EXPERIENTIAL STUDY REPORT

TRAINING CHALLENGES FOR CHILD AND YOUTH CARE WORKERS IN THE WESTERN CAPE

Western Cape Street Children’s Forum

October 2015
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>OBJECTIVE OF THE STUDY</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>SCOPE OF THE STUDY</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>METHODOLOGY</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>LITERATURE REVIEW</td>
<td>7</td>
</tr>
<tr>
<td>5.1</td>
<td>Background to the Training of Child and Youth Care Workers</td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>CHANGES AND LEGISLATION: CHILD AND YOUTH CARE QUALIFICATION</td>
<td>10</td>
</tr>
<tr>
<td>6.1</td>
<td>Further Education and Training Certificate: Child and Youth Care Work</td>
<td>13</td>
</tr>
<tr>
<td>6.1.1</td>
<td>Unit Standards for Qualification FETC SAQA QUAL D 60209</td>
<td>15</td>
</tr>
<tr>
<td>6.2</td>
<td>Recognition of Prior Learning</td>
<td>16</td>
</tr>
<tr>
<td>6.3</td>
<td>Key Role Players in the CYCW Sector</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>TRAINING AVAILABLE AND TRAINING SERVICE PROVIDERS</td>
<td>18</td>
</tr>
<tr>
<td>7.1</td>
<td>Other Qualification in Child and Youth Care</td>
<td>20</td>
</tr>
<tr>
<td>7.2</td>
<td>Overview of current Service Providers – FETC CYCW</td>
<td>21</td>
</tr>
<tr>
<td>8.</td>
<td>FINDINGS</td>
<td>22</td>
</tr>
<tr>
<td>8.1</td>
<td>Benefits from Child and Youth Care Worker Training</td>
<td>22</td>
</tr>
<tr>
<td>8.2</td>
<td>The Major Challenges with Training</td>
<td>24</td>
</tr>
<tr>
<td>8.2.1</td>
<td>Time Off and its Impact on Programme</td>
<td>24</td>
</tr>
<tr>
<td>8.2.2</td>
<td>Impact on Programme</td>
<td>26</td>
</tr>
<tr>
<td>8.2.3</td>
<td>Curriculum</td>
<td>27</td>
</tr>
<tr>
<td>8.2.4</td>
<td>Language</td>
<td>28</td>
</tr>
<tr>
<td>8.3</td>
<td>Funding of Training</td>
<td>29</td>
</tr>
<tr>
<td>8.3.1</td>
<td>Suggestions for Future Funding</td>
<td>30</td>
</tr>
<tr>
<td>8.4</td>
<td>Frequency and Scheduling of Training</td>
<td>31</td>
</tr>
<tr>
<td>8.5</td>
<td>Other Challenges Related to Training</td>
<td>33</td>
</tr>
<tr>
<td>8.5.1</td>
<td>Logistics</td>
<td>33</td>
</tr>
<tr>
<td>8.5.2</td>
<td>Proof of Completion of Modules</td>
<td>33</td>
</tr>
<tr>
<td>8.5.3</td>
<td>Approach to Training</td>
<td>34</td>
</tr>
<tr>
<td>8.5.4</td>
<td>Staff Shortage</td>
<td>35</td>
</tr>
<tr>
<td>8.5.5</td>
<td>Older People/Un-trainable</td>
<td>36</td>
</tr>
<tr>
<td>8.6</td>
<td>Organisational Efforts to Resolve the Challenges</td>
<td>36</td>
</tr>
<tr>
<td>8.7</td>
<td>Recognition of Prior Learning</td>
<td>38</td>
</tr>
<tr>
<td>8.8</td>
<td>Alternatives Proposed by Respondents for Implementation</td>
<td>39</td>
</tr>
<tr>
<td>8.8.1</td>
<td>Alternatives Proposed</td>
<td>40</td>
</tr>
<tr>
<td>8.9</td>
<td>CYCW Training Support</td>
<td>41</td>
</tr>
<tr>
<td>8.10</td>
<td>General Comments on Training Provision</td>
<td>42</td>
</tr>
</tbody>
</table>
9. LEVELS OF TRAINING – COMPLETED/INCOMPLETE 43
   9.1 Modules Completed and Modules Outstanding for CYCW 44

10. RECOMMENDATIONS 45

11. BIBLIOGRAHY 49
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BQCC</td>
<td>Basic Qualification in Child and Youth Care</td>
</tr>
<tr>
<td>CYC</td>
<td>Child and Youth Care</td>
</tr>
<tr>
<td>CYCC</td>
<td>Child and Youth Care Centre</td>
</tr>
<tr>
<td>CYCW</td>
<td>Child and Youth Care Worker</td>
</tr>
<tr>
<td>DSD</td>
<td>Department of Social Development</td>
</tr>
<tr>
<td>FETC</td>
<td>Further Education and Training Certificate</td>
</tr>
<tr>
<td>HWSETA</td>
<td>Health and Welfare Sector Education Training Authority</td>
</tr>
<tr>
<td>NACCW</td>
<td>National Association of Child Care Workers</td>
</tr>
<tr>
<td>NACOSA</td>
<td>National AIDS Consortium of South Africa</td>
</tr>
<tr>
<td>NPO</td>
<td>Non-Profit Organisation</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualification Framework</td>
</tr>
<tr>
<td>PBCYC</td>
<td>Professional Board for Child and Youth Care</td>
</tr>
<tr>
<td>SACSSP</td>
<td>South African Council for Social Services Professionals</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualification Authority</td>
</tr>
<tr>
<td>WCSCF</td>
<td>Western Cape Street Children’s Forum</td>
</tr>
</tbody>
</table>
REPORT ON TRAINING OF CHILD AND YOUTH CARE WORKER IN THE WESTERN CAPE

1.  INTRODUCTION

The Western Cape Street Children’s Forum (WCSCF) has over the last couple of years noted with concern the challenges faced in the sector with regards to the training of Child and Youth Care Workers in the Western Cape. Child and Youth Care Workers (CYCWs) have experienced ongoing obstacles with completion of the required training modules towards a formal qualification. These challenges have had consequence for NPO’s who commit resources and plan for their staff members to attend these training courses, and more urgently as recent registration requirements for the employment of skilled CYCW’s increases. The challenges have resulted in expressed disillusionment by some child and youth care workers who are working towards achieving their qualification.

The WCSCF has been dealing with these challenges though discussions with the National Association of Child Care Workers (NACCW) and affiliates/members to address the issues. Despite some progress, complaints continue to be raised by CYCWs and their organisations. With the essential requirement for the formal training and registration of CYCWs, the resolution of these training challenges has become extremely important. It is within this context that the WCSF decided to embark on this experiential study.

2.  OBJECTIVE OF THE STUDY

- To explore the key training challenges faced by NPOs, staff members and the training service providers;
- To develop recommendations that would be responsive to the training requirements of the sector.
- The study would also further aim to Investigate alternative models of training for Child and Youth Care workers and the funding thereof.
3. **SCOPE OF THE STUDY**

The scope of the study focused mainly on NPOs in the Western Cape, given that the WCSCF members are mainly Cape Town based. 18 organisations participated in the study with the majority based in Cape Town. The study sought to include a rural voice and obtained responses from organisations in Mossell Bay, Plettenberg Bay, Tulbagh, Malmesbury, Oudtshoorn, Knysna and Moorreesburg.

Four training service providers were interviewed as part of the study. The four training service providers interviewed were selected as Respondents in the study used them as training providers. They are:

- NACCW
- NACOSA Training Institute
- Better Best
- Hugenote College

6 Managers were interviewed as part of this study and an additional 2 completed questionnaires. Other questionnaires were completed by members of staff i.e. social workers, senior child care workers or administrators.

A total of 26 CYCWs completed the questionnaire. A number of institutions indicated that their staff was not prepared to fill in the questionnaire. On interrogating the reluctance of CYCWs to participate in the study, it was suggested by some Respondents that CYCWs might not have wanted to complete the questionnaire for the same reasons that they do not participate in other activities - ignorance, fear/anxiety, little exposure and they do not want to expose their vulnerabilities. Others put it down to lack of time to reflect and complete the questionnaire and one respondent suggested that staff members might be reluctant to complete questionnaire because they fear NACCW will penalise them. Some Respondents expressed the perception that NACCW might have power with regards to them obtaining the qualification or not.
4. METHODOLOGY:

This study is based on a qualitative data gathering model. According to Wyse (2011), qualitative research is primarily exploratory; it is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.

The data gathering methods for the study included a literature review, personal interviews and the administration of the questionnaire.

The questionnaire was distributed to 42 organisations in the Western Cape. Follow-up was done with all 42 organisations by telephone and email.

The follow-up was geared towards facilitating the completion of the questionnaire, ascertain any challenges or clarification respondents might require with regards to the questionnaire and to request an interview with the organisation.

5. LITERATURE REVIEW

Child and Youth Care Workers are required by law to implement their duties and responsibilities in accordance with the Children’s Act 38 of 2005 and amended in 2007. It is therefore important that all CYCWs have an understanding of the Children’s Act and other related legislation. CYCWs have differing literacy levels and some CYCWs struggle with interpretation and understanding of the Children’s Act.

A Guide for Child and Youth Care workers was developed by the Children’s Institute and NACCW. The Children’s Act Guide for Child and Youth Care Workers (2013) aims to equip people with the necessary knowledge and understanding to apply and interpret the law when delivering services to children. The training of CYCWs serves as a vehicle to consolidate understanding, build knowledge and develop skills to improve service delivery.

Child and Youth Care workers have worked primarily in residential settings, but the scope of work now extends to communities and thus requires CYCWs to respond to diverse needs of children and youth in different settings. According to Jamieson (2013) “The Child and Youth Care Worker (CYCW) workforce originally provided care for children in residential facilities. However, from the outset, CYCWs were
trained to work not only in institutional settings, but in the ‘life space’ of children, focusing on the growth and development of children and youth in different contexts such as the family and the community”.

In this context, CYCWs have mainly been responsible for the actual care of children and the formal/legal interventions have been taken care of by social workers and other professionals in Child and Youth Care Centres. This view is further elaborated by Allsopp (2011) in a technical brief on CYCWs in South Africa “CYCWs were mainly employed in child and youth care centres, where facility managers frequently adopted a “control and punishment approach” No formal qualifications were required and in many instances, CYCWs were simply expected to look after the children.

The view is further articulated by Thesen (2014), who says “the vast majority of CYCCs, the people who work directly with children, are often the ones who are unskilled and the most disempowered staff in the organisation. CYCWs are often employed because they exhibit caring or community centred values. CYCWs who regard themselves as professional practitioners and contribute to the development of the field of child and youth care are the exception rather than the rule”.

Given that the role of CYCWs has been largely limited to caring for children, the training of child and youth care workers have been a neglected area in the child and youth care sector. Also, the demands of the job of child and youth care workers have made the development, empowerment and qualification of child and youth care workers extremely difficult. Training has thus been neglected as the care of the children always received and continues to receive priority. Taking care and meeting needs of the children and youth in their care always takes precedence above all other priorities. Service delivery remains the most important element of the work resulting in the development of the CYCW taking a backseat. Thus the CYC sector is sitting with an untrained core of child and youth care workers.

5.1 BACKGROUND TO THE TRAINING OF CHILD AND YOUTH CARE WORKERS

In earlier years, child care workers attended the Basic Qualification in Child Care (BQCC) offered by the NACCW. The course had no formal recognition and therefore is also not recognised by the Health and Welfare Skills Education Training
Authority (HWSETA) and no credits are awarded to those who have attended the BQCC. The CYCW who attended the BQCC are however able to get some recognition for these modules and practice as part of the current Recognition of Prior Learning Process (RPL) which is managed / verified by the HWSETA. The RPL concept is not without problems and according to Janse van Rensburg (2015) “it looks wonderful on paper but in practise it is much more difficult because we struggling to find the evidence”. NACOSA expressed similar sentiments regarding the RPL - they have not done RPL as they have not developed a tool has for RPL as yet. The NACCW states that they have an RPL policy, that the RPL process is largely administrative and is a very expensive exercise.

The NACCW states that the BQCC was based on the “Circle of Courage” which is an approach practised in the South African child and youth care sector. The BQCC modules were: Belonging, Attachment and Relationships; Mastery and competence, Independence and empowerment; Generosity and the Spirit of Ubuntu. The themes were: child and youth care policy and principles; the child and youth care perspective/ life-space work; reclaiming environments; self-awareness; teamwork; strengths-based work; working in the moment; creativity; values/spirituality; and cultural sensitivity. In 2002, the course was expanded to include three modules focusing on child and youth care in the community context.

CYCWs also participate and are trained through the ISIBINDI programme:

*ISIBINDI was introduced in South Africa to cope with the growing needs of children and communities affected by the HIV/AIDS. The (NACCW) has developed a community-based care and protection intervention option for children, named ‘Isibindi’ – ‘courage’ in IsiZulu. Articulating national policy in a ‘turnkey’ model, Isibindi projects are implemented by local organisations and communities, with the support of the social development authorities and donors, in the social service equivalent of a franchise. Linking community-based organisations with a national support network and information feed, Isibindi enables poorly resourced communities to adopt an evidence-based approach to the provision of integrated welfare services, and rapidly develop effective and informed local care and protection services for children.* *(http://www.naccw.org.za/isibindi-circles-of-care)*
As part of the DSD Strategic Plan 2015-2020, the department has adopted the Isibindi model as part of their roll-out programme for Child and Youth Care Services:

“We will also intensify the roll-out of Child and Youth Care Services using a model known as Isibindi in all provinces. This model effectively addresses the needs of orphans and vulnerable children through the appointment of child and youth care workers who provide children with direct support in the context of their families and communities through, among others, safe parks and life skills programmes. Youth development remains a strategic focus for government and we will contribute to the development of young people through leadership camps and skills development through our social work bursary programme.”

6. CHANGES AND LEGISLATION - CHILD AND YOUTH CARE QUALIFICATION

The sector is undergoing a number of changes with regards to the professionalization, regulation and registration of child and youth workers. As per the Social Service Professions Act, 1978 (ACT NO. 1.10 OF 1978) Regulations for Child and Youth Care Workers, Auxiliary Child, Youth Care Workers And Student Child And Youth Care Workers, which was promulgated in 2014 CYCWs are obligated/required to be registered with the SACSSP/PBCYC and need to obtain or be registered as a student/learner in a formal CYCW qualification accredited by the HWSETA by 2017.

CYCWs with the Basic Qualification in Child Care (BQCC) will still have to complete the FETC in CYCW in order to register at the student/auxiliary level as no credits are available for the BQCC or can complete the POE available from PBCYCW.

The FETC in Child and Youth care is recognized under the National Qualifications Framework (NQF) as a level 4 qualification (that is the equivalent of graduating from high school). Once the profession is regulated it is expected that the FETC will be the minimum qualification required to practice as an auxiliary CYCW.

The majority of CYCWs are registered under Section 17 (3) of the Regulations which makes provision for registration as child and youth care worker who have experience and who are currently in practice. (See regulations below)
### SECTION 16

The Regulations make provision for the registration of CYCW in the professional category under Section 16

(1), the professional category of registration caters for people who have obtained:

- (a) a degree in child and youth care equivalent to a NQF level 8 qualification registered with SAQA;

- (b) a B.Tech child and youth development NQF level 7 or such other level as SAQA may determine: provided that the applicant submits a Portfolio of Evidence, which must include an assessment proving that the applicant meets the outcomes reflected in the degree referred to in sub-regulation 16(1)(a);

- (c) A degree in Human Sciences equivalent to an NQF Level 7 qualification obtained prior to the promulgation of these Regulations and approved by the Council, plus a combination of both theoretical and practical learning in Child and Youth Care obtained over a period equivalent to 12 calendar months: Provided that the applicant submits a portfolio of evidence, which must include an assessment proving that the applicant meets the outcomes reflected in the degree referred to in sub-regulation 16(1)(a); or

- (d) a qualification in Child and Youth Care equivalent to an NQF Level 6 qualification and approved by the Council plus practical learning in child and youth care obtained over a period equivalent to 24 calendar months subsequent to the completion of the qualification: Provided that the applicant submits a portfolio of evidence, which must include an assessment proving that the applicant meets the outcomes reflected in the degree referred to in sub-regulation 16(1) (a).

### SECTION 17

(1) of the Regulations state that a person who possesses the following qualifications may apply for registration as a child and youth care worker within the auxiliary category of registration:

- (a) A FET Certificate in child and youth care equivalent to an NQF Level 4 qualification registered with SAQA; or

- (b) Theoretical and practical learning obtained prior to the commencement of compulsory registration in terms of these Regulations approved by the Council equivalent to 1650 hours: Provided that the applicant submits a portfolio of evidence, which must include an assessment proving that the candidate meets the outcomes reflected in the FET Certificate in child and youth care work;

(2) The qualifications referred to in (a) and (b) may be obtained partially or as a whole through RPL.

(3) A person who, on the date of the commencement of these regulations, does not meet the requirements for registration as a child and youth care worker within the auxiliary category of registration, may apply for such registration if he or she provides the following:

- (a) Documentary proof acceptable to the Council that he or she was practicing or employed as a child and youth care worker on the date of commencement of these regulations;

- (b) A job description acceptable to the Council from his or her employer indicating that he or she meets the job profile of a child and youth care worker; or

- (c) A declaration to the Council to the effect that the content of the job description and employment designation is a true reflection of his or her employment contract with the employer concerned.

(4) A person may apply within a period of 3 years from the promulgation of these regulations for registration as a child and youth care worker within the auxiliary category of registration.
According to Scott and Thesen (2015), there are also discussions underway regarding the revision of CYC qualification taking place at the Quality Council for Trade and Occupations (QCTO). The discussion is focussed on the development of CYCW as an occupation and the upscaling of the CYC qualification to NQF level 5. This upscaling will surely have implications for current training and development implementation. The process, currently at a course content development stage, should be finalised shortly. Once the content is agreed upon, the materials development phase will commence. It is estimated that the entire process will conclude within a year.

For a number of child and youth care centres/organisations, the changes in legislation would have an impact on the staff compliment they have. Certain institutions have in their employ staff members who have been responsible for the care of children for more than 25 years with no formal qualification and training. A large majority of these staff members do not meet entry requirements, as they have low literacy levels and are unable to cope with the academic requirement of the new accredited qualification CYC FETC. Another group of people are near pensionable age and are not prepared to start studying now. According to the NACCW, these categories of staff could complete the POE available from PBCYCW.

The other challenge facing organisations is meeting the requirement to have all CYCW either qualified or registered towards a qualification by 2017 as stipulated in the Regulations Section 17. 4 - A person may apply within a period of 3 years from the promulgation of these regulations for registration as a child and youth care worker within the auxiliary category of registration.

The majority of Respondents in this study have either:

i. completed the BQCC,
ii. completed the CYC FETC,
iii. some are currently in a training programme towards completion CYC FETC and
iv. Others intend to commence their training towards the qualification in 2016.
6.1 FURTHER EDUCATION AND TRAINING CERTIFICATE: CHILD AND YOUTH CARE WORK

Most of the information contained in Section 6.1 and 6.2 are sourced from information obtained from the South African Qualification Authority (SAQA) website: http://pcqs.saqa.org.za/showQualification.php?id=60209

The FETC in Child and Youth Care work is an entry qualification for people who want to enter the field of Child and Youth Care. The qualification is based on theory, practical experience, workplace and community-based learning, and equips people for their role as an auxiliary child and youth care worker.

This Qualification is the qualification for most CYCW in current CYCW posts in Child and Youth Care Centres (CYCC), Drop Inn Centres (DIC) and Community based CYC programmes.

According to SAQA, traditional learning streams are proving inadequate to equip people for child at risk contexts, and there is an increasing call for the skills particular to child care work across diverse sectors including prisons, hospitals, schools and communities. South Africa’s unique combination of threats and circumstances presents a special challenge in the area of children at risk. Those who work with children at risk must be empowered to promote and facilitate the optimum development of children and adolescents with both normal and special developmental needs, so as to ensure that they are able to be effective within all contexts. Current experience suggests that the degree of sophistication and expertise demanded requires specialist input and time-related on-the-job mentored experience.

It is within this context that the CYC FETC is promoted to address training needs of the many CYCWs who have been loyal to their institutions, dedicated to the children in their care and enthusiastic and proud about their contribution to securing safe and secure environments for children at risk.
The FETC SAQA QUAL ID 60209 replaces FETC SAQA QUAL ID 49093

The table below provides an overview of the qualification:

<table>
<thead>
<tr>
<th>SAQA QUAL ID</th>
<th>QUALIFICATION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>60209</td>
<td>Further Education and Training Certificate: Child and Youth Care Work</td>
</tr>
</tbody>
</table>

**ORIGINATOR**

SGB Child and Youth Care Work

**QUALITY ASSURING BODY**

HW SETA - Health and Welfare Sector Education and Training Authority

**NQF SUB-FRAMEWORK**

OQSF - Occupational Qualifications Sub-framework

**QUALIFICATION TYPE**

Further Ed and Training Cert

**FIELD**

Field 09 - Health Sciences and Social Services

**SUBFIELD**

Promotive Health and Developmental Services

**ABET BAND**

Undefined

**MINIMUM CREDITS**

165

**PRE-2009 NQF LEVEL**

Level 4

**NQF LEVEL**

NQF Level 04

**QUAL CLASS**

Regular-Unit Stds Based

**REGISTRATION STATUS**

Reregistered

**SAQA DECISION NUMBER**

SAQA 10105/14

**REGISTRATION START DATE**

2015-07-01

**REGISTRATION END DATE**

2018-06-30

**LAST DATE FOR ENROLMENT**

2019-06-30

**LAST DATE FOR ACHIEVEMENT**

2022-06-30
### 6.1.1 UNIT STANDARDS FOR QUALIFICATION FETC SAQA QUAL D 60209

<table>
<thead>
<tr>
<th>ID</th>
<th>UNIT STANDARD TITLE</th>
<th>PRE-2009 NQF LEVEL</th>
<th>NQF LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 254181</td>
<td>Demonstrate a basic understanding of the fundamentals of child and youth care work</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>10</td>
</tr>
<tr>
<td>Core 254178</td>
<td>Demonstrate basic caring skills for children and youth at risk</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>6</td>
</tr>
<tr>
<td>Core 254176</td>
<td>Promote and uphold the rights of children and youth</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>4</td>
</tr>
<tr>
<td>Core 254185</td>
<td>Apply basic communication skills in interactions with children and youth at risk</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>8</td>
</tr>
<tr>
<td>Core 254184</td>
<td>Apply behaviour management and support techniques in routine child and youth care work contexts</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>10</td>
</tr>
<tr>
<td>Core 254183</td>
<td>Apply personal development strategies and skills to enhance effective service delivery in child and youth care work</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>7</td>
</tr>
<tr>
<td>Core 254187</td>
<td>Demonstrate basic interpersonal skills with children and youth at risk, and their families</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>12</td>
</tr>
<tr>
<td>Core 254182</td>
<td>Demonstrate knowledge of activities within programming, and implement activities in child and youth care work</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>10</td>
</tr>
<tr>
<td>Core 254180</td>
<td>Demonstrate knowledge of lifespan development theories for application in child and youth care work</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Core 254174</td>
<td>Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Core 254175</td>
<td>Describe the use of relationships for developmental and therapeutic ends in child and youth care work</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>8</td>
</tr>
<tr>
<td>Core 254177</td>
<td>Observe, record and report in a child and youth care work context</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Core 254186</td>
<td>Participate in a developmental assessment</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>8</td>
</tr>
<tr>
<td>Core 254179</td>
<td>Work as part of a team, under supervision, with children and youth at risk</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 119472</td>
<td>Accommodate audience and context needs in oral/signed communication</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 119457</td>
<td>Interpret and use information from texts</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 119467</td>
<td>Use language and communication in occupational learning programmes</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 119465</td>
<td>Write/present/sign texts for a range of communicative contexts</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 9015</td>
<td>Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 119462</td>
<td>Engage in sustained oral/signed communication and evaluate spoken/signed texts</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>6</td>
</tr>
<tr>
<td>Fundamental 119469</td>
<td>Read/view, analyse and respond to a variety of texts</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 9016</td>
<td>Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>4</td>
</tr>
<tr>
<td>Fundamental 119471</td>
<td>Use language and communication in occupational learning programmes</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental 7468</td>
<td>Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>6</td>
</tr>
<tr>
<td>Fundamental 119459</td>
<td>Write/present/sign for a wide range of contexts</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>5</td>
</tr>
<tr>
<td>Elective 116534</td>
<td>Carry out basic first aid treatment in the workplace</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>2</td>
</tr>
<tr>
<td>Elective 244581</td>
<td>Describe how to manage substance abuse and addiction in the workplace</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>2</td>
</tr>
<tr>
<td>Elective 117493</td>
<td>Provide information about HIV and AIDS and treatment options in community care and support situations</td>
<td>Level 3</td>
<td>NQF 03</td>
<td>6</td>
</tr>
<tr>
<td>Elective 252195</td>
<td>Identify expertise and resources</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>3</td>
</tr>
<tr>
<td>Elective 120375</td>
<td>Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget</td>
<td>Level 4</td>
<td>NQF 04</td>
<td>6</td>
</tr>
<tr>
<td>Elective 242877</td>
<td>Advise stakeholders on the management of a skills development programmes</td>
<td>Level 5</td>
<td>NQF 05 as L5</td>
<td>8</td>
</tr>
<tr>
<td>Elective 14020</td>
<td>Monitor budgets related to community projects</td>
<td>Level 5</td>
<td>NQF 05 as L5</td>
<td>8</td>
</tr>
</tbody>
</table>
6.2 RECOGNITION OF PRIOR LEARNING:

According to SAQA, the Child and Youth Care Work sector in South Africa is characterised by large numbers of enthusiastic but generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector.

There are many CYCWs that have been working in the CYCW sector for many years and have gained skills, knowledge and expertise through on-the-job training, in-service training and practical experience.

This Qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic Recognition of Prior Learning (RPL) process. The Qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

RPL can only be granted through the RPL process, which requires evidence of practise and experience. The evidence can be presented in various ways, including previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

6.3 KEY ROLE PLAYERS IN THE CYCW SECTOR

As stated previously, the provision of training for child and youth care workers have been the responsibility of the NACCW for many years. The NACCW is an advocacy body and their central/historical role in the development and training of CYCW places them as the main advocates for the rights and recognition of child and youth are workers in South Africa. This central role also places the NACCW as a key role player in the provision of training as the Association was the first to introduce training to CYCWs.
The NACCW is “an independent Non-Profit Organisation (NPO) in South Africa which provides the professional training and infrastructure to promote healthy child and youth development and improve standards of care and treatment for orphaned, vulnerable and at-risk children and youth in family, community and residential group care settings.

The quest for professional recognition and regulation of child and youth care workers has been driven largely by the NACCW. The Association has been advocating for the recognition of the autonomy of the profession of child and youth care work and statutory regulation that will safeguard the rights of children, youth and their families and provide professional accountability for the standards of services rendered.

Members participate in regional forums that meet on a regular basis to exchange knowledge and skills in the field of child and youth care work. In this way the NACCW connects child and youth care workers across the country to professional reference groups and reservoirs of program and practice knowledge” [http://www.naccw.org.za/about-naccw](http://www.naccw.org.za/about-naccw)

The South African Council for Social Service Professions is a statutory body which has the primary focus of developing as well as protecting the integrity of the social service professions as well as the interest of the public at large:

“The SACSSP is established in terms of section 2 of the Social Service Professions Act No. 110 of 1978 (as amended). The Council guides and regulates Social Workers and Social Auxiliary Workers and other professionals for whom a Professional Board has been established in aspects pertaining to registration, education and training, professional conduct and ethical behaviour, ensuring continuing professional development, and fostering compliance with healthcare standards. The council has a Professional Board for Child and Youth Care.
The objectives of the Board are to ensure adherence of the Regulations that govern the registration of all practitioners, to register and mandate all social service professionals to practice, to create and maintain registers of all social service practitioners for whom a Professional Board has been established.” (www.sacssp.co.za/About)

The Health and Welfare Sector Education and Training Authority (HWSETA) endeavors to create an integrated approach to the development and provision of appropriately skilled health and social development workers, to render quality services comparable to world class standard. The HWSETA exists to achieve the following within the health, social development and veterinary sectors:

- Develop and implement the Sector Skills Plan
- Skills development planning, programmes and initiatives
- Monitoring of education and training
- Identification of workplaces for practical work experience
- Support and facilitate the development of the National Skills Development Strategy
- Disbursement of levies collected
- Forge links with all stakeholders and relevant bodies
- Account for the effective and efficient use of public monies in line with the provisions of the Public Finance Management Act
- Promotion of the employment of disabled persons

(http://www.hwseta.org.za/?page_id=268)

7. TRAINING AVAILABLE AND TRAINING SERVICE PROVIDERS

The child and youth care worker qualification is accredited by the Health and Welfare SETA at NQF Level 4. (See detail above). All providers interviewed offer this qualification. There is no standardisation of training as each provider has developed their own course outline, curricula, approach, structure and frequency within the parameters of the SETA requirements and standards.

These diverse approaches make the transfer of credits very complex and leave little scope for portability. CYCWs cannot leave one service provider half way through their training and take it up with another service provider, as one can at University,
for instance). The course structure and credits awarded for different modules are varied.

All Respondents in this study have either completed the CYC FETC, are currently studying towards completion or investigating training with the one of the following service providers:

- NACCW
- NACOSA
- Hugenote College
- Better Best.
- NICDAM was approached but did not respond.

The courses are presented as both full time and part-time and are also tailor-made in certain instances. In the case of tailor-made courses, service providers are able to develop a course outline and plan to meet institutional needs, but are required to stay within the SAQA framework. The costs of tailor made courses are substantially higher because it includes the travelling and accommodation cost of facilitators.

The Hugenote College also offers a 6 month residential programme and the NACCW a number of other specialised programmes, including the Isibindi community-based programme.

NACCW trains in all nine provinces, Hugenote College is currently training 200 DSD employees and Better Best has trained DSD staff in all 9 provinces.

**Entry requirements:** All service providers are bound by the HWSETA entry requirement which is that all learners should be competent in Communication Skills and Mathematical Literacy at NQF Level 3. Service providers indicated that they have many CYCW who do not meet the formal requirement so they are lenient and have developed alternative models of assessment. For example, Better Best has introduced a baseline assessment test and NACOSA has established a selection committee to review admissions.
7.1 OTHER QUALIFICATION IN CHILD AND YOUTH CARE

Child and Youth Care qualifications were/are also offered at Universities and Technikons. According to Swanzen (2015), the qualification was offered by UNISA who offered a National Diploma in Child and Youth Development from 1999-2010 and B.Tech degree in Child and Youth Care. The University of Venda and University of Port Elizabeth, The University of Stellenbosch and Pretoria offered a series of modules in Practical Theology or Community Development.

Currently Durban University of Technology (DUT) runs a four-year, Bachelor of Child and Youth Care degree and Monash University SA offers Child and Youth Development undergraduate programme which is offered over 3 years.
### 7.2 OVERVIEW OF CURRENT SERVICE PROVIDERS – FETC CYC.

<table>
<thead>
<tr>
<th>PROVIDER</th>
<th>DURATION</th>
<th>STRUCTURE</th>
<th>COST</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NACCW</td>
<td>18 months</td>
<td>16 modules facilitated in 3 clusters</td>
<td>R16100</td>
<td>The NACCW’s Training Department offers the Further Education and Training Certificate (FETC) in Child and Youth Care Work. This is a 16 module course that is can be completed over two years.</td>
</tr>
<tr>
<td>Hugenote</td>
<td>12 months</td>
<td>5 modules with 1 week contact session for each module</td>
<td>R16 000 with different payment options will increase to R18 000 in 2016 Residential programme cost additional 10725.00</td>
<td>This course provides a solid grounding in the academic theory underpinning the main concepts of Child and Youth Care on NQF Level 4. The curriculum includes a significant practical component based on workplace placements. With this qualification, successful learners could pursue a career as a Child and Youth Care Worker at the Department of Social Development as well as at various non-government organisations and Child and Youth Care Centres.</td>
</tr>
<tr>
<td>Better Best</td>
<td>12 months</td>
<td>11 modules 1 week per module contact session and POE</td>
<td>Average R13 000 - R15 000</td>
<td>This Qualification is an entry-level qualification for those who want to enter the field of Child &amp; Youth Care Work (C&amp;YCW) as a potential career. It builds on practical experience and community-based learning, and equips people for their role as an auxiliary child and youth care worker. As such the Qualification will also be valuable for those who may have been practising within the field, but without formal recognition.</td>
</tr>
<tr>
<td>NACOSA</td>
<td>18 months</td>
<td>7 contact sessions with 5 structured modules</td>
<td>R26 000</td>
<td>This Qualification is an entry-level qualification for those who want to enter the field of Child and Youth Care Work as a potential career. It builds on practical experience and community-based learning, and equips people for their role as an auxiliary child and youth care worker.</td>
</tr>
</tbody>
</table>
8. FINDINGS

The discussion below reflects the responses from interviews with managers, supervisors, CYCWs and completed questionnaires.

8.1 BENEFITS FROM CHILD AND YOUTH CARE WORKER TRAINING

The overall majority of Respondents felt that the training of child and youth care workers were beneficial to their organisations. The organisations have been able to render more effective services and to reach more children and families. The development and empowerment of CYCWs improved the quality of practise in the organisations. Generally staff members are more equipped to deal with children in their care and more aware of what they have learnt and are now able to share that knowledge with peers and colleagues. The training provided more insight into managing children and motivated staff to be more hands on with children. CYCWs are able to motivate and provide rationale for their decisions and interventions.

On a personal level, CYCW felt that it improved confidence and self-esteem and built their knowledge. “We are now are more knowledgeable on Child and Youth Care Work”.

Many CYCWs stated that they were always “just” looking after the children and youth, but through the training they were provided with a contextual understanding for their work. Furthermore CYCWs received a theoretical basis/foundation for practical decisions and interventions. A CYCW stated that “the training enabled me to motivate certain decisions pertaining to my cases”. Even though the training is theoretical, the majority of CYCWs appreciated the practical approach to understanding theoretical concepts.

The Respondents who did not share the positive outcomes of the training stated that the intent and objective of the training are good but personally they are not very impressed with the training. The training improved the confidence and self-esteem of CYCWs but overall the result is not fully visible in the organisation through service delivery.
Others drew comparisons with auxiliary social workers and the return on investment in terms of money and resources spent on the training of auxiliary social workers and felt that in the case of CYCWs there is no value for money. The director of one of the organisation felt that “Based on results seen, I do not feel it is value for money --- no real assistance or improvement – training provided added no real quality to our services”.

Certain organisations felt that they are limited to using certain service providers, based on accreditation from the HWSETA, so respondents felt that they do not have much of a choice on selecting training providers. Organisations share the sentiments of ‘no choice’ with one articulating a view of “they are one of very few service providers so we basically we have to use them. They have provided what they have to according to the new rules”.

According to one of the respondents “overall, the impact of the training, how it assists the institution and the quality of service and care is dependent on the individual CYCWs' commitment and the support provided by the institution”.

All CYCWs who participated in this study expressed that the training received was beneficial and that the all training received thus far contributed to their development and empowerment. It is generally accepted that the CYCW training broadens the skills base and builds and consolidates knowledge of CYCWs. To illustrate the positive spin offs of the training and what CYCWs enjoyed about the courses attended, they stated the following:

- Learning about working as a CYCW
- More focused on understanding the child
- Gaining more knowledge about children and their families and also how to work more effectively as part of a Multi-Disciplinary Team
- I really liked the classroom learning environment and enjoyed group work / practical work
- Interaction with other CYCWs to share experiences and discuss challenges was very good
- The content on development theories and other concepts were very interesting
• Training material is very good and the trainers/facilitators are excellent –
• Information in each module fits CYCW work
• Excited about the future of the CYCW and really glad that it is becoming a profession

8.2 THE MAJOR CHALLENGES WITH TRAINING

Throughout the interviews it appeared that training is a major challenge for CYCW’s, managers of organisations and supervisors. The challenges are located in the reality of the sector and the limited resource base available to CYC and DIC in general and for training in particular.

The challenges that emerged from the interviews and responses to the questionnaire are:

8.2.1 TIME OFF and its IMPACT ON PROGRAMME

All Respondents mentioned time off as a major challenge in becoming equipped with the necessary skills and qualification.

Working shifts while on training was mentioned by CYCWs as one of their many challenges. CYCWs stated that they are forced to attend training on off days and other times during their shift because training are offered on a specific scheduled days and time-frame. This sentiment is expressed by one who said: “We cannot use our days off to attend training because we need our time off to see to personal issues and responsibilities”.

The major issue for most CYCWs is the fact that they attend training and then have to rush after training to start their shift. Similarly facilitators cited this as a problem because CYCWs at times commence training coming straight from a night shift. “Attending training and working full time is a major challenge for me; sometimes I finished my shift and went straight to training or vice versa”. CYCW is very demanding, therefore time off is used as a time to reflect, recuperate and re-energise but in many instances, time off must now be used to attend training, complete assignments and to travel to attend training. This has had a major impact on the CYCWs wellbeing and energy levels.
CYCWs stated that facilitators are sensitive to their needs and acknowledge the problems with training and shift work, but “assignments and self-studies are a big challenge as we do not have enough time to do it and we have to report for duty at work when required”.

For rural CYCWs, more time is required because training is mainly Cape Town-based, thus staff need more time off for travelling to the training venue.

Time off is very challenging for organisations, because if one staff member is given time off to attend training, others have to stand in. This places an even bigger burden on already overburdened staff. The majority of the institutions cannot afford replacement staff, because it increases operational costs for organisations that are already on overstretched budgets. Volunteers are not an option becomes it comes with its own set of problems; it is not easy to find replacements - given the criteria used for the selection of CYCW to provide care to children. This is confirmed by the view of a CYCW who stated

“Replacement staff comes at huge costs, we cannot just bring in people to work with children given that kids are sick and they need to know how to provide special care and know the condition of the children in their care. There are also issues of trust; you cannot just take anybody to replace staff.”

Relief/ Replacement workers are the only solution but it is not without problems. The relief replacement workers must be retained to cover shift absence, so it is a major cost burden and continuous disruption of programmes. Some institutions have relief/replacement workers to stand in but others do not have due to lack of skills and resources available. In most cases, the replacements are not trained people, specifically in rural settings where there is a very small pool of people to choose from. The replacements only watch the children but cannot do the specialised work. In other instances, interns are recruited to stand in for staff on training.

For many organisations, the time off problem is further aggravated by a vacant CYCW posts and a general shortage of staff, which makes things extremely stressful all round.

CYCWs forego important training sessions and workshops because it is impossible for certain organisations to send all their CYCWs for training during weekdays and
This delays the individual CYCW’s training, as sometimes the next opportunity for that module is 6 months to a year away. The head of one of the organisations said “It is extremely difficult to give our CYCWs time off for NACCW training, it will be better if training is offered during school holidays”.

Another major issue raised is the fact that institutions invest a considerable amount of time to schedule shifts in order to synchronise shifts and work programmes with training, but it emerged that training gets cancelled at the last minute and it messes with the shift schedule. An employee stated that:

“Considerable amount of time goes into re-arranging a complicated shift timetable, making time available for staff to attend a course. So sudden changes in course running is such a waste of time.”

All Respondents agree that the time off issue is a “no brainer”, but essentially it is more of a “balancing act”. As much as it is cited as a huge obstacle/challenge to give staff members time off for training – no one was able to make any concrete recommendations to deal with the challenge, because it’s a reality of the sector. The reality of CYCW sector is that it is generally short staffed, has limited funding and resources is unable to afford replacement staff, saddled with already challenging working conditions that infringe worker rights. They feel stuck.

8.2.2 IMPACT ON PROGRAMME

The training of CYCWs has a definite impact on institutional programmes as staff members on training are absent from their duties and other staff members have to leave their duties to stand in.

Some institutions cited it as perpetual interruptions of operations and “find it unacceptable but understand that training needs to take place”.

Recommendations were made for more structured programmes; it had to be looked at in order to be more flexible to make it work.

To avoid the interruption of the CYC programme, the Hugenote College accommodates certain CYC by offering their lectures during the school holidays.
Some institutions found the fact that the NACCW training is offered during school times a major challenge, because they are not able to release their staff during school terms. Training during term time interferes with programmes as all staff is required for operational requirements.

There is one case of an institution where the majority of CYCWs are not trained. One of the reasons cited for the bulk of the workforce not being trained is that should they embark on an intense training programme to get their CYCWs qualified; the institution will not be able to run its operations and programme.

Major crises are created in institutions when there are staff shortages while other CYCWs attend training.

8.2.3 CURRICULUM

Respondents had differing views on the current curriculum of the CYCW training programme offered. Managers and supervisors seemed unclear on actual curricula, content, format and duration of training. One respondent in reply to the question about challenges with curricula stated:

“The ACYW FETC4 training is 14 modules and a practical assignment. Different clusters have been deployed for CYCC (MODS 1, 3, 4, 5, 13), DIC (1, 3, 4, 8 and HIV), Community Based ACYCWs, Isibindi…. goodness knows, because no one at NACCW cannot tell us.”

There was general acceptance of material and curricula by learners (CYCWs); however the majority felt that the material can be improved by linking theory to practise. “Curriculum is highly theoretical and does not focus on practical experiences”. CYCWs felt that the course should be more practical and this could be aided by the use of visual aids demonstrating how to deal with real issues faced in the institutions.

The curriculum is a huge challenge to older CYCW as they have not completed their schooling and struggle with some of the concepts. CYCWs requested simplification of some concepts. One such area of difficulty expressed by CYCWs is that some have difficulty with understanding the details and interpretation of the Children’s Act.
The current HWSETA FETC caters for different levels of CYCWs. For example, a course could have a participant who has just completed their matric and CYCW who has practised for years. Some respondents felt that the standard is too low for certain categories of workers and too high for other categories of workers. The course is “very basic”. One respondent stated that the content of NACCW modules is geared towards wider spectrum of CYCW and “lack specifics required for residential care”.

A supervisor raised the issue of modules for the initial CYCC rollout that have expired, “so those candidates that were found to be competent cannot complete the qualification. Why exclude modules completed, the approach is not logical.”

The concerns raised above are all valid, but training providers are compelled by SAQA/HWSETA to implement the CYCW training according to specified standards, which are not clearly understood by a large number of CYCWs and their managers/supervisors.

8.2.4 LANGUAGE

A large number of CYCWs speak isiXhosa and Afrikaans as their mother tongue and are facing challenges with the CYCW training being offered in English. All training material is in English and the facilitation and presentation of the modules are conducted in English. This poses a major problem for learners. All training service providers cited language as a challenge, but indicated that they have adapted the course to accommodate learners who are not competent in English. For example, in some instances simultaneous translation are done. In other instances, concepts are explained in Afrikaans and Xhosa. Peers and colleagues who are better equipped or who have a better command of the English language also assist with translation.

Some of the institutions based in rural communities have opted for a service provider that accommodates Afrikaans speakers.

One respondent felt that it is important that CYCWs understand the Foundation modules as they are very important. She felt that language poses a big problem, specifically in the case of her organisation who have a predominantly Xhosa speaking staff.
8.3 FUNDING OF TRAINING

A general sentiment expressed by CYCWs and their institutions is that the training fees are too high and that it is generally considered to be a very expensive course.

The majority of CYCWs are unable to pay for their own training, so in most cases the training is funded by their employer. The employers pays the full course fee and CYCW sign a contract that stipulates that the employee must give back an equal amount of time granted for the course or pay back the money or part thereof should they leave the institution. Others enter into a loan agreement with the employer. The general policy is a 2 year stay in employ principle and should the CYCW leave the institution they should repay the amount owing. A very small percentage of organisations do not have a payback policy – the organisation pays for the course as part of their overall staff development plan.

There have been disputes about deductions to recover training cost when staff leaves the employer. The SA labour guides states that the money can only be deducted if an agreement exist between the employee and the employer. In the absence of such agreement, no deductions will be legal unless the employee gives permission for such deduction. (http://www.labourguide.co.za/faq)

Some institutions do not have the necessary staff development budget and are placed in a position where they have to use programme funds to pay for CYCWs training. “Staff cannot afford to pay for training, so we take a big chunk of operational budget of organisation to pay for their training”. Others find sponsors to fund CYCW training.

Department of Social Development (DSD) support the Isibindi programme and has contributed a limited amount, sporadically to the funding for particular CYCW modules. But this cannot be relied upon or expected. All Respondents expressed gratitude for the support from DSD. “Grateful for DSD sponsorship of the CYCC and DIC rollouts”. However, institutions still have to cover daily transport, food and accommodation which sometimes are in excess of R2500.00 for one week’s training per person.

Several institutions employ large numbers of CYCWs, but do not have a budget for training and are not able to raise fund for the training of CYCWs. One director stated
that: “The course is very expensive. We cannot send all the workers at the same time because of cost implications”.

Many respondents have cited the shortage of funding as a major challenge with the looming deadline of 2017 as the cut-off date for all CYCW to be trained or to be registered in a training course.

With regards to cost, one respondent thought that the high cost of the course may be due to high fees paid to facilitators.

8.3.1 SUGGESTIONS FOR FUTURE FUNDING

The responses above illustrate that funding for the training of CYCWs are cited as a major challenge for all institutions, the following recommendations were made by Organisations and CYCWs to deal with the funding. There is a very strong sense that the payment of training should be carried jointly by DSD and the institution with a small minority suggesting that it should be a three pronged funding approach between the CYCW, the institution and DSD.

- If a subsidy could be received for the remainder of the modules - will release strain on the organisations.
- It should be free training course since it is a necessity to have the qualification when working with children.
- DSD should play a bigger role in the funding of training. If the institution is able to find a sponsor they must continue to do so. Government funds social workers so we need to investigate similar options for CYCWs.
- Joint funding by student organisation and DSD (bursary arrangement).
- Training through learnerships. Funding the financial aspect regarding the training should be covered by DSD.
- More organisations should be informed and funded for the training.
- Government should fund and DSD should support.
- We will apply for funding from the NLDTF as well as other funders (e.g. Community Chest, Motsepe Foundation, Oudtshoorn Municipality, etc.).
- Government should fund the fast tracking of the training given the 3 year deadline.
• **Additional funding required from DSD for CYCW as the institution cannot send everybody to the course because of the cost.**

• **State funding will be good - Bursary from state.**

From the perspective of CYCWs, they are not in a position to pay for training given their low salaries. The majority of CYCWs stated that they cannot afford training as it is far too expensive for them on their salaries. The recommendation from CYCWs is that their institution and DSD should fund the training as it will equip CYCWs with more knowledge and enable me to be more effective in their jobs.

It was also felt that since DSD changed the legislation and regulations governing CYCWs, they should take responsibility for the funding: “DSD dictated and changed the legislation with specific deadlines so they need to fund the training process”.

Those CYCWs that proposed that their organisation must pay shared the view that “at the end of the day, the organisation does not only invest in me as a student but also itself considering having qualified, experienced employees is deemed beneficial for most organisations”.

### 8.4 FREQUENCY AND SCHEDULING OF TRAINING

There are varying views on scheduling and frequency of training with some institutions having no problems and others citing the frequency and scheduling as a major headache.

Small organisations cannot arrange and afford to do in-house training and are therefore dependent on pre-planned training. In order for institutions to benefit from pre-planned training offered by Training providers, it is important for them to be informed timeously to work out shift and redeployment of an already overburdened staff, and for the training provider to stick to the schedule.

Scheduling is a major problem for institutions because most training takes place during normal working hours of staff, as they are not prepared to attend training after hours and in their personal off-time.

Training providers should plan better so that scheduled training can be incorporated into institutional plans.
The NACCW however indicated that training is mainly cancelled due to the no-show of participants.

Other issues that emerged around scheduling and frequency include:

- **Some Respondents cited the example that their institutions are informed on a Friday that staff member has to attend Numeracy module starting on the Monday.**
- **Others cited the date changes and change of venue at very short notice.**
- **Certain Respondents in the Eden Karoo area felt that they were prejudiced based on the non-availability of an NACCW training calendar on a continual basis between 2008-15. This impacted on skills development planning in the organisations. DSD Training was arranged in consultation with the regional chairperson and not with organisations, resulting in short notice of training – no schedule for entire training.**
- **We need a pro-active schedule so that we can plan for training. No notice and late notice of training are a problem.**
- **CYCWs shared similar sentiments about late notice and stated that it has implications for them both an institutional and personal level in terms of their domestic and household arrangement.**
- **Scheduling becomes a challenge because of date changes.**
- **There is no rhythm or frequency – seems to be no plan from NACCW regarding provision of training for members. It’s adhoc.**
- **One respondent felt that the scheduling problem has come about as a result of the training being provided on the basis of the availability of trainers and not learners (CYCWs)**
- **The fact that not every course/module is scheduled for every year, so that if they miss the course/module in this year/cycle, they must wait for an unknown period of time for the next offering of the module to be repeated. This could result in other courses/modules which have been completed expiring.**

As stated previously, time off is already seen as a general problem in the sector; an issue that most institutions are grappling with. Given the problems with finding the time to get staff to attend training, certain institutions, having started with NACCW, have opted for other training providers. Several organisations stated that “NACCW
schedule did not suit us, so we met with Huguenot to work out a programme schedule that suits all the institutions in our region.”

It must be noted that not all Respondents share the same experiences and challenges with the scheduling and frequency of training. A minority stated the scheduling of the training was no problem: “training is scheduled well ahead and made it easier to be part of”. “No problems with the way it runs now.”

8.5 OTHER CHALLENGES RELATED TO TRAINING

8.5.1 LOGISTICS

Some Respondents cited travelling distance as a challenge. In the case of Eden Karoo, they felt that NACCW training is a particular burden as organisations have to pay all travel and accommodation costs of NACCW training facilitators.

Also, training venues are sometimes difficult to reach if participants use public transport.

8.5.2 PROOF OF COMPLETION OF MODULES

A number of institutions cited that they are unable to obtain statements of results for modules completed with NACCW. The matter had been raised organisation with NACCW and in reply it was stated that this is non-issue because the statement of results for modules completed is available on request. One organisation stated “we are waiting for proof of completion of staff who attended NACCW training – in order to get credits for them to start with new provider.” On further probing it transpired that CYCWs can obtain the statement of results from NACCW, but if there is no record of the modules completed on the HWSETA database upon which all students/learners should be registered, therefore no credits can be awarded.

Another issue that emerged from some Respondents was that NACCW had no record of their individual submitted assignments. CYCWs stated that their assignments were lost after handing them in and they were unable to resolve the issue.

The same CYCWs also mentioned that they were then held responsible for non-submission because they did not have a copy.
In some cases those who had copies re-submitted but for those who did not have copies, the module is still incomplete. Organisation seems to think that it is a “systems” problem – because there is no record of submitted assignments.

It is also alleged that long periods elapse before results/marks for assignments are made available to CYCWs. There is also a sentiment that too long a gap exists between finishing course/module and handing in homework. “I am already on my next course but I just handed in”.

One institution stated that “Staff at one point about 2 years ago refused to attend any more training as they did not get feedback for months or their submissions were lost.”

The NACCW is aware of the above challenges and indicated that they have supported the organisations to resolve these matters. The NACCW has an integrated management information system that stores all data related to training of CYCWs, thus information is readily available on request.

This issue remains unresolved because it is the one’s word against the others. Solutions have to be found to overcome the impasse so that this issue of lost assignments and feedback on assignment does not become an obstacle for qualification.

**8.5.3 APPROACH TO TRAINING**

Respondents found some of the SETA requirements somewhat problematic but this can largely be ascribed to the fact that managers and CYCWs do not understand that the CYCW training has to be implemented according to a certain set of standards and outcomes within a prescribed framework.

Other training issues that emerged from Respondents were:

- *allegations* - that trainers spoon feed learners the answers
- *the experience and approach of trainers are different and sometimes we have difficulty understanding*
- *We have to slot in with other organisations- due to small size of our organisation.*
• Trainers emphasise marking the written assignment but there would be greater competence assessment if the CYCW is observed in the work environment or given practical challenges to deal with.
• My staff struggle with implementation – theory / practise
• Specifics about trainers requested and associated cost – cannot select own preferred training that learners are comfortable with. Certain trainers’ demands put an additional burden on the organisation responsible for costs of trainers
• NACWW has no permanent trainers and not even on a professional retainer
• Given that we have 43 people that must still be trained, unlikely to meet the 2017 deadline.
• In the past, we have paid before the course but have stopped paying upfront because of the many courses over the years that were cancelled / postponed. This means we have to ask for the money back or we have to remember that the next time that course comes up that we have already paid. We are now reluctant to pay before the course.
• The NACCW changed their invoicing and now work on a quote system before they invoice, this creates extra work.

8.5.4 STAFF SHORTAGE

Most institutions reported shortage of staff as a major challenge. The scenarios are different but the fundamental problem is: when staff leaves to attend training, it creates problems for the institution. Organisations articulated their staff shortage problems/challenges as follows:

• With 8 staff members trying to do so many courses or leaving employ it was difficult for us to do our service delivery to our children.
• We cannot always allow staff to go for a course when there is one because I have to have staff there to do the work.
• That means some staff have to wait for the next time a Module 3 for example is available, which may be next year.
• When staff go on leave to do training it is also a problem. It depends on number of staff on leave as well. So re-organising shifts to enable training is difficult.
In some instances, staff shortage in an organisation has resulted in no CYCWs being released for training. The organisation is just not in a position to send people on training because there will be nobody to do their work. Releasing staff will result in total chaos in the institution, due to staff shortages.

8.5.5 OLDER PEOPLE/UNTRAINABLE

Some organisations raised the problem of long term older staff that have been in service for many years and are not able to do training due to levels of literacy, no matric and anxiety of going back to school as older people. One respondent stated: “Studying again after 29 years is very exciting but it also fills me with a lot of anxiety”. These challenges are likely to render some CYCWs still unqualified and not registered for the qualification by 2017. In certain instances, this might lead to early retirement and retrenchment for some of staff members in CYCCs which is also a source of great anxiety for them, as often they are the sole family breadwinner. It is a difficult situation for some employers because they feel that these members have given loyal service to the institution for more than 20 years and to just get rid of them would be unfair.

Organisations are beginning to look at alternatives for this category of staff and probably need to consider RPL options for those who qualify for this option if evidence is available. NACCW states that this category of people who qualify for RPL can submit a POE from PBCYCW.

8.6 ORGANISATIONAL EFFORTS TO RESOLVE THE CHALLENGES

A number of challenges have been raised with regards to training and institutions were asked what interventions they have engaged in to resolve the challenges. Many have interacted with the service providers, raised the issue at other networks and, most recently, a meeting was called for organisations at Nazareth House to discuss the training challenges faced by organisations. In January 2015, the WCSCF invited NACCW to come and address the forum and the issues were raised once again. The year is nearing completion and the same issues are still prevalent for most organisations interviewed. The organisations reported that they have engaged in the following activities and interventions to address the challenges:-
As funding is a major challenge, institutions have increased their efforts to raise funds to ensure more staff can be trained.

Where logistics posed a problem, discussions were entered into with service providers to relocate training and attempt to host training in local venues.

Certain organisations, started documenting the issues particularly with regards to NACCW training challenges with the intent to meet with NACCW to discuss all the issues, but other issues in the organisation always take priority and so it keeps on being postponed.

We have instructed staff to keep copies of assignments and to insist on a signed copy on handing it in, as assignments vanish.

We have submitted details of training completed as per our records, but nothing is forthcoming.

Two people who completed NACCW training were unable to get certification – they have been trying to get the papers, but had no luck.

When staff complained that they are not getting feedback for their work, we, along with other NPO’s, met with NACCW at the WCSCF meeting about 4 years ago. We compiled a list of staff trainees and submitted them in advance to Kathy. The meeting was helpful because we learnt some staff had not submitted homework. Our staff was then confronted with their responsibility.

Last year when we had to get re-registered, there was a lot of confusion over who had qualified in what course. We compiled a list and NACCW got back to us very promptly.

When NACCW no longer met our requirements, we opted for the Huguenot college model – sending 4 CYCC and 1 Drop In – training is professionally planned and a mentor is appointed.

“We started with NACCW, but decide to do their training through Hugenote College instead.”

We opted for new provider – we are now doing our training through Better Best.

We started negotiations with Hugenote with the assistance of BADISA

In the case of one institution, three staff members have been trained as presenter/assessors and will provide training as part of their job. They will offer the training in partnership with an accredited service provider. The
institution believes that it will contribute to many more CYCWs qualifying and will also be a saving on the cost of training.

A number of institutions also indicated that they have made contact with NACCW to resolve the issues they had around their staff members facing challenges with the training and the impact it had on their organisational programmes. The contact with NACCW included both telephonic and email correspondence. The WCSCF also raised some of the issues on behalf of their network members, but it appears that it has to date not been dealt with successfully. In the one instance, it was stated that “we corresponded with NACCW but did not get satisfactory response and even threatened legal action”. “We phone repeatedly to resolve problems when NACCW does not get back to us”.

Further attempts were made to address the issues with Nazareth House calling the meeting with partners to discuss challenges faced with the training of CYCW. Once again all the issues were raised but not much was done by the sector to resolve the issues.

Subsequent to the above stated attempts, individual institutions continue to liaise with NACCW to resolve the issues with varying degrees of success.

8.7 RECOGNITION OF PRIOR LEARNING

There seems to be real challenges with the RPL process. All service providers have stated that credits could not be awarded for training done under BQCC. CYCWs that have been in practise for many years could be considered for RPL, but it appears that producing evidence will pose a huge challenge. It was also suggested by one training service provider that there is a backlog with RPL verification at the HWSETA. Service providers other than NACCW have stated that in most cases they have not been able to locate CYCWs who have completed numerous modules with a different service provider on the HWSETA dbase, so that makes RPL even more difficult. In most cases they had to start afresh. One manager said: “I asked for two staff members to be given RPL qualification. Those 2 staff members are now doing lots of normal course work – and not RPL.”
8.8 ALTERNATIVES PROPOSED BY RESPONDENTS FOR IMPLEMENTATION OF CYCW TRAINING

All Respondents were asked to make recommendations on how training can be improved through alternative approaches. There were varied responses that were obviously informed through their lived experiences of the CYCW training.

The following proposal and comments were made:

There is general agreement amongst the majority of Respondents that a lot of motivation, a lot of knowledge and information is obtained through CYCW training. It is good and a necessity. The training is also very important and informative. Respondents in the study proposed the following alternatives: - (See table below)
### 8.8.1 ALTERNATIVES PROPOSED

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TRAINING</th>
<th>STRUCTURE</th>
<th>GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content is generally good, but overall the training should focus on the best interest of the child.</td>
<td>Additional training institutions should be accredited to provide training. Training could then be done more regularly as the workers could be spread throughout the various institutions and possibly this will also provide training closer to the staff or the organisation.</td>
<td>All providers should get together and see how the programme can be standardised so that moving between provinces, providers and institutions does not affect progress towards qualification (transfer of credits/results).</td>
<td>Increasing the pool of CYCWs. More trained CYCWs can be of great assistance when implementing the training because more workers will be on the same level, with knowledge of training and understanding of the sector.</td>
</tr>
<tr>
<td>Change of attitude component should be included in the training.</td>
<td>The CYCW FETC should also receive learnerships on the same level as the Social Auxiliary Workers.</td>
<td>Training must be designed, planned and scheduled to meet organisational needs.</td>
<td>CYCWs should be granted leave for duration of the training – not have the burden to come do your shift.</td>
</tr>
<tr>
<td>Need further capacity building training for supervisory staff.</td>
<td>Introduce study groups where those already trained and those in training can share experiences.</td>
<td>Currently workers are doing well on the distance learning model with Ipad and distance learning, so we need to expand distance learning.</td>
<td>Portfolio of Evidence form too complex - have to make it easier</td>
</tr>
<tr>
<td>Must be more practical and visual (how to deal with aggression and behavioural problems) – give more practical insight into interventions. (case studies) and incorporate demonstrations.</td>
<td>The time must be extended for handing in assignments. More time to complete assignments – time out and off are a problem. Simplification of questions – multiple-choice option.</td>
<td>eLearning should be introduced with mentorship via Skype given the fact that contact sessions and time off are such a huge challenge for institution.</td>
<td>CYCW supervisors must be hands on, must not just sign off assignments- must have role and link to competence assessment.</td>
</tr>
<tr>
<td>The training should be learner focused.</td>
<td>Students need quick feedback on our work done.</td>
<td>The training should be offered as Professional block release studies.</td>
<td>Government must provide facilities for training and refreshments.</td>
</tr>
<tr>
<td>Not repeating the same questions and content in the same module.</td>
<td>Look at implementation of oral exam for those who are not able to read and write.</td>
<td>In-service training should be provided – Facilitators to give training at local facility or perhaps presented by supervisory staff.</td>
<td>Better communication between training providers and institutions.</td>
</tr>
<tr>
<td>New entrants need more practise, for example, graduates complete the qualification but they do not have the practical experience to work and practise as CYCW.</td>
<td>Modules should be presented in a chronological way i.e. 1-16. Content would make more sense if courses were completed in sequence - finish cluster 1 modules and proceed to cluster 2 (don’t like the jumping of modules).</td>
<td>The frequency of training needs to improve, so that if you miss one module, you do not have to wait such long periods to do modules that you have missed. Time for completion of qualification is crucial.</td>
<td>Assessment criteria problematic – the assignment cannot tell you if a person is competent or not. Competency assessment should be more practical - Competency should be tested in different ways not only assignments.</td>
</tr>
<tr>
<td>Consider offering the modules in other languages, language that is comfortable for learners.</td>
<td>Module 3 should be offered more frequently as a fundamental module given that it’s a requirement before you can continue with other modules.</td>
<td>Look at decentralisation of training, specifically for rural areas. It is not always accessible for out of region organisations to do training in Cape Town – would be good to run training in the rural areas.</td>
<td>More information should be provided on the CYCW FETC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DSD Funding for more CYCWs per org</td>
</tr>
</tbody>
</table>
8.9 CYCW Training Support

CYCWs were asked what kind of support they would require to ease the burden of studying and to eliminate some of the challenges experienced. A small minority of CYCWs indicated that they do not need support and are managing well on their own whilst the majority indicated that support would be appreciated as illustrated below.
### 8.10 GENERAL COMMENTS ON TRAINING PROVISION

<table>
<thead>
<tr>
<th>ATTITUDE/RELATIONSHIPS</th>
<th>SERVICE PROVIDER</th>
<th>TRAINING DELIVERY</th>
<th>CYCW ISSUES WORKING CONDITIONS</th>
<th>IMPLICATIONS OF CHANGES IN TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 components required to be competent – knowledge, skills and attitude. Found that people have knowledge &amp; skills but sometimes attitude is not right. For example discrimination against CYCWs by seniors. (Social Workers look down on CYCW.)</td>
<td>Worked with a number of other professional training institutions and all were well supported. Surprised at the nonchalant stance that the NACCW has taken in region. Grateful that Moreson took the initiative to contact Hugenote.</td>
<td>Social workers/Supervisors/Managers should have a more meaningful role in the training.</td>
<td>Working conditions of CYCWs are really not good, need to improve</td>
<td>Requirement for registration of CYCW could result in some people becoming redundant, especially older staff members who are not likely to go for training.</td>
</tr>
<tr>
<td>Organisation must acknowledge CCW and see how much their input is worth. Greater recognition of CYCW</td>
<td>Hugenote model working well - interns from Huguenot good too.</td>
<td>Positive about the future of CYCW training - value based training</td>
<td>CYCWs should be better remunerated</td>
<td>Older CYCWs must be open to new approaches, if cannot accept changes they must opt for retirement.</td>
</tr>
<tr>
<td>Work towards a better working relationship between CYCW/Social Worker/Social Auxiliary Workers (Hierarchy issues)</td>
<td></td>
<td>Some training service providers provide tailor made programmes but they are more costly</td>
<td>If registration/qualification become a reality, might have to restructure jobs.</td>
<td>Qualification requirement - Older persons who do no complete training – might have to work under closer supervision.</td>
</tr>
<tr>
<td>There should be greater respect for CYCWs</td>
<td>Trainers must learn new approaches &amp; methods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. LEVELS OF TRAINING – COMPLETED/INCOMPLETE

All Respondents received and completed various training modules towards a CYCW qualification through the NACCW. The dates indicated by respondents for commencement of training varied between 2002 and 2015.

In many instances, the managers could not complete the section B of the questionnaire which deals with levels of training of CYCWs. The managers/supervisors did not know which modules were completed as the records were not easily accessible within their own organisations or from the NACCW. In the case of Steinthal, the organisation was unable to obtain statement of modules completed from NACCW for staff members who attended the NACCW training.

The majority of NPOs in this study have staff that have not qualified and have expressed their anxiety about ensuring qualification by 2017 given their lack of resources and the difficulties of giving staff time off to attend training. The “qualified versus unqualified” staff is disproportionate - leaning heavily towards “unqualified”.

To cite examples of the disproportion:

- Institution X with a staff compliment of 25 only has 9 CYCW who have formally qualified and in extreme cases no CYCWs were qualified.
- For example, at Institution Y, out a staff compliment of 44, only 1 CYCW has partially completed the CYC FETC.
## 9.1 MODULES COMPLETED AND MODULES OUTSTANDING FOR CYCW INTERVIEWED

Organisations were requested to complete a table indicating which modules their CYCWs have completed and which modules are outstanding. A number of respondents did not complete this section of the questionnaire as the data was not readily available.

<table>
<thead>
<tr>
<th>Modules completed</th>
<th>Modules outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1, 2, 3, 4, 7, 8, 11, 13, 14</td>
<td>• 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14</td>
</tr>
<tr>
<td>• Some Respondents stated that they have completed all modules but do not have the qualification</td>
<td>• In certain instances, CYCWs have not received any training</td>
</tr>
</tbody>
</table>
10. RECOMMENDATIONS

10.1 STANDARDISATION OF CYC FETC

It is recommended that Training Providers investigate basic standardisation of CYC FETC to improve portability of modules and transfer of credits, as this would prevent repetition of modules when one has to move provinces or for some other reason has to move from one service provider to another.

10.2 VERIFICATION OF TRAINING COMPLETED:

It is recommended that a process be facilitated by NACCW that would allow all CYCWs in the Western Cape who have undergone any NACCW training be given a statement of results for accredited modules.

Emphasis must be placed on reliability - make sure that modules completed are registered on the HWSETA database.

It is further recommended that a commencement date and completion date be given to all CYCW to verify/audit their completed accredited modules. Those who miss the deadline will not have another opportunity to verify modules done up to this point, so that action can be taken before the system changes (in 2017).

10.3 MANAGEMENT INFORMATION SYSTEMS

According to respondents, it appears that the loss of assignments, audit of modules completed and all other administrative issues have mainly to do with poor record keeping (Management Information Systems). It is therefore recommended that all training providers and organisations invest in a process that would link their staff development and training to their overall MIS. The system must be reliable and easily accessible to facilitate and ensure the free flow of information. This would prevent delays and confusion around training. It is further recommended that the data is updated on a regular basis.

The orientation of trainees in the CYCW training should include a section on the responsibility of the CYCWs as students/learners and should be reinforced throughout the training. The fundamental principle of keeping copies of all
work/assignments handed in and insisting on a signed receipt when handing in should be reinforced.

10.4 AUDIT OF MODULES COMPLETED AND OUTSTANDING /TRAINING PROGRAMME

This study was unable to conduct a proper audit of which modules are outstanding for CYCWs who participated in the study. This is largely due the inability of organisations to extrapolate the data from their system or just poor record keeping on staff development. It is recommended that an accurate audit is done by each organisation on the current status of each CYCW in the Western Cape.

The outcome of the audit should inform the development of a CYCW training programme that would respond to the expressed need towards qualification (modules/requirements outstanding) and to meet the 2017 deadline for re-registration.

10.5 DSD FUNDING AND SUPPORT TOWARDS QUALIFICATION

The HWSETA Skills Plan Update (2014-2015) for the Health and Social Development Sector in South Africa for the period 2015-2020 states that, “an effective social welfare system must deliver better results for vulnerable groups. To attain these goals, it is essential to address the skills deficit in the social welfare sector and to boost the numbers of social service professionals and midlevel skills in five categories in particular: social workers, auxiliary social workers, community development workers, early childhood development practitioners and child and youth care workers.

According to a press statement (July 2015, DSD Website) made by Mr Albert Fritz, the MEC for Social Development in the Western Cape, a CYCC learnership was introduced and is designed to improve CYCC staff skills. The programme will see 200 participants employed in DSD Facilities (Facility Management and Inspections Directorate) undergo an accredited 18 month CYCW learnership aimed at bolstering skills. Over the 18 months, 30% of the learning will take place in the classroom and 70% of learning will happen in the workplace.
It is recommended to convene a meeting with DSD Western Cape to discuss the DSD strategic plan for 2015-2017 and HWSETA Skills Plan Update 2015-2020, to ascertain level of support and funding available for training of CYCWs.

The Sector should ascertain if the above mentioned support and up-skilling of CYCW would also apply to CYCW in the (partially) funded NPO Centres.

10.6 RPL

Many of the CYCWs could benefit from RPL as they have undergone training and been in practice for a number of years. The non-implementation /backlog of RPL is mainly an administrative issue and due to the absence of an effective tool to implement RPL, in certain instances.

It is recommended that WCSCF and other stakeholders convene a consultative meeting with training providers and key stakeholders to develop a strategy towards formal implementation of RPL. A representative group from the consultative meeting should have a roundtable discussion with relevant authorities (for example, HWSETA) to discuss challenges and alleged backlog with approving RPL submissions with the aim of solving the issues related to this matter.

10.7 PARTICIPATION OF ORGANISATIONS AND CYCW IN CYCW TRAINING DEVELOPMENT AND IMPLEMENTATION

It is recommended that greater emphasis be placed on ensuring the participation and input of CYCC’s and their staff in training development and institutions. It is alleged that individuals/institutions who are not involved in practice and who do not understand the sector are involved in developing and offering the FETC CYCW. The participation of key stakeholders (CYCWs and their organisations) will ensure training programmes that are responsive to the needs of the sector and the individual CYCW.

It is further recommended that information be disseminated to CYCWs regarding the Social Service Professions Act, 1978 (ACT NO. 1.10 OF 1978) Regulations for Child and Youth Care Workers, Auxiliary Child, Youth Care Workers And Student Child And Youth Care Workers, which was promulgated in 2014 and its implications for registration and qualification within the prescribed time.
10.8 PRESENTATIONS BY SERVICE PROVIDERS TO WCSCF FORUM

It is recommended that the service providers mentioned in this report have an opportunity to present their training programmes to organisations at a WCSCF Forum meeting sometime in the future.
11. BIBLIOGRAPHY


Department of Social Development. 2014. *Regulations for Child and Youth Care Workers, Auxiliary Child and Youth Care Workers, and Student Child and Youth Care Workers (Social Service Profession Act 110 of 1978).* Pretoria. Government Printers


NACCW (online) *Overview of the National Association of Child Care Workers.* Available at: [http://www.naccw.org.za/about-naccw](http://www.naccw.org.za/about-naccw)

South African Council for Social Service Professions (online) *Overview of the South African Council for Social Service Professionals.* Available at: [www.sacssp.co.za/About](http://www.sacssp.co.za/About)

South African Council for Social Service Professions (online) *Registration as a Child and Youth Care Worker: Frequently Asked Questions.* Available at: [http://www.sacssp.co.za/Registrations/ChildYouth](http://www.sacssp.co.za/Registrations/ChildYouth)


The South African Labour Guide (online) Frequently Asked Questions – Available at: http://www.labourguide.co.za/faq

Thesen, E. 2014 Challenges Faced by Child and Youth Care Workers with Regard to Discipline Of Children With Challenging Behaviour In Residential Child And Youth Care Centre. Masters Thesis:University of the Western Cape.

Thumbadoo, Z. 2013 Ways in Which Child and Youth Care Workers Support Child-Headed Households In Communities. Masters Thesis.: UNISA


PERSONAL INTERVIEWS

Bey-Leveld Sharon, Ons Plek. Personal Interview. 13 July 2015

Bezuïendenhoudt, Rudolf Durbanville Kinderhuis. Personal Interview. 1 July 2015


Frans Hilary, Youth Outreach Stellenbosch. Telephonic Interview. 20 August 2015

Furniss Riana, Steinthal Kinderhuis. Telephonic Interview. 1 July 2015


Jackson, Pam. Personal Interview. 11 August 2015

Janse van Rensburg, Conrad. Personal Interview. 18 August 2015

Nyenku, Justice. Salesian Institute. Telephonic Interview. 20 August 2015

Marias Dawie, Cape Town Multi-Service Centre. Personal Interview. 6 July 2015
Mehl Veronica. Elkana. Telephonic Interview. 7 July 2015

Needham Kevin, Marsh Memorial. Personal Interview. 20 June 2015

Scott Kathy. Personal Interview. 15 July

Thesen, Eddie. Personal Interviews. 15 July 2015 and 25 August 2015

Von Willingh Nadia, Hugenote College. Personal Interview. 19 August 2015
ANNEXURE 1: LIST OF RESPONDENTS

ACVV Brightlights
Agape Drop Inn Centre
Cape Town Multi-Service Centre
Durbanville Children’s Home
Elkana
FAMSA Karoo
Heaven’s Nest Childcare and Recreation Centre
Herberg Huis Robertson
Huis van Heerde
Marsh Memorial
Mazizame Drop Inn and CYCC
Nazareth House
Ons Plek
SA Kinderhuis
Salesian Institute
Steinthal Kinderhuis
Village Care Centre
Youth Outreach Stellenbosch

26 Child and Youth Care Workers representing the above organisations

Training Service Providers:

Better Best
Hugenote College
National Association of Child Care Workers (NACCW)
NACOSA Training Institute
ANNEXURE 2:

CHILD AND YOUTH CARE WORKER TRAINING RESEARCH PROJECT
QUESTIONNAIRE

Name of Organisation: ____________________________________________

SECTION A: CHALLENGES EXPERIENCED WITH CYCW TRAINING PROVISION

1. How has the CYCW training assisted your organisation?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. What are the major challenges your organisation experience with the CYCW training?

Time off:
__________________________________________________________________________________
__________________________________________________________________________________

Curriculum:
__________________________________________________________________________________
__________________________________________________________________________________

Funding of the training:
__________________________________________________________________________________
__________________________________________________________________________________

Interference/impact on work programmes:
__________________________________________________________________________________
__________________________________________________________________________________

Frequency and scheduling of training:
__________________________________________________________________________________
__________________________________________________________________________________

Any other challenges related to training:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
3. What has your organisation done to resolve some of the challenges faced with CYCW training implementation?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

4. What alternatives would you propose for the implementation of the CYCW training?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. How do you propose the CYCW training should be funded?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

6. General comments on the training provision:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

7. Does your organisation or members of your organisation have a relationship with NACCW?

YES: □  NO: □

8. If yes, what is the nature of the relationship?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
SECTION B: LEVELS OF TRAINING OF STAFF MEMBERS

1. How many CYCWs do your organisation employ?

2. How many of CYCWs have a formal accredited qualification?

3. How many of CYCWs are currently undergoing the training?

4. How many of CYCWs have not attended any training and plan to do attend?

5. Please indicate which modules each of the workers have completed

NB. If this information is available in any other format, please attach it to the questionnaire.

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Modules completed</th>
<th>Modules Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other comments

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
SECTION C: QUESTIONS for CHILD AND YOUTH CARE WORKERS

Name: ___________________________________  Organisation: ________________________

1. What are your current shifts and hours of work?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. When did you enrol for the CYCW training?
   __________________________________________  ______________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. Which modules have you completed?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. What did or do you enjoy about the course?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

5. What are the major challenges faced with the course?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

6. What kind of support would you require with assignments and tasks associated with your training?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

7. Who do you think should be responsible for the payment of studies and why?
   ______________________________________________________________________
   ______________________________________________________________________
8. How do you think the courses/training can be improved?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

9. Any other challenges/experiences/comments that you would like to share?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
ANNEXURE 3 (a) Better Best CYCW FETC OVERVIEW

ANNEXURE 3 (b) NACOSA Training Institute CYCW FETC OVERVIEW

ANNEXURE 3 (c) NACCW CYCW FETC OVERVIEW

ANNEXURE 3 (d) HUGENOTE COLLEGE CYCW FETC OVERVIEW

Disclaimer

This experiential study was conducted in 2015 on behalf of the Western Cape Street Children’s Forum (WCSCF)

This disclaimer governs the use of this report. By using this report, you accept this disclaimer in full.

This report has been prepared in good faith on the basis of information available and data gathered from respondents at the date of publication without any independent verification. The report contains information about the Training and Registration challenges for child and youth care workers in the Western Cape. The information is not advice, and should not be treated as such.

WCSCF does not guarantee or warrant the accuracy, reliability and completeness of the information in this publication nor its usefulness in achieving any purpose. Readers are responsible for assessing the relevance and accuracy of the content of this report. WCSCF will not be liable for any loss, damage, cost or expense incurred or arising by reason of any person using or relying on information in this publication.