

child youth care

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

Raplexity

Jim Anglin refers to the concept of "raplexity" in his article on page 6, as he describes lessons learned from his years in the field. This term, coined by Harrison Owen denotes the state of rapid change along with increased complexity of inter-relationships that is characteristic of the technological age in which we live. Time appears to be passing quicker and things seem to be becoming ever more intricate and complicated. Looking back at the year 2002, this certainly seems to be a fitting description of the child and youth care year in South Africa. Many developments have taken place requiring us to absorb a great deal of information in a short space of time – and then apply this information in our work with children, youth and families. A colleague recently said that he could spend most of his time attending conferences if he did not manage his time effectively and make sure that he was often "at home" to run his programme. I received invitations to eight conferences for the months of October and November alone – all of them interesting, important and making a significant contribution to the field! Much information is being generated in increasingly esoteric niches within the field of services to children and families. Many of us have thus had to work hard to keep abreast of the many developments in the field this year. We may have heard of the Child Justice Bill which comes before parliament shortly; of the Children's Bill being handed to the Department of Social Development after 5 years of work by experts in our field; of child well-being indicators being developed to help us to place resources where they are most needed; of the efforts towards developing a national co-ordinated response to services to children affected/ infected by HIV/AIDS. We may have been active in some of the social justice campaigns affecting children, have celebrated the success of the campaign to make anti-retrovirals accessible to pregnant mothers and infants and be a part of the Basic Income Grant campaign aiming to help just a little those most severely affected by poverty. And we may have been part of forums being established to take forward a particular approach or

program in our work – those practising restorative justice came together to establish a forum; the Life Centres held two national gatherings and also established a forum for the promotion of the integrity of the Life Centre concept. Within the NACCW regional "mini-conferences" were held in three regions, integrating information and lessons learned on transformation into service delivery at a local level.

At a practice level too we have seen increasing demands to respond to deeper, more profound and powerful difficulties and situations. "Child and Youth Care" has carried a number of articles by practitioners on working with children who are dying. Continual challenges are experienced throughout the field with managing behaviour – and this year has seen more students register for training courses than ever before – from tertiary training to one-day workshops.

The year has undoubtedly been characterised by "raplexity", and 2003 is likely to have even more "raplexity" associated with it.

As we enter this rapid and complex future, challenges emerge for practitioners to:

- balance the acquisition of knowledge with the application of that knowledge
- and to ensure that we keep the balance between entering into our esoteric niches and relating to the field as a whole.

The role of the child and youth care worker has been defined as being that of a specialist / generalist. As our field develops we need to avoid the specialist trap of "knowing more and more about less and less". Our commitment remains one connected to children and families. Our responsibility is to keep our eye on this ball, to know that more information will be produced than we can possibly absorb, and to be selective and disciplined in keeping abreast of developments. Let us go into 2003 prepared to put knowledge into practice and provide a service that is increasingly rapid and complex for the children, youth and families whom we serve.

Merle Allsopp

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Please Note

The NACCW offices in Cape Town, Durban and Johannesburg will close on 13 December 2002 and re-open on 13 January 2003

We would like to wish all our Christian friends and colleagues a happy Christmas and prosperous New Year in 2003 — from the NACCW.

Cover picture: © Benni Gool

NACCW

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

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Native Wisdom on Belonging

Dr. Martin Brokenleg briefly describes the Circle of Courage, and its origins. This model has become central to our practice and our programmes. The values enshrined in the Circle of Courage are basic human needs.

The Circle of Courage

In 1988 we were asked by the Child Welfare League of America to make a presentation on Native American child development principles to an international conference in Washington DC. We called our synthesis of this research on tribal wisdom the "Circle of Courage", and it has been the basis of various publications, including our book *Reclaiming Youth at Risk* (Brendtro, Brokenleg, and Van Bockern, 1990.) We worked with Lakota artist George Blue Bird, who created the art that illustrated these principles. The Circle of Courage as reproduced here is a medicine wheel, which is used by tribal peoples to illustrate that all must be in balance and harmony. The Circle of Courage portrays the four developmental needs of

children: Belonging, Mastery, Independence, and Generosity. The various Native tribes do have many differences, but these four principles can be found in the traditional writings and practices of indigenous peoples throughout North America. These values grew out of cultures with structures markedly different from the structure of hierarchal society. Riane Eisler (1987) contended that the two basic models of cultures are the Dominator and Partnership paradigms. The Dominator culture was the traditional model that appeared through much of European history. The Partnership model may well have existed in European antiquity and is still seen in many tribal cultures that are organized around more democratic principles. As is shown in the table below, these

values are strikingly similar to the elements required for positive self-esteem found in the research of Stanley Coopersmith (1967).

A comparison of the values found in these models is given in the table below and is briefly summarized here:

1. Belonging is the organizing principle in Partnership cultures. Significance is assured by belonging, whereas in Dominator cultures one gains significance by standing out from the others, as seen in the hyper individualism of U.S. society today.

2. Mastery measures competence by an individual's comparison to others. The achievements of all are celebrated. In Dominator cultures, "winners" show competence by beating "losers".

COMPARISON OF COOPERSMITH VALUES, CIRCLE OF COURAGE VALUES, AND TRADITIONAL WESTERN VALUES		
Coopersmith foundations of self-esteem	Circle of Courage (Partnership) values	Traditional western (Dominator) values
Significance	Belonging	Individualism
Competence	Mastery	Winning
Power	Independence	Dominance
Virtue	Generosity	Affluence



3. *Independence* is the only principle that allows all persons to exert power over all their lives. In Dominator systems, only a few can occupy coveted positions of power; the majority are obliged to submit.

4. *Generosity* is the measure of virtue in Partnership cultures, where relationships are more important than possessions. In the Dominator culture, the "good life" is reflected in the accumulation of materialistic goods.

In a materialistic, fast paced culture, many children have broken circles, and the fault line usually starts with damaged relationships.

After we represented this model in Washington, a participant in our session approached us privately to ask, with some shyness, whether perhaps these were not just Indian values but also universal values underlying most ethical systems, such as

those seen in first-century Christian communities. We subsequently discovered the writings of Mortimer Adler, who contended that a common error of many modern thinkers is to assume that values are relative. Certainly, many values are determined by our cultural or individual preferences, but early philosophers never doubted there were some universal values, such as truth and courage. To Adler the test of an absolute value was that it met a

universal human need (1985). In fact, developmental psychologists have found universal human patterns of attachment, achievement, autonomy, and altruism that correspond to the principles of The Circle of Courage.

Conclusion

In a materialistic, fast paced culture, many children have broken circles, and the fault line usually starts with damaged relationships. Having no bonds to significant adults, they chase counterfeit belongings through gangs, cults, and promiscuous relationships. Some are so alienated that they have abandoned the pursuit of human attachment. Guarded, lonely, and distrustful, they live in despair or strike out in rage. Families, schools, and youth organizations are being challenged to form new 'tribes' for all of our children so there will be no "psychological orphans".

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An extract from RECLAIMING CHILDREN AND YOUTH
Volume 7 No 3 Fall 1998

Ten Lessons from Thirty Years of Work with Children and Youth

*James P. Anglin, Director and Associate Professor,
School of Child and Youth Care University of Victoria, Canada*

From time to time, and more so in recent years, I find myself feeling quite overwhelmed by the complexity and extent of the problems currently being faced by our youth, those who work with youth, and the organizations and programs that are designed to assist youth. I do not think I am alone in experiencing this! One of my favourite writers on organizational change, Harrison Owen, has even invented a new term to describe the situation we are facing today – “raplexity”. According to Owen, what we have been experiencing for some time in the wake of accelerating technological, economic and global developments, is a state of raplexity; that is, increasingly rapid change along with increasing complexity of inter-relationships in all facets of our lives. Along with this, and perhaps in response to this, we witness around us an increasingly desperate need for instant and simple solutions...to just about everything! And the youth work field is not spared this moral panic. We see a resurgence of the “boot camp” mentality in youth justice, instant character-building courses for parents, and slick

bullyproofing manuals in schools, but little opportunity for personal and collective reflection on how we arrived at where we are and how we can truly make a difference for the longer term.

While I am aware that it is unrealistic to look for detailed maps to guide us into and through the future (after all, the only thing we know for certain about the future is that we don't know what it will be), it appears to be increasingly important to have a reliable compass to help us to at least move with some sense of direction.

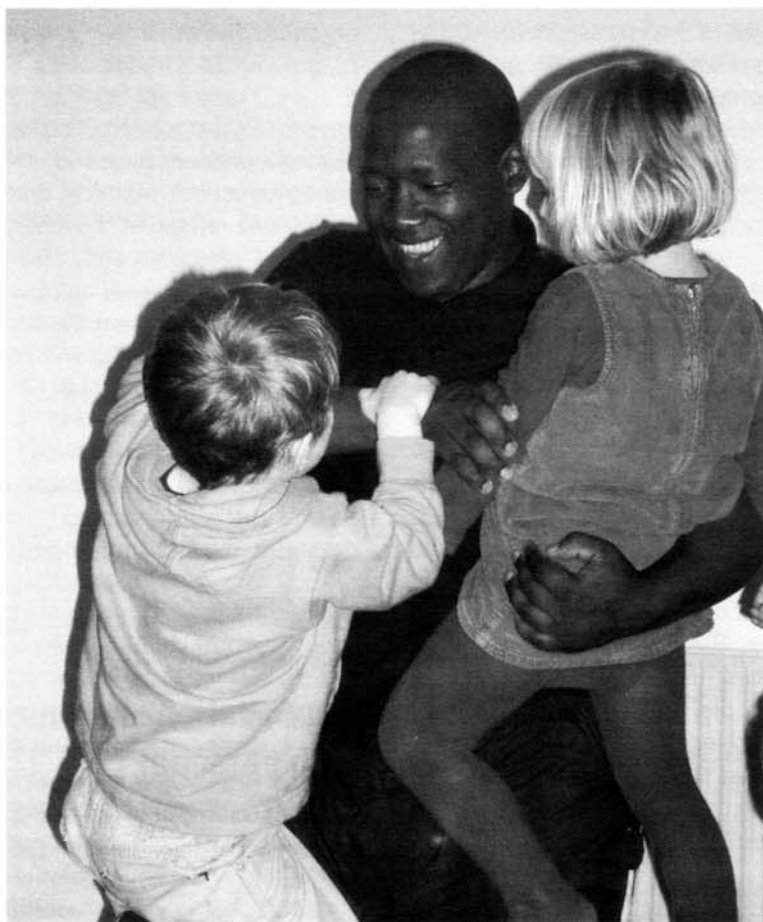
I believe that each of us develops and tests out our own set of “operating procedures” for our own internal compass in our child and youth care practice, whatever form of practice this may be – front-line, supervisory, training and so on. A compass is but a tool, useful to those skilled in using it and, to carry on the metaphor a little farther, it needs to be used in the context of sound navigational principles. What I will present in this brief article are some of the core beliefs which have emerged as important to me over the past 30 years in the child and youth care field. I offer these not as “universal principles”, but rather as a personal contribution to some

reflection on what constitutes the kind of effective child and youth work that this journal represents. I have appreciated the insights and perspectives that I have gained from others who have taken the time to make similar contributions in the past, so I offer this as a modest contribution for your consideration in the hope that it might be of interest to some of you.

#1

We cannot change anyone else's behaviour.

Despite some of the book titles you have read that include the phrase “How to Change your Child's Behaviour”, it is simply not possible. Each of us, as human agents, is in charge of our own behaviour. No one can behave for us, and that is a great source of frustration for teachers and youth workers as well as for parents and spouses! No matter how aggressive, demanding or intimidating others become, each of us is ultimately free to respond as we choose. An existentialist philosopher would even say that we are “condemned” to be free, to interpret the actions of those around us, and to respond as individuals. I recall well those futile attempts of some teachers



who tried to “shape” my behaviour through using the cane on my behind, to no avail! They only succeeded in strengthening my determination not to change. This is a crucial but often difficult lesson for those who work with people to learn. But there is still hope. What we **can** do is *influence* those around us. In fact...

#2

We cannot not influence those around us.

What working with others is really all about is *influencing* them through our own behaviour. One of the first things I say to parents in a parent group is: “We are not here to talk about our children.” Their faces immediately take on a quizzical look, and they start to

think they are in the wrong room! However, it is important to begin any discussion of parenting with the realization that there are only two things we can in fact change: the environment, and our own behaviour. If we are not getting the response we want from a child or any other person, then we need to look at what we need to do differently. And even more disturbing is the fact that we cannot not influence those we work with. We may stimulate them to react positively, negatively, or indifferently, but we stimulate them nevertheless. Therefore, the most basic skill for parents, teachers and youth workers is to become highly aware of how our various behaviours influence others in specific contexts. But there is more to people work than people...

#3

We need to learn to relate to relationships.

It was Carl Whittaker, the family therapist, who first taught me this lesson. He pointed out that it may not be a child's relationship with her mother, or with her father, that is most important; it may be the child's relationship with the *relationship between* the mother and father that may be most influential. In the context of child and youth care work, it is a vitally important lesson for workers to learn how to support a young person's relationships with parents and others, rather than to always be focusing on building or strengthening their own relationships with them. These other individuals and relationships will continue to be important in the young person's life long after we cease to be directly involved, therefore it is most critical that we acknowledge, support and strengthen these connections, even to the point of downplaying our own relationship with them in some circumstances. But how do we know what to do, and when?

#4

If we want to know what to do with a child, we must look to the child.

Maria Montessori, the Italian pioneer in promoting powerful environments for children, emphasized the importance of “looking to the child”, not simply to books and theories. I remember how personally liberating it was to discover that what I needed to know about how to respond to a particular young person was right there in front of me! My major task was to learn how to tune in to what

Practice

the child or youth was communicating. In tune with what was said earlier, a person (young or old) cannot but communicate, even if it is by attempting to be withdrawn or silent. Reading the feelings behind the words, and deciphering the body language are indeed the golden routes to the young person's emotions and personal meanings. Some intriguing research suggests that only about 7 percent of what influences people in communication is the actual words used; body language represents about 56 percent, and voice tone about 37 percent. At the same time, in addition to our individual practice, working in organizations and on teams with other professionals is central to most work with young people.

#5

Leadership is about inspiration.

People in senior organizational positions are generally called supervisors, coordinators, directors or managers, practically never "leaders". It was not until I assumed the title of "Director" that I really learned about leadership, and that leadership is really about inspiration and not simply about getting the work done. We read a lot in management books about "team spirit", "esprit de corps" and "inspiring leaders", but there is generally not much discussion of the notion of "spirit". Seldom in supervision or management courses has the topic of "spirit" been addressed. And yet, even the American heritage dictionary defines "morale" as "the state of the spirits of an individual or group". And all of us need to take our leadership responsibilities seriously – not just the "bosses". Again, it was Harrison Owen who opened my

eyes to this key aspect of teamwork and thereby gave me permission through his provocative work to address the topic openly with others. He also talks about spirit within our jobs and the workplace.

#6

Organizations are about spirit.

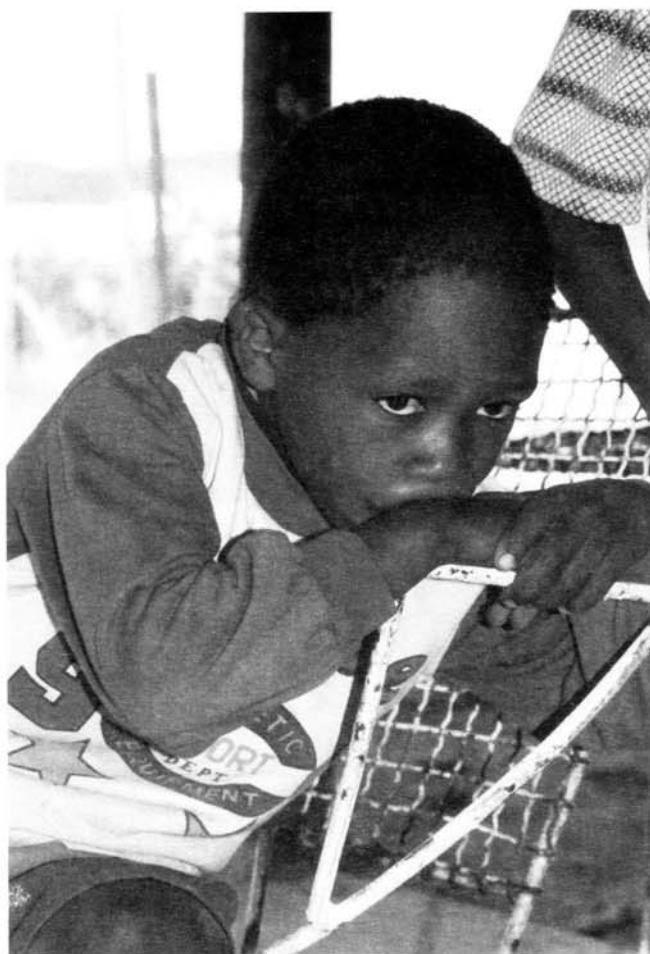
Not only is leadership about spirit, and helping to bring out the best in others, but so are organizations. Too often, our human service organizations are dysfunctional and unhealthy places in which to work and to be. But organizations are constructed by the actions of people, and if programs are not working properly, they can and must be changed. When we first start out in the field of child and youth work, we tend to see

organizations as large, unfathomable bureaucracies that we'd rather not think about too much. "Let's just get on with our work of counseling and caring for youth", we think, and thereby we remain at the mercy of other professions and professionals who may be driven by concerns **other than** the best interests and well-being of youth. It was a real eye-opener to discover that the same principles and skills necessary to reclaim dispirited youth can be effective with dispirited organizations and staff as well.

#7

Transformation in organizations begins with personal transformation.

As workers, managers and



leaders, we are still subject to the same principles that apply in all relationships and communication, and that means that if we want things to change in our organizations, we have to begin with ourselves. Many jurisdictions in the world today are concerned that their human services are not working, and that some fundamental changes need to be made. In general, the management response is to re-structure, to create new policies or to re-design services rather than to tackle the job of changing our hearts and minds; i.e.: the task of true transformation. There are some transformational efforts in our field worthy of study, and they are examples where personal transformation has been accepted as essential for organizational transformation. The work of Peter Senge, for example, on how to create and nurture "learning organizations" can be helpful in this regard, especially in relation to shifting our "mental models", which brings me to...

#8

Thinking and self-awareness are the most under-rated practice Skills.

Reflection amidst and between actions appears critical to enabling personal change. We tend not to create sufficient space and opportunity for stepping back from the daily demands of our work to consider how we are feeling and experiencing what we are doing. A misguided and narrow notion of efficiency tends to keep us focused on "delivering" more and more service. Workers, including those who practice on the front-lines as well as those in supervision and management, need to be able to reflect on and process their experience in order to consider

which aspects of their hearts and minds (including values, beliefs and thoughts) may need to change in order for them to be more in-touch and effective in working relationships. This form of "hearts-on" and "minds-on" training is generally overlooked in favour of "hands-on" skills such as physical restraint techniques and crisis intervention. In fact, it appears that the personal growth and development of workers is not only important in terms of working effectively with youth, it is also one of the main motivators for remaining in this field.

#9

We need to admit and embrace the selfish dimension of being a helper.

We sometimes like to think that we are in the child and youth work field because we are totally devoted to the best-interests of young people or to saving the world. I have come to be wary of people who appear unaware of how their own developmental and ego needs are being met through working with youth or with other staff. To my mind, child and youth care work offers some of the most personally challenging and rewarding work anyone can do, and we need to recognize that the demands of the "self-in-relationship" aspects of this work are indeed a valuable and laudable form of meeting our own egoistic and

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developmental needs. To be clear, I am not suggesting we do so to the detriment of those with whom we work, but I believe that a balanced perspective on our own needs is healthy and appropriate. But, it's okay if you disagree, because...

#10

We must each learn our own lessons.

Nothing that I have said should be taken as necessarily true, good or right! These are lessons that I have learned from many years of working in the child and youth care field, and that have been important in helping me to chart my way through the many stresses, paradoxes and confusions of this work. And if there were a simple formula, or even a more complicated one, I would have published it and made my fortune! However, the beauty and the tragedy of this work is that we must each learn to integrate and use our lessons individually, and generally with one youth, or one family, or one co-worker at a time – moment by moment. In other words, the learning must never stop, or we will stop being effective child and youth care workers. □

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Children's Voices Heard!

Andrè Viviers, reflecting on a highlight of 2002, reminds us that participation of young people is taking place at the highest levels.

One could feel the vibrancy of spring in New York when we arrived in the Big Apple – a sign that nature was coming alive and preparing the New Yorkers for a new year after the tragic September 11 events. This spring atmosphere also signified what was taking place at the United Nations Head Quarters – The General Assembly's Special Session on Children, the dawn of a new decade of commitment towards children. Children from all over the world arrived early, as part of government delegations and NGO representations, to engage in the special children's sessions in preparation for the General Assembly. The children's work sessions were for children only and adult observers were not allowed. The children were encouraged to speak freely and engage appropriately to ensure that they gave world leaders a global indication of what the children of the world wanted to see in the next ten years. Children from South Africa also participated and took leadership roles in the facilitation of groups and discussions during the work session. The official South African delegates were Mandisa (from YO-TV Fame) and Refilwe (from Rouxville in the Southern Free State). Both did our country proud in contributing in both the children's work sessions and in the general plenary sessions.

The General Assembly then officially started its landmark meeting devoted to children and world leaders were urged to heed the voices of young people and to include them as partners in creating "A World Fit for Children". The special session featured the participation of an unprecedented number of young people, two of whom addressed delegates in the General Assembly (this was a first for the Assembly). "We are children whose voices are not being heard: it is time we are taken into account. We want a world fit for children, because a world fit for us is a world fit for everyone", stated Gabriela Azurduy Arrieta one of the child delegates. Audrey Chenyut (another child delegate) added,



"We are not the sources of problems; we are the resources that are needed to solve them. We are not expenses; we are investments. We are not just young people; we are people and citizens of this world... You call us the future, but we are also the present".

Secretary-General of the UN, Kofi Annan, stressed that children attending the session and their peers in every land had a right to expect the translation of words into action and the building of a world fit for children. While the rights of children were obvious, grown-ups had failed children. The special session

was a reminder that the promises made in the Millennium Declaration had been made to the next generation. That meant that a child born in the year 2000 had a right to expect to see a very different world by the time he or she was 15 years old. Mary Robinson, the United Nations High Commissioner for Human Rights, urged the international community to take a human rights approach to ensure the well-being of children and reiterated the central role of the Convention on the Rights of the Child.

The UN Special Session Children's Forum members i.e. the children themselves, gave feedback and the following were highlighted:

- Children need protection during situations of war and should not be involved in armed conflicts.
- Children are also citizens and need to be treated as citizens. Thus, they should be enabled to participate at all levels of society.
- Children have the right to health care, which should be included in school curricula.
- Children should be involved in a meaningful manner in National Programmes of Action for Children.
- Children need honest and open information on HIV/AIDS from an early age.
- Poverty makes children vulnerable and often impacts on their education. Funds should be equally distributed to ensure that children have access to poverty relief programmes.
- Every child in the world should have access to education.
- Children are not expenses, but investments.
- Children should be listened to and should be trusted to make a contribution.
- Token participation should be prevented, as it is not true participation.

The world body has committed itself towards creating a world that will be fit for children and world leaders gave themselves ten years to meet the commitments adopted by the General Assembly of the United Nations. Most importantly, these promises should be kept and honoured by all the state parties who agreed to this. It will be scandalous to fail children yet again.

Persons who want a electronic copy of the Outcome Document: **A WORLD FIT FOR CHILDREN** or a copy of the discussions during the UN General Assembly (190 pages) can email André Viviers at viviers@intekom.co.za or visit the UNICEF Website for more detailed information on the Special Session on Children.

Letter to the Editor

There are many things that raise questions, which to some of my colleagues, friends and family remain unanswered. Child and Youth Care is my passion. It is a calling to me and it is difficult to ignore the call. I love this work.

I am one of the Child and Youth Care Workers who have left their homes, families, children, wives, husbands to care for other children, youth, families elsewhere. Such a sacrifice was prompted by many reasons. However it makes us question our roles as fathers, mothers, husbands, wives and our responsibilities towards our own kin. How do we balance the need to do this work with the needs of our families?

The caring aspect of the Child and Youth Care profession makes us different from other professions. Demonstrating this through our unconditional acceptance, our non-judgmental attitude towards young people who might not want to relate, remains a daunting task. Many Child and Youth Care Workers assume the responsibilities with pride, optimism, patience, love and vitality.

I am sure there might be many who share similar experiences like myself. Many who find that every time they visit their homes and families, they have not been there to share some of the growing moments with their kids.

How do we manage to keep these two worlds intact? I agree that the onus to decide to take a position with an organization far from your home remains an individual decision and the pressure to handle whatever outcomes rest with individuals. The reasons for me raising this is to begin a discussion to say the "care" perhaps should start being also translated to those who do the caring too. Perhaps other Child and Youth Care Workers will be able to share their experiences.

Nkwapa Moloto

Creative Activities for Children

Vary or adapt the instructions to suit the developmental needs of your group.

*“We do not stop playing because we grow old;
we grow old because we stop playing.” — Karl Groos*

GRAB MY TAIL/BABOONS & BANANAS

Outcomes

Be aware of others
Move with agility (quick easy movement).

Equipment

A piece of cloth or rope.

Playing space

An open area with fairly even space.

Formation

Free formation. Each child tucks a piece of cloth or rope into the back of their shorts or pants, letting the other end hang free like a 'tail'.

Instructions

Each child tries to grab another child's tail, while preventing his/her tail from being stolen. At the end, each child without a tail does 3-5 star jumps.

Variation

This game can also be called 'Baboon and Banana'. The baboons chase the bananas. (Piece of cloth or socks that have been tucked in the backs of children's pants.) The game is stopped when children are tired or when all the 'bananas' have been grabbed.

Assessment

- Do children demonstrate an awareness of one another and not collide when they chase the 'tail' or 'banana'?
- Do they show enjoyment and accept winning and losing?

PROBLEM SOLVING ACTIVITIES

Outcomes

Solve a 'movement problem' through movement.
Co-operate in a group.

Equipment

A big sheet, blanket or canvass for between five to eight children at a time.

Play Area

A small open area with a smooth, soft even surface.

Instructions

Ask children to get on their hands and knees, forming groups of five to eight. Throw a blanket/canvass over the children. Ask them to move in one direction. Allow time for interaction, trial and error.

Variation

Tell them that they are a 'tortoise' and that they have to cross the road. The presenter indicates a 'road'. Tell them to move fast as a car may pass and knock 'the tortoise' down.

Assessment

- How successful were the groups in interacting with one another?
- How successful were they in solving the problem?

REFERENCE

Burnett, C. *Super Start A Resource for Physically Active Play*. South African Sports Commission. Centurion.



BALL BALANCE BETWEEN BODIES

Outcomes

Working together in pairs
Balancing a ball between two bodies
A sense of direction

Equipment

Medium sized and small plastic balls
Broad strips of cloth/ old neck ties

Play space

Large open space of level ground

Instructions

In pairs – one behind the other – balance a big ball between the back of the one child and the stomach area of the other without touching one another.

To play

Child in front to hold small ball and this pair to try and touch another pair with the small ball. The next pair becomes 'on'. Pairs try to avoid being touched

by others holding the small ball. The bigger ball must remain balanced between pairs.

Variation

Blindfold the person in front. The one behind has to guide the one leading in order to avoid being 'on' if touched by others holding small ball.

Rules

Children in pairs may not touch one another.
The bigger ball holds pairs together.
The small ball may not be thrown at another pair.

Assessment

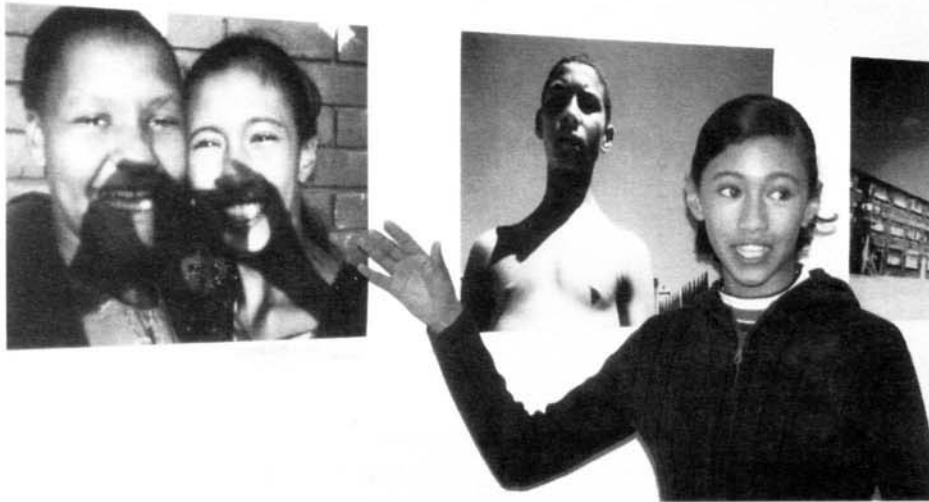
- Are children able to balance the ball easily between their bodies?
- Are children able to work together in pairs?
- Do children have a sense of how to move away from other pairs whilst balancing the bigger ball?
- Do children enjoy the activity?

“It is through sense impressions and movement that we get to know ourselves and the world around us.” — Gudrun Gjessing

Call me Dog

A photographic exhibition by youth on the Cape Flats dedicated to Zoraya Mentor who lost her life in a tragic accident.

Facilitated by John Fredericks, Valentina Love and Kali van der Merwe.



"Up close and comfortable"

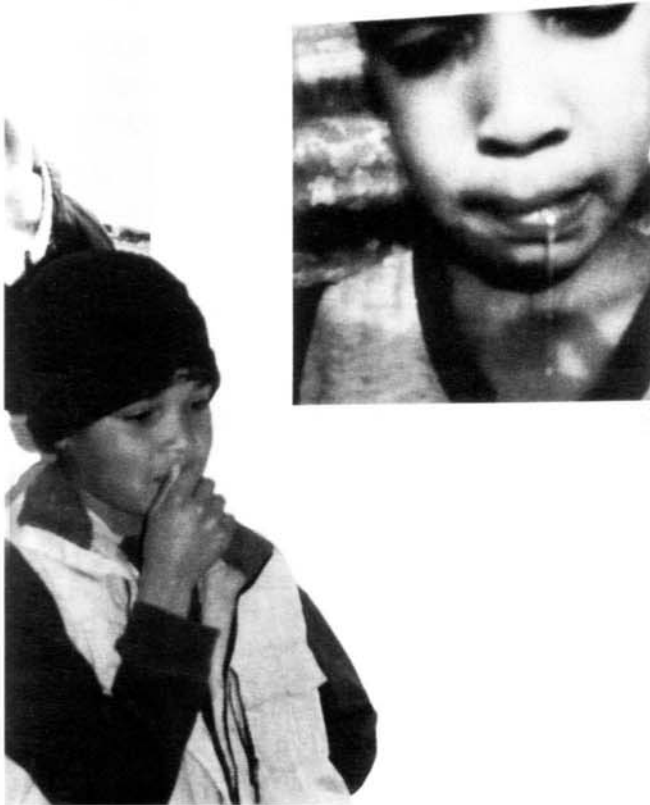
Me and my best friend bound by the shadow – Natalie Williams (14)

There is a kid from Grassy Park, who at fifteen was already addicted to hard drugs and had no parental control. On a windy Saturday night almost a year ago, I found him lolling against a fence, drugged out of his mind. He was just a kid, with no dreams or sense of direction. I had no intention of stopping as I was in a hurry, but when my headlights fell on him, I realised that I was part of that society that does not forgive. I stopped and asked him his name and he answered, "Call me dog, tomorrow you will forget my name, but when you look at your dog maybe you will remember me." This is a real experience the film-maker John Fredericks writes about. He is a passionate facilitator of marginalised youth, inspiring them to rise above abuse, low self-esteem, poverty and the stigma of gangsterism. There are many forgotten youth at the Cape Flats. We only hear about them on news after gang violence or death, rapes or suicides have taken place.

know how they were created. The role of Other-Wise media with youth is to demystify how media is made and teach these skills to youth. Understanding the media reality around you and learning the skills means you can begin to participate in the media world with your own voice. Photography is an exciting process that captures attention easily. This helped to work with youth lacking in concentration. The camera has a status power of its own, providing the person behind the lens with a sense of purpose and importance. It is a powerful tool which can work towards building self esteem.

Workshops took place in two high schools with youth aged 9-19 who were part of a broader life skills programme. In the first session, the youth were taught basic camera skills and were shown some examples of what a good, or at least interesting photograph looked like. In their brief they were encouraged to be as creative and experimental as

"Call me dog" began with 20 donated disposable cameras, no budget, and lots of passion. We wanted "forgotten" youth to record their own stories and to explore their environment from an intimate and personal perspective. The camera is an excellent tool for exploration; it gives you an excuse to go to places you might not ordinarily go to, you have a reason to embark on adventures and you bring back a record of light and shadows that can be printed onto pieces of paper for everybody to see. We are the consumers of newspapers, radio, video and TV but mostly don't



"Hier coil hy weer" Die mense wat drugs roek, hulle mind is deurmekaar. Ek rook nie drugs nie, ek imitate net die gangsters. (The people who smoke drugs are confused. I don't smoke drugs, I only imitate the gangsters.) – Cheslin Kolbe (13)

possible. We then sent the youth on their way, disposable cameras in hand, unsure of what they would bring back to us.

John had this to say about working with youth, "It is sometimes difficult to let our voices be heard above the sounds of gunshots. I have come to know that the fear that parents experience in their daily lives is real. They fear for the lives of their children. Children are trained to duck or run for cover as soon as the guns go off. Young men die for nothing in daring, daylight shoot-outs. They leave behind a lot of heartache and shattered dreams. During one of our workshops a kid stood crying because his mother would not allow him to participate. I enquired about this as she had agreed to let him join the previous week. She was fearful because the school where we were working was situated in the middle of a war zone."

I thought long and hard about the situation and decided to go ahead. Fear is the key! Gangsterism thrives on fear and to back down, means that they win. The lady agreed to send her son along saying; "He is in your hands."

What really brought home to me the kind of violence and tragedy the youth live with on a daily basis, was

losing one of the participants in the workshops. I remember the young woman, Zoraya, we have a photograph of her holding up her disposable camera, eager and smiling sweetly. When she was absent from the workshop two weeks later. I thought she was sick or had been unable to attend. I went numb when I was casually told "she is dead". She shot her self accidentally with a gun she was "safekeeping" in her wardrobe for her auntie or her boyfriend. We weren't able to find out what happened to her camera or if she had taken any photographs. The exhibition is dedicated to her. We were blown away by the images the youth brought back to us – it was inspirational. The photographs were exhibited as part of the Cape Town Month of Photography where over 150 photographic exhibitions took place in and around the city. Many people commented on the freshness and the originality of the images. It certainly matched up to, even surpassed, many of the professional shows running concurrently. "The children's power of profound insight coupled with their wonderful images makes much of the adult photography appear stultified and contrived by comparison," was an entry written into the comments book.

When we took the youth to visit their photographic show, they were overwhelmed, judging by their written comments, "I never thought that one day my own work would be part of an exhibition. It feels great. It's my first exhibition I've been at and it's certainly my best." The empowerment of the youth was tangible as they stood and marvelled over their own photographs enlarged and on the walls for everybody to admire.

Did the photographic workshops change the lives of the youth? I don't think their lives were changed in any major way, but to use the cliché, a seed was planted. Hopefully some creativity will grow – perhaps even little photographers will sprout. Every person who looks at the photographs and reads the texts is touched by the honesty and beauty the youth have created out of bleak and desolate environments. There is much unrecognised talent out there. Most importantly the photographs have raised the visibility of youth on the Cape Flats and provided a deep insight into their lives and minds. Nobody needs to be called a "dog" to be remembered.

Other-Wise is presently working towards releasing a book on the project and is currently raising funds for further photographic workshops with a diverse range of youth.

If you have any donations, contacts, ideas or queries contact Kali van der Merwe at (021) 423 0391 or email otherwise@new.co.za.

Reflections on Reflection ...

As 2002 hurtles towards 2003, many individuals, teams and organisations are engaging in processes of evaluation and assessment: "What happened this year? What did I/we achieve? What worked well? What could be improved? How should I/we change?" The end of the year draws near and it is important to reflect ...

Jackie Winfield

"Warning: Reflection can seriously damage your (and others') health!"

In the children's story, Snow White's wicked stepmother stood in front of her mirror and said, "Mirror, mirror on the wall, who is the fairest of them all?" She remained content while the mirror reflected her own image but was angered when the mirror showed an image of Snow White. She decided to kill her stepdaughter ... In Greek mythology, a young man Narcissus fell in love with his own reflection in a pool of water. He could not bring himself to leave the beautiful image and died alone next to the pool. Many traditional people, believed that their reflections in water or mirrors contained their very souls - so beasts and spirits could steal the reflections and cause a person's death. Perhaps the activity of reflection should carry a health warning!

The Importance of Reflection in Child and Youth Care Work

Every child, youth, family, community, child and youth care worker, social worker, psychologist ... every human being and every group of human beings is different to every other human being or group. Contexts differ in thousands of ways ... social, historical, political,

economic. Any interaction you have with a child or youth is unique - such an interaction has never occurred in quite this way before. Nor will it ever happen in this way again. More than 2500 years ago, this same idea was put forward by a Greek philosopher, Heraclitus, who wrote, "You can not step twice into the same river" and "The sun is new each day." What worked with twelve-year-old Phil today might not work with seven-year-old Thandi tomorrow. In fact, it might not even work with Phil tomorrow! For child and youth care workers, the process of learning and changing needs to be continuous because tomorrow will bring different challenges.

The Action Research Cycle

One of the ways in which we can direct our own growth, and change our practice is through application of the action research cycle. Action research is an attempt to link action with reflection. It is a way of putting ideas into action, understanding those actions and trying to make improvements or changes. The individual is encouraged to become aware of her/his own practice, to be critical of that practice and to be prepared to change it. Very simply, the process consists of planning ... implementing ...

observing ... reflecting ...
planning ... implementing ...
observing ... reflecting ... etc.

Reflection and Self-Awareness

Most child and youth care professionals agree that self-awareness of self and self-development are important factors in work performance. Most would agree that self-awareness can be increased through mental reflection. Interesting research (in Baron & Byrne, 1994:139) indicates that "... the extent to which individuals focus on their own attitudes and actions ... can be induced even by such simple actions as gazing into a mirror." In the same research, self-awareness was found to contribute to the strength of the link between attitudes and behaviours. People who are more conscious of their attitudes are more likely to behave in accordance with those attitudes. Enhancing self-awareness is a process of thinking about who you are and what you believe to be true, and using this to make decisions about how to behave. Such reflection makes it more likely that behaviour will be based on a person's values and beliefs and less likely that it will be determined by situational factors such as a child's

Spotlight on Students

behaviour or poor working conditions.

Conclusion

Before you leave home in the morning, you check your reflection in the mirror: "Does my hair look OK? Do my shoes match my clothes? Are there pieces of my breakfast still attached to my face?" If you are not satisfied with what you see, you make changes - brush the hair, change the shoes, wipe the face... As child and youth care workers, mental reflection should be a daily activity too. Who we are and what we do could change a child's life today. Let's take that responsibility seriously and be prepared to look at ourselves and our practice so as to make the necessary changes. As we look back at the year this may be a good time to reflect on and observe our own contributions to things working well or not... and plan to implement changes in our behaviour in the new year!

References

Baron, RA. & Byrne, D. 1994. 7th ed. *Social Psychology*. Boston: Allyn & Bacon.

<http://www.mythology.com/soulasreflection.html>

The members and staff of the NACCW wish to express their condolences to families and friends of all child and youth care workers and children in care who have passed away during the year. We hope that those who grieve their loss will be comforted over this Christmas period.

Faranani Family Preservation Project

An emerging project in Limpopo greets the child and youth care fraternity

Faranani was initially a project for street children and has been operating on a volunteer basis in and around Pietersburg since 1989. We would feed, clothe, educate and refer some of them to Pietersburg Place of Safety and Beauler children's shelter since we do not have our own residential facility. It was after the family preservation pilot project that we realized that we were actually treating the symptoms rather than the causes. It was like cutting the branches of the tree instead of the roots, because we would concentrate on children and young people, ignoring their families. After some months we noticed that the siblings of young people that have been taken to the residential facilities would also go to the streets. The circumstances at their homes are not conducive for the proper upbringing of the children. We then decided to replicate family preservation pilot project to remedy this situation.

We decided to focus on prevention. Our approach now is to work with schools since teachers are able to identify children/young people at risk. We make use of available resources to achieve this. One of our resources is the availability of foster care grants to orphans and other children who are needy. There are over 300 orphans in Blood River and Mmotong wa perekisi alone. This is a big challenge for us as an organization dealing with children/young people at risk. We have engaged the services of a private social worker to help us with foster care applications.

All the above successes would not have been possible without the assistance of individuals, organizations, schools, companies and government institutions. Our achievements are testimony of "the power of collaboration and systems integrations".

L. P. Mabotja

Stress Management

Edna Rooth, Schools Development Unit, UCT.

As the year is nearing its end, caregivers and educators increasingly complain about suffering from stress. Here are a few hints and activities to help you manage stress in the next few weeks.

Self-Nurture

Be kind to yourself! Give yourself space. Pamper yourself. Affirm yourself. Nurture your sense of self-esteem. Respect yourself. Although you may feel rushed off your feet, allow yourself the time to be by yourself and do something for yourself. For example, soak in a bath, go for a walk, read a book, treat yourself to a movie, go out for a meal. Tell or laugh at a joke — remind yourself that it is good to be alive!

Success Experiences

Do you acknowledge your successes? Do you accept praise? Record your successes. Give yourself the time to reflect on the year's successes. Make a collage or draw a poster of all your successes. Think of all the little things that we often forget. It is useful to share this collage with someone else. You can even do it as a group of colleagues. Remember that this is not a competition, which would be stressful in itself. Rather, it is a time to think about the year and all the good things that you have done.

Time Management

Try to use your time well. Do not procrastinate. When something has to be done, try to do it immediately. It is useful to finish all your outstanding work before the new year. To have outstanding issues hanging over you for 2003 can be very stressful. Write those reports - do it now! See that report not as a big issue, but rather as a fun way of helping you consolidate the year. A report helps you to acknowledge to yourself all you have achieved. Start with one sentence, then another - it will soon be done!

Play

Have fun, rediscover your inner child. Fly a kite, dance in the sand, jump just because you want to. Blow up a balloon and play with it. Make a mud-pie! Run circles. Play music and dance. Allow yourself to giggle and do "silly" things!

Anger

Anger kills. When you are angry, ask yourself: is this

matter important enough to get angry about? For how long am I going to allow myself to be angry? Can I do anything about the situation? How am I going to calm down? Remember, you are in charge of your emotions, so you can decide to lose your anger!

Conflict

Try to resolve conflicts – don't let them become obsessions. It is a good idea to end the year off with all unfinished business regarding relationships sorted out as much as possible.

Meditate

Give yourself a few minutes every day to be quiet – to energize your mind. If you do not know how to meditate, start with this activity: listen to the furthest sound you can hear. Send your listening out as far as possible to the furthest far-away sounds you could hear. Then slowly bring your listening in to the closest sounds you can hear, the sounds around you in the room, your own breathing, your own heartbeat. Then send your listening out again to the furthest sounds you can hear. Repeat by sending your listening out and in until you feel a sense of peace.

Turn Chores and Bores into Fun

Shopping, driving, bathing, housework...can be fun! Although you may be feeling very rushed as you have so much to do, see these chores as a time-out for yourself.

Use Nature to Relax

See the clouds above to get perspective - the world is big. Talk to and hug trees. Enjoy the flowers out there. Use water. Water is very relaxing – listen to the sound, look at the stillness or turmoil, watch the movement of water.

Clear your Desk and House of Junk

The more stuff you have, the more you have to worry about. Get rid of things you never use. Give to charities. Giving is a great stress reducer. The less clutter you have to start the year, the less stressed you will be. □

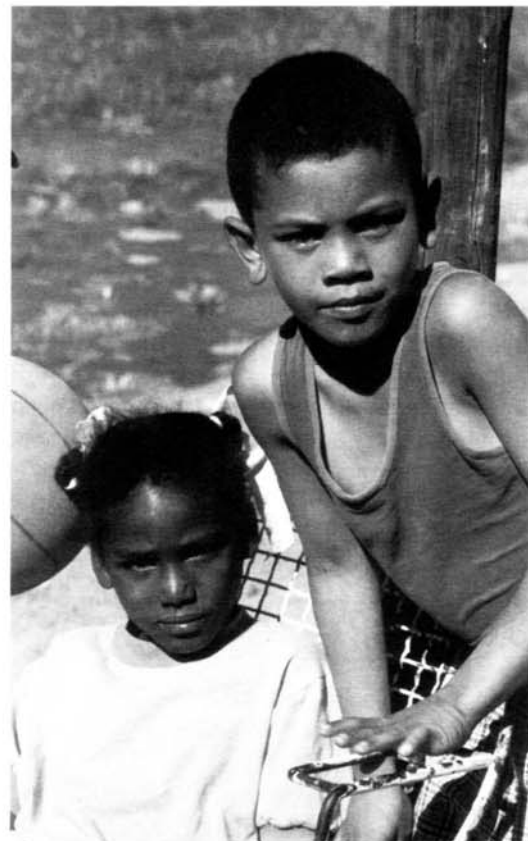
The Children's Bill

Jacqui Gallinetti of the UWC Community Law Centre gives an overview of the Children's Bill.

At a workshop held on 29-30 October 2002, funded by Save the Children Sweden and hosted by the South African Law Commission, the Children's Bill was introduced to the Portfolio Committee on Social Development, government officials and NGOs. The Bill is a culmination of 6 years of work by the South African Law Commission investigating a Review of the Child Care Act.

The Children's Bill represents a complete overhaul of welfare legislation aimed at children. It comprises a holistic and comprehensive approach to children and basically results in the codification of most laws pertaining to children. Some of the areas that are not covered by the Bill include education, health and child justice. Apart from this, the Bill provides a framework within which all aspects relating to the care of children are dealt with. The issues that are dealt with are far-reaching and visionary. They include:

- The preparation of a national policy framework to guide the implementation, enforcement and administration of the Bill once enacted. This policy framework must provide for an integrated, uniform and coordinated approach by organs of state in all spheres of government and NGOs.
- Setting guidelines to give clarity on the principle of the "best interests of the child".
- Setting out children's rights applicable to the context of the Bill.
- Determining parental rights and responsibilities including those of mothers, married fathers, unmarried fathers and parent-substitutes. This chapter also deals with the termination, extension, suspension or restriction of parental responsibilities and rights and parenting plans.
- The revamping of the children's courts into a new court system called child and family courts. This feeds into the child in need of care and protection and determining factors and procedures relating thereto.
- Strategies for ECD to be included in the national policy framework.
- Protection of children, including the establishment of a National Child Protection Register, which is aimed at recording abuse or



deliberate neglect inflicted on specific children and compiling a record of persons unsuitable to work with children.

- The regulation of partial care, namely when a person takes care of a child on behalf of a parent or care-giver for a specific part of the day or night or for a temporary period in terms of a private arrangement.
- Prevention and early intervention services, which are designed to provide for a number of circumstances including preserving a child's family structure, developing appropriate

Legislation

parenting skills and which are provided to families where children are identified as being vulnerable to, or at risk of harm or removal into alternative care.

- Children in alternative care such as foster care, court ordered kinship care, child and youth care centres or temporary safe care.
- Foster care and care by relatives – this excludes the placement of a child in court ordered kinship care, temporary safe-care or a child and youth care centre.
- Provisions relating to the establishment, registration, operation and management of child and youth care centres.
- Children in especially difficult circumstances – defined as children affected by malnutrition, children affected by HIV/AIDS, children with disabilities, children with chronic illnesses, children who are subject to exploitative labour practices, children living or working on the streets, children in child-headed households, and children who are subject to commercial sexual exploitation. The chapter also lists strategies relating to children in especially difficult circumstances that must be included in the national policy framework.
- Provisions relating to shelters and drop-in centres and their registration as well as minimum norms and standards relating thereto.
- Adoptions.
- International aspects relating to children such as inter-country adoption and child abduction.
- The establishment of a Children's Protector.
- Funding, grants and subsidies – it deals with departmental and municipal draft budgets having to include funds for implementation of the Bill and a social security scheme for children.

The Bill and Project Committee's report still has to be certified by the South African Law Commission and this is scheduled for December 2002. In the interim, Minister Asmal, acting on behalf of the Minister for Social Development presented a draft memorandum on the Bill to Cabinet, but this was not approved and it was referred back to the latter Department. While much work and consultation has gone into the process of producing the Children's Bill, it is at present still unclear as to what the future holds for the introduction of the Bill into Parliament. However, it seems that there is a general consensus that amendments to the present legislation are necessary and that the Bill represents a concrete step forward in the quest for a comprehensive legal framework dealing with children. □

Vacancies for Three Child and Youth Care Workers

The St Nicolas Children's Home in Westbury, Johannesburg requires the services of 3 qualified Child and Youth Care workers preferably, although not essential with a minimum of one year's experience.

All prospective applicants must be in possession of a BQCC certificate and a valid driver's license.

Applicants to start in January 2003.

Please fax CV's to:
Jennifer Naidoo at 011-477 6364 (Tel) 011-477 7324

CONFERENCE ANNOUNCEMENT

Theme:
Children and Residential Care

Venue:
University of Fort Hare Campus, Alice, Eastern Cape

Dates:
23 & 24 January 2003

This is a preparatory conference for an international conference to be held on the same topic in Stockholm, Sweden on 12 - 15 May 2003. Seven delegates from South Africa will be sponsored to attend the Stockholm conference.

For more information please contact:
Phillis Mabuya
Tel/Fax: 040-602 2073

or

Karen Vince
Tel: 043-643 4274 Fax: 043-642 2252

PART-TIME TUTORS FOR THE ND AND B.TECH: CHILD AND YOUTH DEVELOPMENT 2003



Closing date: 6 January 2003

CVs should be faxed to: H. Hattingh, Technikon SA, fax (011) 471-2559

MINIMUM REQUIREMENTS FOR TUTORS TO BE APPOINTED FOR THE NATIONAL DIPLOMA (FIRST, SECOND AND THIRD YEAR): CHILD AND YOUTH DEVELOPMENT

1. Diploma or degree in a relevant field (e.g. Child and Youth Care, Psychology, Education, or Social Work). Tutors teaching first and second year must have a qualification on a M+3 level (three year diploma or degree) and those teaching third year must have a qualification on M+4 level (four year qualification or honours degree).
2. If the qualification is not in Child and Youth Care, the tutor should, in addition, have completed the UNISA course in Child and Youth Care, or the B.Tech in Child and Youth Development at TSA, or a recognized course in Child and Youth Care at University/Technikon level, or be completing the third or fourth year of the B.Tech at TSA.
3. At least 5 years direct child and youth care work experience.
4. At least 3 years experience of supervising child and youth care workers in the Child and Youth Care field.
5. At least 2 years management experience in the Child and Youth Care field.
6. At least 2 years training experience (training of child and youth care workers).
7. Tutors must attend tutor training sessions held within 100kms of their home/work, and this must be at their own cost.

MINIMUM REQUIREMENTS FOR TUTORS TO BE APPOINTED FOR THE B.TECH: CHILD AND YOUTH DEVELOPMENT

1. A Master's degree in Child and Youth Care. If the tutor does not have this qualification she/he will be required to work under supervision of a qualified tutor.
2. Tutors without a master's degree must have at least a honours degree in a relevant field, plus one Child and Youth Care course and must have completed a course in the practical supervision of child and youth care workers.
3. A minimum of 6 years direct child and youth care experience
4. At least 3 years management experience in the child and youth care field
5. At least 4 years training experience (training of child and youth care workers)
6. At least 4 years experience of supervising child and youth care workers in the child and youth care field
7. Tutors must be willing to attend tutor training sessions held within 100 kms of their home/work and at their own cost

Please note that Technikon SA reserves the right not to make an appointment and correspondence will only be entered into with short-listed candidates. Appointments will be made in accordance with the Technikon's employment equity policy.

B.TECH REGISTRATIONS 2003



Students with a M+3 (National Diploma in Child and Youth Development) or M+4 qualification in Social Work and Psychology may apply. Students who completed the National Diploma in Child and Youth Development had to obtain a minimum average of 60% for the third year subjects in order to qualify for registration for the B.Tech.

New applications (Letter, Curriculum Vitae and copies of qualification) need to be faxed **before registration** to:
 Dr. Desiree de Kock, Technikon SA
 Fax: (011) 471-2559 or (011) 471-3568 Tel: (011) 471-2358

Students will only be allowed to register at any Technikon SA regional office with a confirmation letter from Dr. De Kock

Only students with the completed National Diploma in Child and Youth Care (13 theory and 6 practical subjects) or another equivalent qualification (such as social work or psychology) will be able to register for the B.Tech degree.

Students who do not qualify for the B.Tech, may apply for registration for the third year of the National Diploma (e.g. students with qualifications in teaching, nursing, policing, correctional services, etc).

First-time applications need to reach Dr. De Kock not later than 28 February 2003. Closing date for approval of B.Tech registrations at TSA regional offices: 14 March 2003.

ND & BTECH: CHILD & YOUTH DEVELOPMENT ACADEMIC SCHEDULE 2003

1. REGISTRATION CYCLES FOR 2003

First registration cycle: 8 January 2003 to 29 March 2003 (theory and practical subjects).
 Second registration cycle: 4 August to 27 September 2003 (only theory subjects). Practical subjects will therefore not be available for registration during the second cycle of 2003.

2. LABORATORIES FOR 2003

Contact the TSA regional offices at least one month before the labs to confirm dates and venues.

Subject	Dates of Laboratories – 2003	Regions
CYC1PRA Practical	Lab 1: 26 – 29 May 2003 Lab 2: 28 – 31 July 2003	Florida, Durban, Cape Town, Pretoria
CYC2PRA Practical	23 - 27 June 2003	Florida, Durban, Cape Town, Pretoria
CYC3PRA Practical	30 June – 4 July 2003	Florida, Durban, Cape Town
CYC4PRA	9 – 12 June 2003	Florida
ACY2PRA Practical	14 - 18 July 2003	Florida, Durban, Cape Town and Pretoria
ACY3PRA Practical	21 - 25 July 2003	Florida, Durban and Cape Town
ACY4PRA	2 - 6 June 2003	Florida

Owing to low learner numbers in the Eastern Cape we are unfortunately not able to continue with laboratories and contact sessions in Port Elizabeth. These learners need to attend at any of the other regions.

3. COMPULSORY CONTACT SESSIONS: MAJOR SUBJECTS

During 2003 there will only be one contact session per registration cycle. This will be for all learners together (Child and Youth Care I, II, III and IV and Applied Development I, II, III and IV). It will be conducted in four regions, namely Florida (Genmin Auditorium), Durban, Cape Town and Pretoria. Contact the TSA's offices in these regions at least a month before the planned dates to confirm the dates and venues.

Registration Cycle	Date & Time
First registration cycle learners (those who registered between January and March 2003)	24 May 2003 09:00 – 13:00
Second registration cycle learners (those who registered between August and September 2003)	29 November 2003 09:00 – 13:00

Heartful Work Brings Beauty

There is a story about a Zen monk in Japan. The Emperor had an absolutely magnificent vase which was ancient and intricately beautiful. One day someone let the vase fall and it split into millions of fragments. The fragments were gathered and the best potter in the land was called to reassemble the vase. He came but failed. He paid for his failure by losing his head. The Emperor ordered the next best potter and he also failed.

This continued for weeks until, finally, all the best artists in the land had died, having failed to reassemble the broken, beautiful vase. There was only one artist left, an old Zen monk who lived in a cave in the mountains. He had a young apprentice. He came and collected all the fragments himself and brought them back to his work shed. For weeks and weeks he worked until, finally, the vase was there again. The apprentice looked at it and thought how beautiful it was. The two of them made the journey to the city and brought the vase into the palace. The Emperor and all his courtesans beamed in admiration at the beauty of the reassembled vase. The old Zen monk was graciously rewarded. He and his young apprentice went back to their cave in the mountains.

Then, one day the young apprentice was looking for something and unexpectedly came upon the fragments of the vase. He ran in to his master: "Look at all the fragments of the vase, you never assembled them all. How did you make a vase as beautiful as the ancient one that was broken?"

The old master said: "If you do the work that you do from a loving heart, then you will always be able to make something beautiful."

From *Anam Cara* by John O'Donohue

A Blessing

Blessed be the longing that brought you here and that quickens your soul with wonder.

May you have the courage to befriend your eternal longing.

May you enjoy the critical and creative companionship of the question: "Who am I?" and may it brighten your longing.

May a secret providence guide your thought and shelter your feelings.

May your mind inhabit your life with the same sureness with which your body belongs in the world.

May the sense of something absent enlarge your life.

May your soul be as free as the ever-new waves of the sea.

May you succumb to the danger of growth.

May you live in the neighbourhood of wonder.

May you belong to love with the wildness of dance.

May you know that you are ever-embraced in the kind circle of God.

John O'Donohue
From: *Eternal Echoes*