

Child and Youth Care (CYC) in a Developing world – Global perspective

Finding the place for CYCW in the Transitions of a developing world

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- Important to pay attention to the fact that CYCW in Africa has a context that has and is evolving
- The dominant focus of an African nation directly affects the nature of care children receive



- *Africa has mostly the:*
 1. *Independence struggle generation*
 2. *the post independence struggle generation*
 3. *One Party State generation*
 4. *One Party rule within a multi-party generation*
 5. *Multi-party democratic generation*



- The practice of CYCW in Africa has transformed through these generations.
- The struggle generations had specific focus for freedom and nation building
- Hence their children were raised with that focus



- The current generations seem not to have any specific focus and the raising of children seem not to be motivated by any cause
- Finding purpose in the transitions is critical for CYCW



AGE	CYC practices in Post Independence generation (1950s-1970s)	CYC practices in Democratic dispensations 1990's to present
0-2	<ul style="list-style-type: none"> •Primary Caregiver is the mother who is at home at all times •The child is highly stimulated through the mother's activities •The bonding of baby with mother is of primary concern 	<ul style="list-style-type: none"> •Primary Caregiver is an employed house-help or younger family member •The Caregiver does not have enough time for stimulation due to the competing demands of work

- The mother monitors developmental milestones, laying a stronger foundation for a Child's future

- The mother works in the moment

- Mothers are mostly out of the home after the 3 months Maternity leave

- The attention to a Child's developmental milestones is not in the moment. It is largely a performance of duty

AGE	CYC practices in Post Independence generation (1950s-1970s)	CYC practices in Democratic dispensations 1990's to present
3-6	<ul style="list-style-type: none"> •The mothers allows the child to start the process of participating in appropriate house chores •The child learns from consistent routine practices in the family 	<ul style="list-style-type: none"> •The Caregiver is afraid to engage the child in chores least she be said to abuse the child or fear of accidents •The practices of the home depend largely on the mood of the Caregiver

3-
6

- This is a life commitment for a mother

- Independence to play and explore in the safety of the Caregiver

- It is a job for the Caregiver

- Most play has been focused on Television for the child's physical safety

most time at home and playing outside the house

- The child is involved in errands

- Children designed and created own toys from local materials, stimulating their creativity

and now others in Boarding school

- Different errands are done for the child

- Toys are all bought and given

CYC practices in Post Independence generation (1950s-1970s)

CYC practices in Democratic dispensations 1990's to present

7-12

- Child is introduced to school environments progressively, starting with early knock off time
- Nature of school is that it had play grounds and sports Teachers
- Mature Teachers where allocated to the more younger students

- School takes whole day
- Most of the grounds are under housing development, most time is spent seated in classrooms
- Younger and less trained are generally allocated to younger students

- Love is spending time telling folk stories of different heroes stimulating the child's desire to become one

- The Parents in their own way ensured the child focused on school whilst helping in the home

- Love is buying a mobile phone that draws the child's attention to it

- Closest stories and heroes are Ben 10, Sofia the first etc

- Parent's participation in children's school is minimal and at home maids do everything

	<i>CYC practices in Post Independence generation (1950s-1970s)</i>	<i>CYC practices in Democratic dispensations 1990's to present</i>
13 Onwards	<ul style="list-style-type: none">•Major activity child initiation or coming of age preparations by close experienced family members•There are specific expectations from the child as an adolescent	<ul style="list-style-type: none">•The child's peers are mostly the ones to explain to the child adolescence•Adolescence is basically the change of a number only

Extended family safety net played a very important role in shaping an adolescent

Extended family is not readily available to the adolescent



	1950s to 1970s	1990s to-date
Results / outcome	<ul style="list-style-type: none"> • Dominated by citizens who thought long term • Larger focus on sustainability and intentional preparation for the future • Societies where your neighbour was your responsibility • More independent societies that sort to improve their condition 	<ul style="list-style-type: none"> • Dominated by citizens who are short term thinkers • Larger focus on self enrichment with little intentionality for the future • Dysfunctional societies living in fear • More dependant societies with less sense of responsibility for their environment

Key	Parents who were deemed illiterate and primitive have produced Professors and Doctors today	Educated and informed parents, are struggling to much the output of “uneducated parents”



LESSONS

- Africa lives *In community* hence every form of childcare in Africa must embrace the sense of **COMMUNITY** to achieve long term results.
- *Africa is about friendships and consensus* Interventions in CYC must be in environments that promote friendliness, consensus and allowed to express their creativity and ingenuity



- *Touch and physical contact underpins child care,* Interventions must encourage stimulation and contact to promote belonging as critical for a child's development
- *Africa is about a network of family, extended family.* Interventions must provide On-going support systems to answer questions, provide alternatives and walk with the child are very important through the journey of life



The saying is true that :
some children are
brought up and others
simply grow

- Lets not allow our children to simply grow, lets BRING THEM UP



*Thank you for
listening*

