

THE JOURNEY OF HOPE

Creating a Network of Care for the Children of Luckau Village



ACKNOWLEDGEMENTS

We thank all the Champions for Children of Luckau village.
We salute your boldness in imagining a new and better future,
your courage in working together to bring the Network of Care to life
and your generosity in sharing your story with others.

The learners, principals, teachers, facilitators, school governing body and
parents of St Paul's High and Makeke Primary Schools,
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Leaders of the future:
The Tender Hearts of Makeke Primary



Leaders of the future:
The Passionates of St Paul's

INTRODUCTION

This is the story of the children of Luckau village in the Sekhukhune district of Limpopo province. The people of this village love their children. But they are very poor. And because it is so dry and difficult to make a living, many parents go away to cities to find work.

Some adults and children are also sick because of diseases like HIV and AIDS. All of this is making the children of Luckau village vulnerable. Some do not have enough food, school uniforms and adults to look after them.



One day, a member of staff from the Catholic Institute for Education, was visiting the principal of St Paul's High School in Luckau. They were talking about all the problems that the children of Luckau and their families



Mothers walking home after dropping off their children at school

were experiencing. The principal felt that his school could not help them enough. Something more had to be done.

The member of staff talked about how she had been working with the Children's Institute in other places. What they had done was bring people together so they could share their knowledge, skills and resources and support one another and care for children.



Luckau village house

This idea became part of the STOP AIDS NOW! Networks of Care Project.

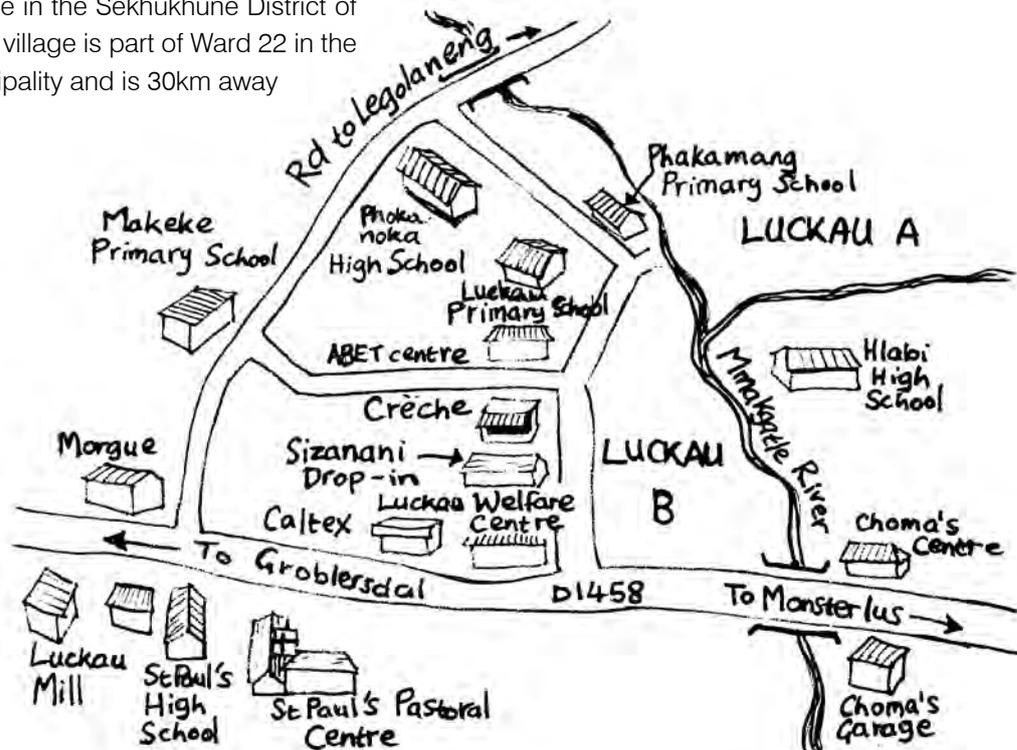
In this book you can read about our journey to improve the lives of children in Luckau. We hope it will inspire you to start building a network of care in your own community!

And so it was decided to start building a **Network of Care** for the children in Luckau. Because these schools were already giving children care and support, they decided to start at St Paul's High School and Makeke Primary.



OUR VILLAGE

We live in Luckau village in the Sekhukhune District of Limpopo province. The village is part of Ward 22 in the Elias Motsoaledi Municipality and is 30km away from Groblersdal.



This is a rough map of
Luckau village



The road to Monsterlus

Luckau is a semi-rural area. The place is very dry and our houses are on small plots. This makes it difficult to plant enough crops. However, during the rainy season some people plant pumpkins, mealies, green beans and spinach. We get water from the Mmakgatle River, but the water is not always clean. Last year they even found traces of cholera. Those who have money use boreholes.

The Luckau Mill

In 1958 a Catholic mission was built in Luckau. Part of the mission was St Paul's High School. They also put up a mill so that people could grind their maize. This drew more people to Luckau. Today the mill is no longer working, but the school still has an excellent reputation.

The village has four primary schools and three secondary schools. A mobile clinic is supposed to come once a week. We have a satellite police station which is staffed by volunteers. We have two social workers and 38 home-based carers.



Recently the Department of Social Development started a drop-in-centre where orphans and vulnerable children can get a meal and some support for their homework, but sometimes they run out of food. It is also very far for some children to walk to the drop-in centre .

Life is not easy for our children. This is mainly because there is not enough support and care from parents. Many parents work on the farms around Groblersdal. The farmers fetch them early in the mornings and then bring them home at night. Others work on the mine. But generally there is not much work here.



Makeke Primary feeding scheme

The Sekhukhune District has the highest unemployment rate in Limpopo and this also affects people from Luckau. Many adults work far away from home – in places like Johannesburg, Pretoria or Middelburg. That is why almost half of all the people in Luckau are younger than 18 years.

The number of unemployed youth is very high and the rate of teenage pregnancy is a big concern. At St Paul's High School, several girls fall pregnant each year. There are few recreational facilities in our village and some of the boys spend their time drinking at the local taverns. Other children keep themselves busy by playing soccer or netball. Some of the youngsters enjoy kwaito dancing.

A Child's story

I stay with my aunt and little brother in Luckau village. It is a 30-minute walk to my school, Makeke Primary. My aunt and brother do not work. My older sister passed away in 2007 and my mom died in 2005 when I was eight years old. I don't know my dad.

Every day I wake up at 5am and wash myself and eat breakfast of tea and bread at home. At 7am I leave for school after doing my chores. I live in a shack which is divided into 3 rooms - a kitchen, a room for me and my brother and my aunt's room.

We get food from the welfare and sometimes other families give us money for electricity. I attend the drop-in centre after school for a meal but this is only during the week. Sometimes it is difficult to get food on the weekends. We have a garden at home but no money to buy seeds to plant.

When I am big I want to buy a tombstone for my mom and also a house for my aunt and brother.

Think about this

- Is your community a good place for children to grow up?
- How can you make it better?

The Schools

St Paul's High School was started by the Catholic missionaries in 1960. It shares the grounds with the church. There are two houses for priests and sisters. The school has 619 learners who come from 14 different villages. The furthest village is 60km away and some learners pay over R250 per month for transport to get to school. This is because St Paul's is known to be one of the best high schools in the district.

The school employs 22 teachers, an administrator, a cleaner and a gardener. It is managed by the principal, the deputy principal and three heads of department. They get additional support from the parish priest and the sisters who live on the premises.



The hall at St Paul's

From far away the school looks like it has good resources, but once you go inside you can see that there is not enough money to keep up regular maintenance work like painting and repairs.

Through its link with the church, this school takes caring for its learners seriously. In the past, vulnerable children were identified by class teachers and referred to the school's Pastoral Care Committee. Even though high schools are not part of the Department of Education's nutrition programme, St Paul's gives lunch to 23 learners who are vulnerable, and provides them with a packed supper to take home.

A classroom with holes in the ceiling



Children picking up papers at Makeke

Makeke Primary School is on a dirt road about 2km away from St Paul's. It is a state school and many children from Makeke go to St Paul's when they start high school. Most of the children are from very poor families. Some come from Phosa which is an informal settlement nearby. Makeke is a no-fee school and all the children are given food through the Department of Education's feeding scheme.

The school has 17 teachers, a principal, a deputy and two heads of department.

Before Makeke joined the Luckau Network of Care, the place was not very child-friendly. The toilets were in a bad condition and the schoolyard was overgrown. But the biggest strength of this school is that it has enthusiastic staff who are keen to improve things for the children.



Mr Jim Majomane, principal of Makeke, helping a member of the community with a letter

HOW OUR JOURNEY BEGAN



In January 2008, the principal of St Paul's invited all the people and organisations in the village who are working with children to a big meeting. They discussed how they could work together to help the children of Luckau. It was at this meeting where community members first heard about our journey and could decide whether or not they wanted to join.

Those of us who decided that we wanted to come along, realised that we would need some people to plan the

journey, to drive the bus, and to help make sure that we didn't get lost along the way. To do this, a **Steering Committee** and a **School-based Support Team** were formed.

The Steering Committee

The Steering Committee includes the principals and some teachers from Makeke and St Paul's, the priest, the ward councillor and ward committee members. There are also representatives from the Department of Education, the South African Police Service, the home-based care centre and the drop-in centre for vulnerable children. The people on the Steering Committee are all **Champions for Children**.

The School-based Support Teams

Teams were established at both Makeke and St Paul's. This was so that they could focus on the issues related to each school. The teams include the School Management Team (SMT), various educators, School Governing Body (SGB) members and the two facilitators working at the schools.



Champions for Children work to improve the lives of the children and fight for children's rights.

We would like to introduce you to the Champions for Children who are part of our journey:

The principal of St Paul's

The principal of St Paul's High School is one of Luckau's most prominent Champions for Children. He is passionate about the children because he grew up in the area. After school he did a BA and a Higher Education Diploma at the University of the North.

In 2008 he won the Limpopo Provincial Teaching Award in Secondary School Leadership. He is also the chairperson of the Catholic Principals' Forum and an active member of the Catholic Church.

Even before the Networks of Care, Mr Malatsi worked together with the Pastoral Care teachers to identify, support and refer vulnerable children in his school. He was the initiator of the Networks of Care in Luckau, and he is also the coordinator of the Steering Committee.

The principal of St Paul's High School, Mr Malatsi





The home-based carers from Tholulwazi

There are 38 home-based carers working in Ward 22. They run awareness campaigns around TB, HIV and AIDS, sexually transmitted diseases, teenage pregnancy, cholera, nutrition, immunization, mental illness and old age. They also do home visits, refer cases to social workers and monitor the treatment for their HIV-positive patients.



Father Mahlaku

The Catholic Church

The church helps families with food parcels, school fees, uniforms and books. The priest and religious sisters offer counselling services to both teachers and children at St Paul's. Every December, they visit schools to hand out Christmas presents and food parcels to families in need. The parish priest works with school-based facilitators to identify vulnerable children in the community.



Constable Hlazana
from Hlogotlou SAPS



The South African Police Service

The SAPS hosts various campaigns to keep children motivated and focused on schoolwork, including youth camps and back to school campaigns. They also do presentations at schools dealing with issues such as substance abuse and are involved in sporting activities.

The Luckau social workers

The social workers of Luckau help villagers to access social grants and work closely with the Councillor, home-based carers and local schools.

Think about this

“IT TAKES A VILLAGE TO RAISE A CHILD”

- Who are the Champions for Children in your community?
- How can I become a Champion for Children?
- How can I inspire others to become champions?

WHERE DO WE WANT TO GO?



The Luckau Steering Committee soon agreed that:

The purpose of the journey is to improve the well-being of the children of Luckau by building caring school communities. To get there, everyone needs to work together.

As committee members we knew that we wanted to improve the well-being of children, but we needed to understand more clearly what that meant and how to do it. Instead of starting with the problems, we decided to start by building on our strengths. This is called the appreciative approach. It uses three main steps.

Step 1: Understanding the situation of the children in our community

Step 2: Imagining a better life for our children

Step 3: Creating a caring school community

“The appreciative approach is very useful because it focuses on people’s strengths.”

CIE pastoral care coordinator

The Luckau Champions for Children held workshops with the Steering Committee, the children and parents to go through each of the three steps. As we did this, we focused on identifying the good things already happening in Luckau that we could build on. We also listened carefully to what the children had to say and to their ideas for making our community a more caring one.

Find out more about this approach in the *Champions for Children Handbook, How to build caring school communities*. See the last page for more information.

1. UNDERSTAND

2. IMAGINE

3. CREATE

Step 1: Understanding the situation of the children in our community

We started by getting everyone talking and understanding more about child well-being. We looked at the protective and risk factors that affect children in our community, and how we can help children move from vulnerability towards well-being.

REMEMBER!

**Appreciate what you are already doing.
Always start by looking at the positive things
that are already being done in your community**

A: Sharing stories

People told stories about how they had helped children in Luckau. Here are some of the stories we told:

“I always bring some extra food from home for the children in my class who have no parents.”

Teacher, Makeke Primary

“I was working with a child-headed family and I realised that none of the three children had any documents like birth certificates. This meant that they could not access grants. I decided to help them by contacting a social worker, and now they receive their grants. I also helped them to open a bank account.”

Home-based carer

“One day a certain family came to me because they thought that their child was bewitched. He was always quiet and did not perform well at school. I told them that the child was not bewitched. They were the cause for his condition. I told them, ‘You must stop shouting at each other and stop shouting at your son.’ When the parents started to live harmoniously, they were surprised to see an improvement in their son’s behaviour and school performance.”

Traditional Healer

Think about this

- How have you helped a child ?
- How can you share success stories about helping children in your community?

B: Identifying risks and protective factors

We looked at the meaning of the words well-being and vulnerable:

Well-being: being safe, healthy, feeling loved and cared for

Vulnerable: unprotected, being exposed to physical and emotional danger and harm



All children fall somewhere along a continuum from vulnerability to well-being

We described children in our community who are struggling, like the flowers on the left, and talked about the **risk factors** that make children vulnerable.

Then we described children in our community who are doing well and blooming like the flowers on the right. We spoke about what helps those children to do well. We called these things **protective factors**.

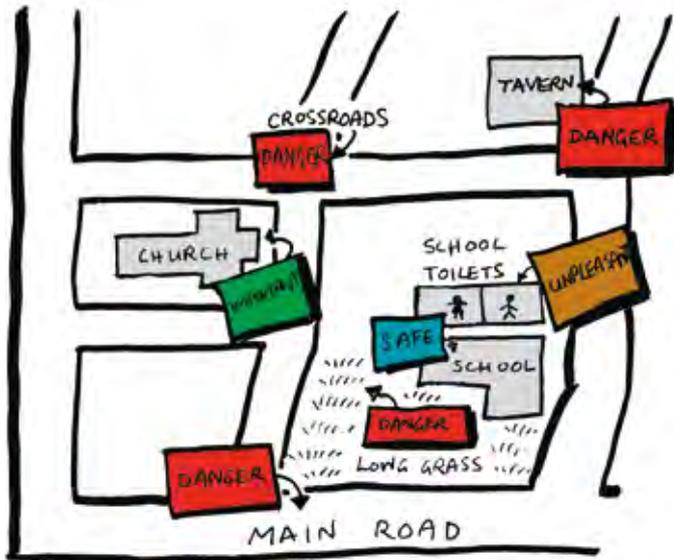
Protective factors	Risk factors
Getting food at school	Poverty and hunger, unemployment
Money for school fees and transport	Teenage pregnancy
Security in the school	Long walk to school
Home visits by home-based carers	Death and disease
Love and care by parents	Heavy traffic on the main road
Love and care by teachers	Crime, drug and alcohol abuse

Think about this

- What are the protective factors for children in your community?
- What are the risk factors?

C: Mapping the community

To change our community, we need to understand where we are starting from. To do this, we drew a rough map of our schools and the surrounding community. We used different colours to show which areas were helpful (fun, important, provides services) for children and which areas were harmful (dangerous, frightening, unpleasant) for them.



This is what different groups discovered:

- *Children and parents felt that the playgrounds are the only places for fun in Luckau.*
- *The Steering Committee felt that the schools are not dangerous – danger comes from the community.*
- *The children felt that the long, uncut grass causes danger at school.*
- *All learners were concerned about their toilets.*
- *All groups said the main road that runs through Luckau is very dangerous.*

D: Building a database

We made a list of people and organisations that could help. We wrote down their names and contact details and the services they offer. This database is kept in a place where everybody can use it.

Think about this

- What places are helpful and harmful for children in your community?
- What resources do you already have to help children and families?

Step 2: Imagining a better life for our children

The first step helped us to understand where our journey was starting from. The second step helped us to see more clearly where it is we want to travel to. We started to talk about children's rights and to imagine what we wanted our caring school community to look like.

A: Children's rights

The children and adults started by talking about the needs of children in Luckau and we came up with these:

Our children need food, security, education, good health, education, knowledge, support, care, love, warmth, being appreciated and guidance.

Then we linked these needs to the rights that children are guaranteed under South African and international law. All children have these rights. These rights are protected by law and cannot be taken away for any reason.

The Bill of Rights in the South African Constitution guarantees everyone:

- *the right to a name and identity*
- *the right to life*
- *the right to equality – not to be discriminated against*
- *the right to a healthy environment*
- *the right to social assistance.*



Section 28 of the Constitution also sets out special rights for children:

- *the right to food*
- *the right to clean water*
- *the right to shelter*
- *the right to health care*
- *the right to basic education (schooling).*

Think about this

- Which of the children's rights inspires your work?
- How can I inspire others to become champions?

B: Identifying duty-bearers

After talking about children's rights, we realised that children depend on us to feed and clothe them, to protect them, educate them and care for them – especially when they are sick. We also need to make sure that they have a safe and loving home.

Part of our work in creating a Network of Care in Luckau is to hold duty bearers accountable. A duty-bearer is a person who has a duty to protect the rights of children. Duty-bearers include parents and caregivers, teachers, social workers, health officials, police and government policy makers.

In Luckau we now have a better understanding of children's rights and who is responsible for different roles and services. We are planning to hold a meeting with the Communications Manager from the mayor's office, the Community Development Officer and social workers from Social Services. We want each of them to explain what their job is so that we know what kind of help they offer to families and children.

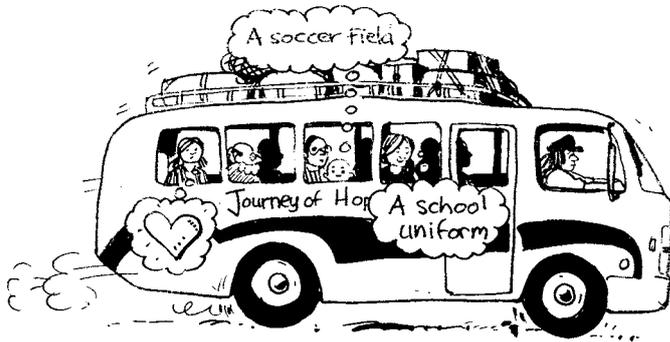


A Luckau Social Worker

Think about this

Think about a child in your community who needs help.

- What could you do about this?
- Who else has a duty to help the child?
- Which duty-bearers are doing their jobs well and who needs support to do better?



C: Imagining a better future for our children

We then imagined what Luckau would look like when we created a truly caring community for our children. We asked ourselves:

- What future do we want for the children in our schools and in our community?
- If our dream of a caring school community comes true, what will it look like?
- Who will be part of it, and what values will they share?

These were some of the dreams we had for our children:

- All children of school-going age are attending school
- We have a crime-free community
- All playgrounds are safe
- We have a school kitchen
- School premises are always clean
- Parents are involved in school issues
- Schools are safe and there is no bullying
- All stakeholders are part of the Networks of Care process
- We have safe roads
- School toilets are clean
- We have school vegetable gardens
- All learners have school uniforms
- We have educational facilities like labs and libraries
- All children feel safe, loved and cared for in schools

Think about this

- What are your dreams for the children in your community?

D: Working with children

To make sure that our children themselves are part of shaping our dreams we started a children's group in each school. Learners at St Paul's formed *The Passionates* and the Makeke Learners formed *The Tender Hearts* group.

We asked the children's groups to imagine a caring school.



The Tender Hearts imagined teachers being kind to poor children

This is what the Passionates imagined to be a caring school:

- *There are proper toilets, sports fields and an emergency room for sick and injured people.*
- *Teachers look out for the needs of learners.*
- *The relationship between learners and teachers goes beyond academic work.*
- *There is cooperation between learners.*
- *Children don't judge each other, especially if someone is asking for help.*
- *Teachers treat learners equally and give all learners a chance and don't just focus on the brilliant ones.*

REMEMBER!

Listen to the children.

Involve them in building caring school communities.

Think about this

- What would children like you to do to make your community more caring?
- How can a more caring school improve teaching and learning?

Step 3: Creating a caring school community

During the third step of our journey we looked at how to turn our dreams into a reality. We started to make plans and take action - one small step at a time.

A: The dream tree

After we imagined a better future for our children we all wrote our dreams onto slips of papers and stuck them onto a tree. We wrote one dream on each slip. We tried to say exactly what we want - so that our dreams are specific, detailed and written in a positive way.

- At the bottom of the tree we put the dreams that don't need outside help and resources such as skills or money.
- In the middle of the tree we put the dreams that need some outside help and resources.
- At the top of the tree we put the dreams that need a lot of help and resources from outside.



B: Taking action

During the third step of our journey we looked at how to turn our dreams into a reality. We started to make plans and take action – one small step at a time.

The Dream Tree helped us see which dreams we could achieve on our own with little or no help from outside the community. This meant we could start taking action immediately. It helps to get going right away and to start making small changes that people can see and feel.

We also broke down bigger dreams into smaller steps, so we could work towards them – one step at a time. We identified people who would lead each specific task and what resources were needed. We thought about how we would check our progress and measure our success.

REMEMBER!

Celebrate all of your successes, no matter how small they may seem. This will give you energy to continue the journey.

WE'RE ON OUR WAY!

Our bus has been going for two years now. The journey has not been easy but our bus never broke down. And we picked up many more passengers.

Here is what happened on the way.



**We have some new
Champions for Children!**



**Alfred Somo, SGB
Chairperson at Makeke,
now strongly believes in
children's rights**

We managed to get a small stipend for two facilitators who are helping to strengthen the relationship between the schools and the community. They have taken a big burden off our schools. They are open and non-judgemental and this has made it easy for children to talk to them. They work closely with the home-based carers, ward councillor, drop-in-centre and social workers.

These volunteers help the schools to identify, support and refer orphans and vulnerable children. They do home visits and help children and their families to get access to social services. They also check on children who are ill or absent from school. They help teachers by talking to children during lessons. They spend time playing with children.



Evah Kabini and Reneilwe Masemola, the Luckau facilitators

"It helps that we are working together because we can help each other. Sometimes we hear such sad stories and then we can cry together." Luckau facilitator

Progress at Makeke

This school has begun to listen to their children and to understand what is important to them. Our biggest achievement at Makeke was setting up the children's group called the Tender Hearts.

One of the big dreams of learners at Makeke was to have better toilets. For the first time, adults paid attention and took action. They were given a grant for 14 new toilets. Community members offered their labour free of charge to install the toilets.

The children at Makeke dreamed of a proper kitchen where volunteers can cook lunch. With the help of the local MASSCASH store, the school now has a new mobile kitchen.

Both adults and children wanted a school vegetable garden to feed hungry children and supplement the school nutrition programme. Community volunteers who help in the new school garden spoke of their gratitude:

"We are happy to assist here because our children attend here. We sell some vegetables to teachers and the money is used for the school. Some vegetables are used here at school to cook for learners. We also get assistance." School garden volunteer.

"Teachers from Makeke work well as a team. They are excited about the Network of Care programme, and you can feel that love for the children in the school."

CIE Pastoral Care coordinator

Mam Merriam Mohlahlo with some of her Grade 1 learners in front of the new toilets.





The Tender Hearts of Makeke in front of the new school kitchen

The aim of the Tender Hearts is to help the school to be more caring. They have 30 members and they have been very busy. They helped the school cleaner to pick up litter during breaks. They asked their principal to

The Tender Hearts



buy dustbins and have helped the gardener to plant new plants along the school fence. The school bought them reflective scholar patrol bibs so that they could begin a scholar patrol on the main road to help the younger children safely out of the taxis in the morning.

We are so proud of the Tender Hearts. They have developed good leadership skills. They are very enthusiastic and care for the young ones. They are true Champions!



The Tender Hearts are supported by Mam Rebecca Makolane, and other teachers from the School-based Support Team.

"This school is a caring school because when they see us not wearing school uniforms they ask us why and then they make a plan. We asked for a garden, and they made that garden. But there is something that made me very happy. Last week we had a meeting and we asked for dustbins. And they made a plan so quickly. And lucky for us, we all have new desks. I love my teachers because they listen when we talk!" A member of the Tender Hearts

Our biggest achievement at St Paul's was setting up the children's group.



The Passionates children's group. Their motto – 'Raise your voice and let my assistance begin.'

There are about 30 children who are part of the Passionates, and the group is still growing.

Since starting the group they have done a number of things to make their school a more caring one.

The Passionates

To help learners who feel lonely and uncared for, each 'Passionate' has adopted some buddies from the lower grades. They share ideas with them, sing, study together and motivate one another.

The Passionates also held a class-to-class campaign to discuss with fellow learners why teenagers get involved in sex at a young age. They answered questions and have designed posters and charts for AIDS awareness.

They decided to adopt the local centre for the disabled called Khayaletu. They collected donations and raised R500 towards the needs of the children. The Passionates visit the centre once a month to play with the children. They have also started a school vegetable garden.

"Before I was selfish. I expected help but did not help others. Now I now know that if you are open and talk about your problems you will be helped." A member of the Passionates

“The Passionates made a big difference in our lives. By seeing the way children express themselves, I realised that they can lead the world. Through their talking one can see the good and brave leaders of tomorrow. Sometimes I feel like crying when they come up with good and big ideas which I didn't think can come from children.”

St Paul's High School educator



The Passionates are supported by Mam Stephy Dikgale of the St Paul's School Based Support Team.



The Passionates playing with children at the Khayaletu Home.

REMEMBER!

Children need to know that they are powerful beyond their own under-standing and that they can direct their future.

They too can be agents of change in their own and other's lives.

What's changing in our communities?

The biggest change in the community of Luckau is that people are starting to talk about child well-being and children's rights. But not only are people talking, they are acting together:

- A Child-Care Forum was established and one of the teachers is on the board.
- Home-based carers and facilitators are working well together to help children.
- The South African Police Service invited 19 girls from St Paul's for the 'Take a girl-child to work' campaign.
- Local community members have volunteered their time and skills for children.
- Members of the School-based Support Teams of St Paul's and Makeke have visited other provinces for training and to be inspired by the work of other facilitators.
- Parents are slowly getting involved.

The challenges we are facing

The biggest challenge is to get more people from the community involved in the Network of Care.

The principal of St Paul's feels that maybe this is part of a bigger problem in South Africa: *"Many parents only think about work and how to earn money, and they forget their role as parents. We need to take our children seriously, otherwise we have no future."*

Think about this

It is when we turn dreams into actions that our bus can most easily break down.

- How can people from Luckau make sure that their bus keeps moving?
- What advice could you give Luckau village to help them get the parents more involved?

THE JOURNEY CONTINUES



When we go on a long journey, it is important to stop every now and then. We need to fill up the tank, check the condition of the bus, allow some people to get off and new ones to join. This is part of caring for ourselves and each other.

The appreciative approach is like the wheels of the bus. As we move through each step in the cycle, we keep moving forward.

Step 1: Understanding the situation of the children in our community

Step 2: Imagining a better life for our children

Step 3: Creating a caring school community

When we had finished steps 1, 2 and 3, it was time to stop and ask ourselves a few questions: Where are we now? What have we achieved so far? What is working well? What can we do better next time?

This understanding is the start of the next cycle. We need to check which dreams we have turned into reality and which ones need further action.



St Paul's School-based Support Team reflecting on their successes and difficulties.

Maybe there are new dreams we want to add. Then we need to think about how to work together and start taking action to make these new dreams a reality.



Nontobeko Sithole introducing us to the new Steering Committee who are going to take us forward

And so our journey continues...

“I joined the Tender Hearts because I want other children to be as happy as I am. I don’t want them to feel alone, I want them to feel love.” Members of the Tender Hearts



Makeke’s School-based Support Team with the CIE’s Nontobeko Sithole



FOR MORE INFORMATION

This publication is a product of the STOP AIDS NOW! Networks of Care partnership led by the Children's Institute, University of Cape Town; implemented by the Catholic Institute of Education and funded by STOP AIDS NOW!

Children's Institute (CI), University of Cape Town, contributes to policies, laws and interventions that promote equality and realise the rights and improve the conditions of all children in South Africa, through research, advocacy, education and technical support. For more information, and to access the pilot version of the *Champions for Children Handbook: How to build a caring school community*, visit www.ci.org.za or email norma.rudolph@uct.ac.za or info@ci.org.za. 46 Sawkins Road, Rondebosch, Cape Town, 7700; phone 021 689 5404; fax 021 689 8330. Look out for our revised handbook and other materials in 2010.

Catholic Institute of Education (CIE) provides in-service training and support for teachers and children in Catholic schools, and focuses on the provision of quality education while responding to the social needs of the poor and

marginalised. For CIE's Caring Schools work, contact the Pastoral Care Coordinator on 011 433 1888 or email info@cie.org.za or visit www.cie.org.za.

STOP AIDS NOW! Raises funds for HIV and AIDS projects in developing countries; obtains (inter-)national political and public support for the efforts against HIV and AIDS; innovates or redefines strategies to improve the response to HIV and AIDS, and meet the needs of people affected.

Visit <http://www.stopaidsnow.org/downloads> for a range of resources on HIV and AIDS and related issues.

Caring Schools Network (CASNET) brings together about 60 organisations from around the country to promote information sharing and partnership and works with government and civil society to build caring school communities and maximise the benefits for vulnerable children. For contact details in your province visit:

www.caringschools.co.za or contact:

mvanzyl@savethechildren.org.za or phone 012 430 7775/6.

These are the steps that Luckau village followed on their Journey of Hope:

- They made a list of all the resources they had to support their children.
- They drew a map of the community to see which places are safe and where the threats to the children are coming from.
- They tried to imagine a better future for their children.
- They made plans and started to take action to turn these dreams into reality.
- They appointed facilitators in the schools to make sure that someone helped the children.
- They started children's groups in the schools.
- They started to **LISTEN** to the children and **ACT** on their suggestions!

