the young people and to my colleagues tomorrow who will want to know why I changed the rules. So I will own my decision and I will make it proactively, not simply give in because I have been manipulated.

If the answer is "No, the extra hour will make it very late and you have been having trouble getting up and getting ready

for school on time," then so be it. I can acknowledge their disappointment but negotiate over another time and movie that they want to see in the next week or so, and for which they might show more readiness to stay up by putting effort into getting going earlier in the morning. If the answer is "Yes, but these are the conditions I will expect in terms of when the television goes off and when you are in your beds, etc." or "Yes, and we will see how you manage the preparations for school, etc.," then I still own my personal and professional authority as a youth care worker who will be accountable for that decision.

Most importantly, I will join the group and watch the movie with them, thereby gaining the opportunity to check out whether it was the movie or the testing of me on the rules that was uppermost in their approach. Then, after everybody has gone to bed, I will write up the details of this incident in the log book and I will talk it over with Jack at our next earliest opportunity.

In the meantime, everyone get into their pyjamas and dressing gowns while Jenny and I make some popcorn. The movie starts in fifteen minutes!

Reprinted from the *Journal of Child and Youth Care*, Canada



"All this gender equality stuff sure ruined Punch and Judy shows for me!"

NATIONAL ASSOCIATION OF CHILD CARE WORKERS

Director

The NACCW, established in 1975, plays a significant and active role in the development of the child and youth care field in South Africa. Its task areas include education and training, advocacy, the interests of its member body, the promotion of adequate standards of practice, international relations and publications.

Applications for this post, which becomes available on 1 August 1996, are invited from senior child and youth care professionals with extensive practice, training and administration experience.

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