



CHILDREN'S INSTITUTE
2011
Annual
Report



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

10 years child rights in focus

children's institute
Research • Advocacy • Education

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The graph on p. 24 is from a presentation on child poverty by Katharine Hall. The bodymap image on p. 27 is by a female resident of Taiwan, Khayalitsha, which was created as part of the African Centre for Cities "Perceptions of Health and Well-being" workshop, November 2011.

Cover picture: Nontsikelelo Dzulani from Equal Education, speaking at the launch of the *South African Child Gauge™ 2010/2012*, flanked by Prof Shirley Pendlebury (left) and Dr Max Price (right). Photo by Joanna Pawelczyk, University of Cape Town Fine Arts.

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The Children's Institute is a leader in child policy research and advocacy in South Africa. Its activities focus on four areas that are critical to children's well-being: child rights, child poverty, child health services, and care in the context of HIV/AIDS. The Institute provides evidence to assist policy-makers and practitioners to create laws, policies, programmes and institutions that support the best interests of children in South Africa.

VISION

A society in which children are valued, nurtured and protected; their rights are realised; and where they are able to participate, develop, and reach their full potential.

MISSION

Contributing 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.

Contents

- 3 About the Children's Institute
- 6 Management and governance
- 10 The year in review
- 17 Our work in context
 - Projects
- 19 • *Abaqophi bakwaZisize Abakhanyayo* – The Shining Recorders Of Zisize – Children's Radio
- 20 • Care for Children in a Time of AIDS
- 21 • Caring Schools Project
- 22 • Children's Act
- 24 • National Child Poverty Monitor
- 25 • Children Count – *Abantwana Babalulekile*
- 26 • Child Rights and Child Law for Health Professionals
- 27 • Healthy Cities
- 28 • Social Service Practitioners Advocacy Network
- 29 • Social Assistance for Orphaned Children living with Relatives
- 30 • *South African Child Gauge*™
- 31 Commissions, tenders and consultancies
- 31 • Care and Support for Teaching and Learning: SADC policy review, framework and guidelines
- 32 • Child labour: Research on current situation in selected African countries
- 32 • Early childhood development: Research on government funding for ECD
- 33 • Lessons from Caring Schools go regional: Materials for teacher certificate
- 34 • Quality health services: Setting standards for child-friendly care
- 34 • United Nations Convention on the Rights of the Child: Zero draft of a General Comment on article 24
- 35 Education, teaching and supervision
- 38 Grants and finances
- 42 Staff
- 44 Publications and other communication outputs
- 52 References

About the Children's Institute

The Children's Institute is a leader in child policy research and advocacy in South Africa. Its activities focus on four areas that are critical to children's well-being: child rights, child poverty, child health services, and care in the context of HIV/AIDS. The Institute provides evidence to assist policy-makers and practitioners to create laws, policies, programmes and institutions that support the best interests of children in South Africa.

Established at the University of Cape Town in 2001, the Children's Institute endeavours to harness the collective institutional capabilities related to child-focused research, teaching and development. The essence of the Institute is to bring primary and secondary research and information to bear on the development of laws, policies, programmes and service interventions for children across a number of disciplines. Evidence-based advocacy forms a continuum with research, teaching and development activities, and is the vehicle by which the Institute maximises the impact of academic endeavours on policy and practice.

The Institute's focus areas are in line with major issues that impact significantly on children's lives, namely poverty, care in the context of HIV/AIDS, and child health services. These are addressed within a rights framework underpinned by the United Nations Convention on the Rights of the Child and the South African Constitution.

The Children's Institute over the past 10 years has established itself as a credible policy research institute both within and outside the University. Within the University, the Institute is regarded as a model for a socially-responsive academic unit.* Outside the University, the Institute has contributed significantly to a number of policy and legislative processes, and has participated in numerous – or sometimes initiated – collaborations and networks with both government and civil society duty-bearers for children's rights.

The Institute has a strong foundation of work in the field of children's policy that is widely acknowledged by the academic, civil society, government and news media sectors. Its communication products are used extensively in the South African children's sector, and the Institute is gaining a strong reputation in Africa, as well as globally.

The Children's Institute has a pool of donors who believe in its mission and who invest in its work. Highly competent, multi-disciplinary staff represent a vast collective experience and are all passionate advocates for children and their rights. This combination of resources continues to make it possible for the Institute to contribute to alleviating the plight of South Africa's children by advancing policies and strategies that are in their best interests.

* The Children's Institute had been featured in the 2005 and 2009 issues of the *Social Responsiveness Report* of the University of Cape Town.



Children's Institute director, Prof Shirley Pendlebury, presents on the *South African Child Gauge*™ at a child poverty roundtable hosted jointly with the Programme to Support Pro-poor Policy Development in the Presidency, and UNICEF. Child poverty and inequality will be the focus of the next *Child Gauge*™, and this gathering of experts informed the conceptualisation of the new themed essays.

The objectives of the Institute are to:

- characterise the major challenges facing children in South Africa;
- conduct policy research, analysis and commentary;
- provide evidence-based information and technical assistance to all relevant role-players in the policy-making process;
- undertake training and teaching;
- promote and impact on policy-making decisions that affect children's well-being;
- monitor and evaluate the impact of policy on child well-being; and
- undertake knowledge translation for multiple audiences, and communicate information and research findings to all interested, involved and affected role-players.

The Institute in all its work strives to achieve excellence, promote inter-disciplinary research, develop indigenous models of policy and intervention, and respect diversity. The work of the Institute operates at international, regional, national, provincial and local levels and focuses on all phases of policy development and implementation. The Institute collaborates with interested role-players including academics, policy-makers and practitioners in government and in non-governmental and community-based organisations.

The functions of the Institute are:

- **Research**
 - Defining research questions in specific child policy areas.
 - Conducting quality policy research and clarification.
 - Stimulating inter-disciplinary research.
 - Collating and analysing secondary research and data sets.
- **Teaching**
 - Conducting policy research training for graduate students from different disciplines.
 - Contributing child policy modules to existing programmes.
 - Delivering short courses and other appropriate training to child practitioners and policy-makers.
- **Technical assistance and support**
 - Providing technical assistance to policy-makers and practitioners.
 - Supporting child policy role-players with information, training and practice guidelines.
- **Advocacy**
 - Communicating with government decision-makers.
 - Producing publications directed at the policy, service provider, academic and popular fields.
 - Disseminating information on children's rights and their situation in South Africa.
 - Participating in and supporting social movements that prioritise and promote children's well-being.
 - Increasing the cadre of practitioners, scholars and researchers versed in evidence-based approaches to child-focused policies and practices.

The research areas in the Institute have been carefully selected, based on priorities areas for children:

- Child health services
- Child poverty
- Child rights
- Care in the context of HIV/AIDS

The multi-faceted nature of these priorities for children and the multi-disciplinary approaches needed to address them require continuous collaboration between the researchers. Major projects often involve teams of staff from the different research areas.

Cross-cutting support areas are general and financial administration, human resources, communication and knowledge management.

Management and governance

The Children's Institute is administered through the Faculty of Health Sciences of the University of Cape Town. It is supported by a university-wide Governing Board, accountable to the Vice-Chancellor, and an International Board of Advisors.

Governing Board

Prof Marian Jacobs (chairperson) is the Dean of the Faculty of Health Sciences at the University. A public health paediatrician, she has a wide range of academic leadership experience, both nationally and internationally. She serves as an advisor on the Technical Steering Committee for the World Health Organisation's Department of Child and Adolescent Health and Development, and has many close relationships with institutions such as the Council on Health Research for Development. Prof Jacobs is a passionate advocate for children and, as a founding member of the Children's Institute, served as the Director for 2001 – 2005.

Prof Crain Soudien (acting chairperson from September 2011) is formerly the Director of the School of Education at the University of Cape Town and currently Deputy Vice-Chancellor responsible for the portfolio on transformation and social responsiveness. He is a widely published sociologist and educationalist and holds a PhD from the State University of New York at Buffalo. He is involved in a number of local, national and international social and cultural organisations and is the former Chairperson of the District Six Museum Foundation, former President of the World Council of Comparative Education Societies and was, in 2008 – 2009, the Chair of a Ministerial Committee on Transformation in Higher Education. He is a Fellow of the International Academy of Education.

Prof Haroon Borat is Professor of Economics at the University of Cape Town, and the Director of the Development Policy Research Unit. His research interests are labour economics, poverty and income distribution. He has done extensive work for numerous government departments such as the Department of Labour, the Presidency and the National Treasury. Prof Borat is the Minister of Labour's appointee on the Employment Conditions Commission. He was also an economic advisor to Presidents Mbeki and Motlanthe by serving on the Presidential Economic Advisory Panel, and currently serves on Minister Ebrahim Patel's Economic Advisory Panel.

Ms Judith Favish is the Director of Institutional Planning at the University of Cape Town. She is responsible for the Institutional Information Unit, the Academic Planning Unit, the Quality Assurance Unit, and monitoring of social responsiveness. She is a co-convenor of

a task team of institutional planners from the four higher education institutions in the Western Cape and the provincial government. She serves on the executive of the Board of the Higher Education Quality Committee (HEQC), on the Academic Advisory Committee of the Tertiary School in Business Administration, and on the HEQC's Institutional Audit Committee.

Prof Evance Kalula is Professor of Law (Employment and Social Security Law) at the University of Cape Town. He is Director of International Links and Outreach in the Law Faculty and Executive Policy Advisor to the International Academic Programmes Office. He is a former Chair of the Employment Conditions Commission, and is President-Elect of the International Labour and Employment Relations Association. He is also a member of the Ministerial Advisory Panel of the Economic Development Department. His research and teaching interests are labour market regulation, law and regional integration, social protection in the jurisdictions of Southern African Development Community countries, and international and comparative labour law.



Children's different rights spelt out in an exercise for the training on Child Rights and Child Law for Health Professionals (see p. 26).

Prof Susan Kidson was appointed part-time Deputy Dean responsible for Postgraduate Affairs in the Faculty of Health Sciences in July 2009. She is also a member of staff in the Department of Human Biology, where she was previously the Head of Department for six years. Prof Kidson specialises in cell and developmental biology. In addition to her duties as Deputy Dean, she continues to run a research lab and train postgraduate students, and her area of interest is stem cell biology in the skin and the eye. Prof Kidson was the Acting Dean for the Faculty of Health Sciences while Prof Marian Jacobs was on sabbatical, from 1 September 2011 to 1 March 2012.

Dr Louis Reynolds is a senior specialist in Paediatrics, formerly with the School of Child and Adolescent Health at the University of Cape Town and the Red Cross War Memorial Children's Hospital. Now retired, he continues his involvement in health and human rights campaigns. He is a member of the South African steering committee of the People's Health Movement, a civil society network in many countries dedicated to the struggle for health as a fundamental human right. He was a founding member of the National Progressive Primary Health Care Network in the 80s.

Prof Shirley Pendlebury was appointed on a five-year contract as the Director of the Children's Institute and an honorary Professor of Education at the University of Cape Town. Her term of office comes to an end in mid-2012. Social justice, democratic education and teacher education have been recurring themes in her research, publications and post-graduate research supervision. She serves on the editorial boards of several international journals, and on the Research Committee of the South African Qualifications Authority.

International Board of Advisors

Mrs Graça S. Machel (chairperson) is the Chancellor of the University of Cape Town. She is also the President of the Foundation for Community Development in Mozambique and the Chair of the National Organisation of Children of Mozambique.

Prof J. Lawrence Aber (de facto Chairperson) is Distinguished Professor of Applied Psychology and Public Policy at New York University, and Board Chair of its Institute of Human Development and Social Change. His basic research examines the influence of poverty and violence – at the family and community levels – on the social, emotional, behavioural, cognitive and academic development of children and youth. He is an internationally recognised expert in child development and social policy and has co-edited several publications in this field.

Prof Tokozile Mayekiso is the Deputy Vice-Chancellor for Research and Engagement at the Nelson Mandela Metropolitan University. She is a registered clinical psychologist with

the Health Professions Council of South Africa. Prof Mayekiso is a former Dean of Arts and a Professor of Psychology with a special interest in child and adolescent psychology. She also serves on the boards of the Agricultural Research Council and the Emthonjeni Centre at the University of Witwatersrand.

Ms Nomathemba Mazaleni is a former Chief of Party of the Integrated Primary Health Care Project of the Management Sciences for Health in Pretoria. A registered general nurse, midwife, community health nurse, educator and nurse administrator with a Masters in Community Health from the University of Liverpool, she was previously responsible for EQUITY programmes in the Eastern Cape province. She currently consults independently on health information systems and health systems development.

Prof John R. Pinkerton is Professor of Child and Family Social Work in the School of Sociology, Social Policy and Social Work at Queen's University, Belfast, Northern Ireland. His areas of special interest are young people leaving state care, family support and the translation of research into policy and practice in a global context. He is co-editor of the *British Journal of Social Work*.

Dr Jon E. Rohde was the director of the EQUITY Project in the Eastern Cape Province after serving for 12 years in India as the UNICEF country representative and the global advisor on health and nutrition to the UNICEF chief at that time, Mr. James P. Grant. Dr Rohde now works as an international consultant in Africa and Asia, while teaching and writing from his home in South Africa. He is an Emeritus Professor of Public Health at the University of the Western Cape and Professor and Chair of the Advisory Board of the James P. Grant School of Public Health, BRAC University, Dhaka, Bangladesh.

Adv Tseliso Thipanyane has had extensive work experience in human rights, democracy and good governance over the past 20 years. He was the Head of Research and Documentation and thereafter the Chief Executive Officer of the South African Human Rights Commission from November 2005 to December 2009. He is currently based in New York as an independent consultant on democracy, good governance and human rights and is an adjunct lecturer in law at the School of Law, Columbia University. He also serves on the board of the Council for the Advancement of the South African Constitution.

Prof Danie Visser is Deputy Vice-Chancellor of the University of Cape Town; his portfolio relates to the strategic goal of research; its profile, impact and engagement; as well as climate change and sustainable development initiatives. He has executive oversight for faculty affairs, postgraduate matters and academic staff and policy matters. Prof. Visser is a Professor of Law and specialises in the Law of Unjustified Enrichment. He was editor of the *South African Law Journal* for 10 years.

The year in review

July 2011 was the tenth anniversary of the Children's Institute. Over the decade since its establishment in 2001, there have been significant changes in South Africa's policy, services and outcomes for children. In collaboration with many others and through research, evidence-based advocacy and public engagement, the Institute has played a part in contributing to, and documenting, these changes.

While it is beyond the remit of this review to chart achievements over 10 years, it does highlight some of the enduring projects that remain pivotal to the work of the Institute – work which owes much to generous multi-year support from Atlantic Philanthropies over an extended period and, subsequently, from the Rockefeller Brothers Fund (RBF) and the ELMA Foundation, among others. Over the decade the Institute has benefited, too, from the wise counsel and critical feedback from an International Board of Advisors, some of whom have served for 10 years, and played a part in the conception of the Children's Institute.

The review also sketches new developments in 2011 and logs some of the ways in which the Institute has responded to a more constrained funding environment.

Highlights

Several Children's Institute projects and activities have not only stood the test of time but have also served as a springboard for innovation, cross-cutting research and advocacy. Primary among these are the *South African Child Gauge™*; work on the Children's Act and its implementation; qualitative work on children's experiences in the time of AIDS; and the child indicator work of Children Count – *Abantwana Babalulekile* and its recent expansion into the National Child Poverty Monitor.

A short course on Child Rights and Child Law for Health Professionals, piloted in January 2011, is an innovation resulting from a robust tradition of advocacy on child rights and related legal research (see p. 26 for details). Another example of innovation within an enduring line of work was an internship programme in 2011 as part of the National Child Poverty Monitor (see p. 24). Both these innovations brought new people and new passions into the Institute's orbit for a while – twenty-five doctors, nurses, health educators and other health professionals for the short course on Child Rights and Child Law; and three energetic and adventurous postgraduate students for the six-month internship.

An enduring achievement has been the annual publication, since 2005, of the *South African Child Gauge™*. This research-based review of the situation of South Africa's children has come to be the Institute's most visible and widely-used publication, one which documents and critically reflects upon government policy, programmes and services for



Children who participated in the making of the South African Child Gauge™ 2010/2011 sign a copy for Vice-Chancellor, Dr Max Price, while the Minister for Women, Children and People with Disabilities, Lulu Xingwana, looks on. She has called the book "a must read for all professionals and policy-makers working with or planning services for children, as it helps us understand why we need the effort to talk and listen to children and gives examples of how this can be done". See p. 30.

children. The 2010/2011 issue was published, for the second year running, in partnership with UNICEF. The theme "Children as citizens – Participation in social dialogue" challenged the editorial team to find ways of including children in the process of developing and launching this sixth issue of the *Child Gauge™*. In August, a well-attended launch hosted a distinguished panel of speakers, with a special flavour added by the participating children's group. At its meeting in October 2011, the Institute's International Board of Advisors recognised this issue of the *Child Gauge™*, and the activities associated with it, as an innovation within an enduring practice of bringing "children's voices" and perspectives to bear on the Institute's work in multiple ways. See p. 30 for more details.

The Children's Act remains central to the Institute's activities in research, advocacy and public engagement. Since the Act came into operation in 2010, the Institute has concentrated on promoting its effective implementation, with particular attention to monitoring the budget allocation and expenditure trends of the nine provincial departments of social development. This budgetary work continued in 2011. Also, new research on donor funding flows for Children's Act services, which had commenced in 2010, was discussed with project partners at a conference at National Treasury in the first quarter of the year. A third strand of work related to practitioners' expressed needs for guides on the Children's Act. In 2011, two practitioner guides were produced – one for child and youth care workers, the other for early childhood development practitioners. For more about this project, see pp. 22 – 23.

Over the past decade, the Children's Institute has been building a multi-faceted body of work on, and with, children in the context of HIV/AIDS. One example is the *Abaqophi bakwaZisize Abakhanyayo* Children's Radio Project, which entered its seventh year in 2011. The project provides children in rural northern KwaZulu-Natal with skills and support to depict their lives and perspectives for radio. It aims to improve understanding of children's experiences in a context of poverty and the AIDS pandemic; and encourages adults to consider and appropriately address children's needs and experiences. The project continues to generate remarkable narratives about children's lives and has for several years running won broadcasting awards. In November 2011, the children's broadcast on Maputland Community Radio won the prize for Eastern and Southern Africa in UNICEF's International Children's Day of Broadcasting Award. Read more on p. 19.

In a second strand of the work intended to deepen understandings of the impact of the AIDS pandemic on children, a grant from RBF in 2009 enabled a series of focused research articles and conference presentations. A number of these were published, or submitted for publication, in 2011 (see p. 20).

Quantitative data work has been another enduring and distinctive activity of the Children's Institute, in particular Children Count – *Abantwana Babalulekile*, a project which since 2004 has monitored child-centred indicators within a socio-economic rights framework. This project has been expanded to the National Child Poverty Monitor over the past two years with European Union funding via the Programme to Support Pro-poor Policy Development (PSPPD) in the Presidency. Aside from the internship programme, which also enrolled a junior research staff member, it has generated an impressive array of publication outputs – more details are on pp. 24 – 25.

A highlight of the year was the seminar series, which for the first time was organised on the University's upper campus. The Africa Centre for Cities and the Institute for Humanities in Africa provided the venues. In the second semester, the seminar series marked the Institute's tenth anniversary. See p. 49 – 50 for a list of topics and presenters.

Recognition and collaboration

For an organisation that aims to contribute both to socially responsive public engagement and to scholarly research, recognition takes many forms – for the Institute and for individual members. One kind of recognition comes from international collaboration on seminars, books and special journal issues. International collaborations over the past three years have resulted in the publication in 2011 of a special issue of the accredited journal *Perspectives in Education*, and in Institute staff contributing to the preparation of two books.

Ariane De Lannoy is co-authoring a book on Ordinary Politics (a longitudinal, ethnographic study of young adults' perceptions, attitudes and beliefs toward future opportunities in South Africa) with Katherine Newman, Dean of the Krieger School of Arts and



Bodymaps were used to enable residents of Taiwan, Khayelishsha, to illustrate their understanding of the influence of the urban environment on health and well-being. The exercise was part of the first round of fieldwork for the Healthy Cities Project (see p. 27).

Sciences, Johns Hopkins University. A fellowship from that university enabled Ariane to spend three months there in 2011 to begin work on the first draft. As this annual report was being prepared for press, news arrived that the Boston, MA publisher Beacon has accepted the book for publication and plans to release it early in 2014 in time for the twentieth anniversary of South Africa's first democratic elections.

Lucy Jamieson, Helen Meintjes and Shirley Pendlebury are contributing chapters to a book that has developed out of the Leverhulme-sponsored international network on Theorising Children's Participation: Learning across countries and disciplines. Palgrave-Macmillan will publish the book, to be released in 2013.

International recognition also comes by way of executive membership in scholarly associations and invitations to contribute towards international reports. In 2011 Katharine Hall was appointed to the Executive Committee of the International Society of Child Indicators (ISCI). She will be part of the organising team for the ISCI's planned international in South Africa in 2013. Paula Proudlock, on the strength of her work on children's rights to health, was commissioned by a small team of international child health activists to lead the writing of a zero draft of a General Comment on Article 24 of the United Nations Convention of the Rights of the Child (see p. 34).

The Children's Institute has maintained its links with similar child policy centres from South America, Europe, the Middle East and Asia via the Chapin Hall Network of Child Policy Research Centres. Nationally, working relations and collaborations with government, civil society and donors have been enhanced by three staff members who represent the Institute in the Leadership and Innovation Network for the Collaboration in the Children's Sector (LINC).



Katharine Hall presents at the first Child Poverty Roundtable, hosted by the Programme to Support Pro-poor Policy Development in the Presidency. The PSPPD supported work on a National Child Poverty Monitor in 2010 and 2011 (see p. 24).

Recognition among local professional and practitioner groups, and within the University of Cape Town, is also pleasing. In 2011 Lori Lake was appointed to a task team on the development of standards for child-friendly health services. The team is also reviewing national standards, assessment criteria and audit tools to assess how these consider and give effect to children's health rights (see p. 34).

Katharine Hall was invited to join a cross-faculty working group on poverty and inequality, chaired by Deputy Vice-Chancellor Prof Crain Soudien. The inclusion of Katharine in this group is a mark of recognition for her work and of the Institute's ongoing analyses of child poverty and advocacy for children's socio-economic rights. Tendai Nhenga-Chakarisa was awarded a post-doctoral fellowship in the Faculty of Law, which she will take up from July 2012.

Collaboration with the University's Africa Centre for Cities has resulted in the Institute's involvement in two related cross-disciplinary projects on Healthy Cities. Two "Urban Child CityLabs" organised by the Institute were very well attended (see p. 27).

In late 2011, the Children's Institute embarked on a collaboration with the South African Labour and Development Research Unit in the Faculty of Commerce. Lori Lake and Charmaine Smith assisted SALDRU to digest several studies on teenage pregnancies into a policy brief for government decision-makers, and will be advising on a dissemination strategy. The policy brief process was part of a bigger research project of the Scholarly Communication in Africa Programme, based at the University of Cape Town.

At a national level, the Institute's involvement in the PSPPD in the Presidency

strengthened existing partnerships and opened new opportunities for collaboration. A Programme Cooperation Agreement signed with UNICEF South Africa helped to formalise and deepen a partnership that has developed over the last five years.

Mission and activities

The Institute retained its multi-disciplinary character and its commitment to research, evidence-based advocacy, policy development and education to promote equality and realise the rights of all children in South Africa. The scope of the Institute's work also expanded, in a small way, into the South African Development Community (SADC) region, and more widely in Africa.

In August 2011, the Institute completed its contribution to a SADC Policy Review of Care and Support for Teaching and Learning with the submission of a draft regional report and proposed policy framework (see p. 31).

In mid-2011, the Institute accepted a HIVOS-funded commission to conduct a situational analysis on child labour with a special focus on rural areas in Zimbabwe, Uganda, Ghana and Ethiopia (more on p. 32).

All the activities and achievements depended crucially on strong and shared leadership, together with robust research capacity and a systematic evidence-base for advocacy. Partnerships with other organisations and researchers have also been vital to our achievements and to the reach of influence on better policies, programmes and practices for children.

Conferences

During the year under review, the Children's Institute initiated or participated in a number of different events to disseminate knowledge and inform public debate and policy development on issues pertinent to the rights and well-being of children and their families. Notable among these were presentations at events of the PSPPD in the Presidency; presentations on children's participation rights in several different forums, such as a South African Human Rights Commission conference; and presentations on the application of the Foster Child Grant to different audiences, including the National Treasury and the parliamentary Portfolio Committee on Social Development.

International events included papers presented at: the first International Social Science and HIV conference, Durban; the third conference of the International Society of Child Indicators, University of York; the Social Policy Institute, University of Oxford; the Centre for Social Development in Africa, University of Johannesburg; the Child and Family Research Centre, National University of Ireland; and at the *Eleventh International Conference on Diversity in Organisations, Communities and Nations*, Cape Town, and an international child resource institute seminar in Nepal.

Staffing

In the constrained funding environment that is affecting soft-funded organisations around the globe, the Children's Institute too has had to reduce its spending. Costs of employment place the biggest burden on the budget; at the same time, maintaining a critical mass of staff is crucial to the effectiveness of the Institute's work. On the recommendation of the Governing Board, and after a lengthy process of staff consultation, five permanent support staff posts were disestablished by the end of 2011. The University of Cape Town has provided opportunities for redeployment to some of the affected staff, but this has been a difficult time for everyone. The diligence, commitment and good will of all staff during this time have been remarkable.

Governance

The Institute uses a variety of monitoring and evaluation processes and regards both quality and impact as important dimensions of evaluation. One of the most important forms of quality assurance is critical feedback at annual meetings and seminars with its International Board of Advisors. In 2011, a three-day meeting of the board considered presentations and supporting documents on a full suite of projects and activities, and on this basis submitted an evaluative report to a joint meeting with the Institute's University-based Governing Board. The report is received by the Deputy Vice-Chancellor for Research, the Deputy Vice-Chancellor for Social Responsiveness, and the Dean of Health Sciences.

In the second half of the year, during Prof Marian Jacobs's sabbatical leave as Dean of Health Sciences, Prof Susan Kidson (as acting Dean) joined the Governing Board, where she played a vital role in monitoring the Institute's financial projections and in supporting the search for a new director in light of Prof Shirley Pendlebury's pending retirement.

Closing remarks

The Children's Institute is a unique organisation, whose history, experience, carefully honed methodology and energetic staff all place it at the forefront of socially responsive child policy research centres in Africa. But in a constrained financial environment and with a smaller staff establishment, some hard choices will have to be made about which activities to retain and which to curtail.

Promising developments over the past year include: a stronger presence at the University of Cape Town, new opportunities for international and national collaboration, and an expanded relationship with several government departments. Looking ahead to 2012, there is much to celebrate and a sense of anticipation about the recruitment of the Institute's third director, who will lead the next phase of development of policy-relevant research, advocacy and education aimed at achieving better conditions for children.

Our work in context

Since the advent of democracy in 1994, South Africa has made remarkable progress towards overcoming the inequities of apartheid and its consequences for children's survival, development, rights and well-being. The Constitution and an array of laws and policies provide enabling frameworks for children's health, care, development and protection. Public expenditures on health, social security and education have increased dramatically, and South Africa is on track for achieving two of the Millennium Development Goals (MDGs) that are especially pertinent to children. By 2009 the country was already close to achieving MDG 2 (to achieve universal primary education) and had surpassed the 2015 target for improved access to drinking water (part of MDG 7, to ensure environmental sustainability).

Also, the establishment of a Ministry of Women, Children and People with Disabilities in 2009 has strengthened the institutional mechanisms for mainstreaming children's issues across all government departments; evaluating progress towards national and international goals; and reporting to external authorities such as the United Nations Committee on the Rights of the Child.

Despite real progress, inequity persists, the quality of basic education remains uneven, under-five mortality rates are distressingly high, and many children continue to live in circumstances that compromise the realisation of their rights. South Africa has some 18.5 million children. In 2010, 11 million children (60%) lived in poverty (in households with an income of less than R575 per person per month). While child poverty rates have decreased substantially since the introduction of the Child Support Grant, poverty remains an enormous problem. The development of policies and programmes for children is still not consistently based on a systematic evidential approach that fully reflects the principles of social justice underlying South Africa's Constitution.

The University of Cape Town has a long and proud track record of documenting the pervasive and systematic violations of children's rights to health, education, welfare and protection under apartheid, and of the effects of poverty on children's well-being and development. Since its establishment at the University in 2001, the Children's Institute has built on this legacy to conduct research, evidence-based advocacy and education aimed at improving policies, programmes and services for children.

In the face of enduring poverty and its effects on children's well-being, there is a clear need for the Institute to continue this work. Child rights, child poverty, social security and the context of HIV/AIDS are focal areas for research, advocacy, policy development and education. Budget analysis, issues in the "cash or care" debate on social assistance for orphans, and children's participation in social dialogue are three areas of renewed attention

in various aspects of the Institute's work, as is evident in some of the project summaries on the following pages. Self-initiated projects in focal areas (and often cutting across two or more areas) comprise a major part of the Institute's activities. Increasingly, the Institute is also being called upon to bid for government tenders and other commissioned work, within South Africa and more widely in the Southern Africa region, and beyond.

In all these activities – projects and commissions alike – evidence-based advocacy is the main vehicle through which the Children's Institute maximises the impact of research on policy and practice.

The projects, consultations and commissions undertaken during the year in review collectively reflect the interdependence of research, advocacy and education that is typical of the Institute's work, although these three "strands" of the Institute's characteristic methodology are not equally woven into every project or commission. Overall, the projects also demonstrate the Institute's commitment to participatory approaches and to working both at a national level and, where feasible, with selected communities.

Over the next pages, the following projects, commissions and consultancies are discussed:

Projects:

- ***Abaqophi BakwaZisize Abakhanyayo* – the Shining Recorders of Zisize – Children's Radio Project**
- **Care for Children in a Time of AIDS**
- **Caring Schools Project**
- **Child Rights and Child Law for Health Professionals**
- **Children's Act Project**
- **Children Count Project**
- **National Child Poverty Monitor**
- **Healthy Cities Project**
- **Social Service Practitioners Advocacy Network**
- **Social Assistance for Orphans Living with Relatives**
- ***South African Child Gauge*[™]**

Commissions, tenders and consultancies:

- **Care and Support for Teaching and Learning: SADC policy review, framework and guidelines**
- **Child labour: Research on current situation in selected African countries**
- **Early childhood development: Research on government funding for ECD**
- **Lessons from Caring Schools go regional: Materials for teacher certificate**
- **Quality health services: Setting standards for child-friendly care**
- **United Nations Convention on the Rights of the Child: Zero draft of a General Comment on Article 24**

Projects

***Abaqophi bakwaZisize Abakhanyayo* – The Shining Recorders of Zisize – Children's Radio Project**

Providing children with the opportunity to portray their lives, insights and concerns through the production of radio programmes



Now in its seventh year, the *Abaqophi bakwaZisize Abakhanyayo* children's radio project provides children in rural northern KwaZulu-Natal province with the skills and support they need to depict their lives and perspectives for radio. Through child-directed storytelling, public broadcast of the material and

analysis of the children's narratives over time, it aims to improve understandings of children's experiences growing up in a context of poverty and AIDS; and encourage adults to consider and appropriately address children's needs and experiences.

Participant children are trained to produce broadcast-quality radio programmes in a variety of formats. In addition to distributing their programmes via the Web, they host a regular show on their local community radio station, where they air their pre-recorded and edited programmes, facilitate live discussions in studio and with listeners, and report on news collected from schools in the area. Selected programmes are also used to facilitate discussion in meetings and workshops locally and further afield.

The project is a collaboration between Zisize Educational Trust, a non-governmental organisation based in Ingwavuma, and the Children's Institute. During 2011, four groups of children (three based at two host primary schools and one consisting of children who have graduated to surrounding high schools) participated in weekly after-school and holiday radio training and production workshops.

In addition, training workshops on children's participatory facilitation and media production, as well as scripting and editing for radio, were provided to local project staff.

In November 2011, the broadcast by the *Abaqophi bakwaZisize Abakhanyayo* on Maputaland Community Radio won the prize for Eastern and Southern Africa in UNICEF's International Children's Day of Broadcasting Award (ICDB).

The project generates remarkable narratives about children's lives. Analysis of these narratives and of the project as a whole is underway. See the *South African Child Gauge*[™] 2010/2011 (p. 30) and www.childrenradioproject.ci.org.za.

In 2011, funding was received by the Media Development and Diversity Agency, and the Nelson Mandela Children's Fund.

Care for Children in a Time of AIDS

Examining care for children to deepen understanding of the impact of HIV/AIDS on children



In 2009, Rockefeller Brothers Fund awarded a grant to the Children's Institute to support its attempts to deepen understandings of the impact of AIDS on children, and to provide a critical lens on the pandemic, and on responses to it. The funded proposal aimed to further develop and consolidate the Institute's critical examination of care for children in

the context of HIV/AIDS, expand and strengthen peer-reviewed publication, and build the capacity of young researchers. The funded activities were grouped into three focal areas:

The nature and extent of child-headed households: Published in 2010, this analysis explores trends in the number of children living in child-only households, and characterises these children relative to children living in households with adults (mixed-generation households). The findings show that the proportion of child-only households is relatively small, does not appear to be increasing, and that the vast majority of children living in child-only households have a living parent. The findings raise critical questions about the circumstances leading to the formation of child-only households, and highlight that they cannot for the main part be ascribed to HIV orphaning.

The impact of AIDS on children: This component of the grant enabled the preparation of a number of papers for peer-reviewed publication, including papers examining perceptions of "orphan" adolescent girls' sexual health; family care responses to children affected by AIDS; informal marriage and children's rights; the impact of HIV on residential care for children; debates about the appropriateness of the use of the foster care system to provide financial support to orphans in South Africa (see p. 29); and children's experiences of exclusion in the HIV pandemic, among others.

Infant mortality, HIV and infant care: This loosely ethnographic research explored the experiences of HIV-exposed infants and their families by tracking 10 HIV-positive women, their infants and other family members and caregivers from the first booking at an antenatal clinic, through birth, and until infants turned one year old. The grant enabled a junior researcher to work towards his first article for publication – a paper examining fathers' practices in relation to the provision of mother-to-child HIV transmission. In addition, data from the project were analysed in 2011 for a thesis in partial fulfilment of a clinical psychology degree, focusing on maternal HIV disclosure and its implications for adherence to the Prevention of Mother-To-Child Transmission programme.

Caring Schools Project

Facilitating an expanded role for schools as nodes of care and support to vulnerable children



This project has developed and tested an appreciative rights-based capacity-building approach to support child well-being in the context of poverty and the AIDS pandemic. Through partnerships, networks, presentations and publications the participatory approach has strengthened capacity in South Africa and in the Southern African Development community (SADC).

From the start the project engaged with other role-players to inform the approach and motivate action for change. The primary partners were the South African Democratic Teachers' Union, provincial education departments, the Catholic Institute of Education, Save the Children UK, the Little Elephant Training Centre for Early Education (LETCEE) and Class Act Educational Services.

Between 2010 and 2012, work extended into the SADC region through two consultancies. The first, with MIET Africa and the SADC secretariat, was to do a policy review in all member states and develop a framework for Care and Support for Teaching and Learning (see p. 31). The second was with the Regional Psychosocial Support Initiative (REPSSI) to develop two modules for a teacher certificate that will be offered at teacher development institutions in several countries in the region (see p. 33). The rich findings from testing the project's *Champion for Children's Handbook* will inform the certificate course materials, which will be widely disseminated.

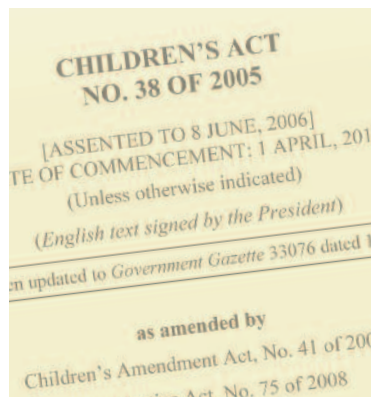
Findings from the project and related research have been presented at numerous conferences and seminars, including: the key note address at the Western Cape Department of Education 2011 *Representative Council of Learners Interactive Conference*; the 11th *International Conference on Diversity in Organisations, Communities and Nations Diversity*; the annual UNICEF early childhood development knowledge building seminar; and at the Educational Research Institute Newcastle, University of Newcastle Australia.

The Children's Institute, together with LETCEE, will use the project findings to contribute a chapter to a book with the working title, *Achieving change through practitioner action research: Avenues and choices*, to be published by Routledge.

2011 activities were made possible by consultancy fees from the SADC secretariat, via MIET Africa, and from REPSSI .

Children's Act

Monitoring and promoting the implementation of the Children's Act



This project builds on an earlier project that promoted participation in the drafting of the Children's Act between 2001 and 2008. It consists of various components:

Monitoring and advocating for human resources to implement the Act: The availability of practitioners to implement the Children's Act is key to its success, and the project has been advocating for their recognition, regulation, growth and development. In 2009, a Social Service Practitioners Advocacy Network (SSPAN) was set up to

contribute to the growth and development of these human resources (see p. 28). Complementary to this work were presentations in 2011 on the human resource challenges to social welfare practitioner conferences, and at Parliament, included training for members on budget and human resources challenges.

Monitoring and advocating for funding to implement the Act: The Institute has been monitoring the budget allocations and expenditure trends of all provincial social development departments for four years running, with selected budget advocacy activities. This analysis was repeated for the 2011/12 financial year,¹ and more detailed analysis² of the Free State budget was done because that province's Children's Act budget was at the centre of a legal dispute between the state and non-profit organisations (NPOs) dependent on state funding for delivering social services.

New research on donor funding flows for Children's Act services was completed in late 2010 by the Community Agency for Social Enquiry and the Institute in partnership with National Treasury, UNICEF, USAID, and the Leadership and Innovation Network for Collaboration in the Children's sector. In 2011 the Institute facilitated the production and distribution of the research papers and organised a consultative conference³ at National Treasury.

The research papers⁴ have been distributed to government, civil society and donors and were presented to different audiences including Parliament, parliamentary researchers, civil society, national and provincial departments of social development, and donors.

In response to the Draft Policy on Financial Awards for Service Providers (which deals with government transfers to NPOs providing services on government's behalf), the project facilitated civil society presentations to Parliament. The project's written submission

for the children's sector was presented to Parliament by two partner organisations, Molo Songololo and Resources Aimed at the Prevention of Child Abuse and Neglect.⁵

Promoting knowledge and understanding of the new Act: The Institute publishes legal guides and popular articles to provide practitioners and the public with knowledge and an understanding of how to interpret and apply the new law. In 2011 this included a fifth edition of a guide on legal age thresholds for children⁶, a guide for child and youth care workers⁷ in partnership with the National Association of Child and Youth Care Workers, and a guide for early childhood development (ECD) practitioners⁸ in partnership with Little Elephant Training Centre for Early Education.

The guides were used in several training sessions on the Act, held for doctors, nurses, social workers, psychiatrists and psychologists, child and youth care workers and early childhood practitioners, parliamentarians, parliamentary research staff, and NPOs. The 2010 guide for health professionals in particular has prompted many requests for training from health professionals. *Ad hoc* seminars have been conducted in response to requests and an approximate 340 health and allied professionals were trained on the key provisions of the Children's Act.

Mobilising the sector on new amendments to the Act: The Department of Social Development has started consulting on amending the Act to deal with implementation challenges. The Amendment Bill is expected to be tabled in Parliament in 2013.

The project has been following these developments to keep partners and practitioners informed of opportunities to participate in the law reform processes.

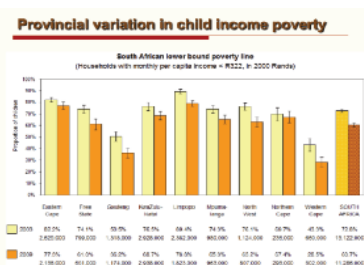
In May 2011 the Institute organised a workshop for ECD representatives to discuss their recommendations for amendments to the Act and its Regulations, and to plan their submissions to the department. In September a consultative meeting for the children's sector was organised to discuss areas in need of amendment, to get input from the department on the timeframes for the law reform process, and to plan for collective advocacy.

Researching complex areas: The placement of and social assistance grants for orphaned children living with relatives, and appropriate care and protection for children on the street, have emerged as two complex areas that need more in-depth research and attention. Different legal opinions on the interpretation of the relevant clauses in the Act and design flaws in some of the policy choices have resulted in service delivery challenges for these children. The Institute has started socio-legal research and consultations with government and practitioners to find clarity and propose solutions that are in the best interests of all affected children (see p. 29 for more details on social assistance).

This project is supported by the DG Murray Trust, Atlantic Philanthropies, ELMA Foundation, and the Community Agency for Social Enquiry.

National Child Poverty Monitor

Analysing data to inform and evaluate pro-poor policy from the perspective of children



In 2010, the Children's Institute was one of 13 grantees to receive funding from the Programme to Support Pro-poor Policy Development (PSPPD), a partnership of the Presidency and the Delegation of the European Union, for poverty-related research that would form part of an evidence base for policy development. The project extended into the first half of 2011, which

was also the dissemination phase of the PSPPD.

The purpose of the project was to augment knowledge about child poverty dynamics through data analysis and dissemination, and in particular:

- to highlight the situation of children, and draw attention to the multiple forms and relative severity of child poverty in South Africa;
- to build interest and capacity for child-centred analysis among emerging researchers; and
- ultimately, to promote and inform evidence-based pro-poor policy that takes children into account.

In addition to the internship programme (see p. 35) and the indicator work (see the opposite page), the Children's Institute undertook:

- a comparative analysis of data on child poverty, comparing the results of large household surveys by Statistics South Africa with the first wave of data from the National Income Dynamics Study (NIDS). This was necessary to establish the plausibility of the NIDS baseline for longitudinal analysis of child poverty.
- Research on children's care arrangements and geographic mobility in relation to their mothers, using NIDS and other datasets.
- Research on social grants (particularly the Foster Child Grant) in the context of orphaning, using NIDS, the General Household Survey, and administrative data from the social pensions database of the South African Social Security Agency (see p. 29).

An important part of the PSPPD agenda is evidence-based policy-making. It was therefore important that the research projects it funded should provide a relevant and rigorous evidence base, and that this should be effectively disseminated. The Institute collaborated with the PSPPD and other partners to convene two roundtables: the first, in Pretoria, focused on child poverty; the second, in Cape Town, on children and inequality. The Institute also participated in the PSPPD conference "Being Poor Matters", and in a PSPPD workshop on evidence-based policy-making.

Continued on p. 25

Children Count – *Abantwana Babalulekile*

Developing, tracking and presenting child-centred statistics for multiple audiences



This ongoing project provides time series statistics on the status of children in South Africa. It is intended as a resource for policy-makers, practitioners, researchers, the media and all those tracking the realisation of children's rights. Using the best possible sources of information, including large national household surveys, administrative and modelled data, 40 child-centred indicators monitor:

- Demography (child population figures, parental co-residence, orphaning rates and child-headed households).
- Income poverty (poverty headcount rates, adult unemployment, access to social grants for children – including monthly updates on the number of child grants disbursed).
- Education (school attendance, gender parity, accessibility of schools, pupil-teacher ratios, basic service provision in schools).
- Health (HIV prevalence, voluntary counseling and testing amongst pregnant women and access to treatment by pregnant women and children, teenage pregnancy, child mortality and immunisation rates).
- Nutrition (child hunger, stunting, micro-nutrient deficiency).
- Living environments (housing type, overcrowding, access to adequate water, sanitation and electricity).

Selected indicators are published annually in the *South African Child Gauge*TM. The full set of indicators is available on www.childrencount.ci.org.za, where users can download fact sheets and briefs, and work interactively with the data. For instance, bar charts and trend graphs, tables and maps for different years can be created, by province, sex, age and population group.

The project developed over the years with financial support from the Annie E. Casey Foundation; Save the Children Sweden; Atlantic Philanthropies; the ELMA Foundation; the UK Department For International Development; and the Programme to Support Pro-poor Policy Development, a partnership of the Presidency and the Delegation of the European Union.

Continued from p. 24

Research on orphaning, foster care and social grants was presented to the Department of Social Development, the South African Social Security Agency, National Treasury, and Parliament (a joint sitting of the Portfolio Committee on Social Development and the Joint Monitoring Committee on Women, Children and People with Disabilities).

The child indicators were published in the *South African Child Gauge*TM 2010/2011, and four further policy briefs⁹ were produced.

Child Rights and Child Law for Health Professionals

Equipping health professionals with the knowledge and skills to realise children's rights in their daily practice



This project has developed a child rights curriculum for South Africa's health professionals, and aims to promote it for use by tertiary institutions across the country. The curriculum examines the relationship between children's rights and child health

and was developed in partnership with the International Institute for Child Rights and Development, University of Victoria, Canada, and CRED-PRO International.

The project targets nurses, doctors and allied health professionals working at all levels of the health care system. The course aims to deepen health professionals' understanding of children's rights in international and national law to enable them to apply these rights in their practice. The course also provides training on the consent to treatment and child abuse reporting provisions of the new Children's Act. It is structured into six modules:

- Child health and children's rights.
- Child rights in international law and the South African Bill of Rights.
- Laws, policies and programmes that give effect to children's rights in South Africa.
- Making children's rights a reality: in individual professional practice.
- Making children's rights a reality: within the health care system.
- Making children's rights a reality: addressing the social determinants of health.

The first training-of-trainers course was held at Red Cross Children's War Memorial Hospital in Cape Town in January 2011 and brought together 25 health educators from universities and nursing colleges across the country. These included educators from the universities of Cape Town, Stellenbosch, the Witwatersrand and Fort Hare as well as representatives from the Department of Health and CRED-PRO International.

The course will be taught again in March 2012 and carries a total of 60 CPD (continuous professional development) points in Medical Ethics, Human Rights and Legal Issues pertaining to health sciences. There are also plans to include the course as a module in the new Postgraduate Diploma in General and Community Paediatrics which will be offered at the University of Cape Town for the first time in 2013.

Other tertiary institutions will be encouraged and supported to integrate the course materials in undergraduate and postgraduate curricula for health professionals. For this purpose an online learning website has been created where the materials can be accessed by educators to enable the sharing between training institutions.

Atlantic Philanthropies and the ELMA Foundation funded this work in 2011.

Healthy Cities

Investigating the relationship between urban environments and well-being in the global South



This multi-study, inter-disciplinary collaboration was initiated by the African Centre for Cities (ACC) at the University of Cape Town and aims to contribute to global research on the role of the urban environment in shaping illness, health and well-being. As one of the project partners, the Children's Institute leads a sub-project on Healthy Cities for Children.

In 2011, the Institute contributed to the collaboration by coordinating and conducting a first round of fieldwork in Khayelitsha, one of the largest townships in the country. Bodymap techniques were used, facilitated by artist Jane Solomon, to enable discussion on the concepts of health, well-being and the influence of the urban environment on these.

Five-day workshops with 10 participants each were held in an older formal, an older site-and-service area, and an informal settlement in the research area. The results showed a need to be careful with the uncontextualised copying of concepts of health and well-being developed in the North onto South Africa's more complex, post-apartheid urban situation. Preliminary results will be published in early 2012.

The Institute's sub-project, Healthy Cities for Children, organised a number of workshops and "Urban Child Citylabs" during 2011 to bring together the researchers and postgraduate students working on various aspects of child well-being in an urban context, such as child care, migration, hygiene and disease. This research will provide evidence to assist government decision-makers and practitioners to create policies, programmes and institutions that support children's well-being in urban environments. In fact, interaction between researchers, urban designers and policy implementers has already started through the Citylabs events.

The project will continue to build research capacity among emerging academics, and enhance capacity for policy-relevant research by being part of an international and national group of researchers on this topic.*

Grants from the South Africa-Netherlands Research Programme on Alternatives in Development (SANPAD) and Atlantic Philanthropies support this work.

* The partnership with the ACC is facilitating regular contact between the Children's Institute, "urban practitioners" and various other universities and research bodies, such as the Centre for Urbanism and Built Environment Studies at the University of the Witwatersrand, the Human Science Research Council, and the South African Cities Network.

Social Service Practitioners Advocacy Network

Promoting a co-ordinated response by social service practitioners to policy developments



In 2009, the Children's Institute established the Social Service Practitioners Advocacy Network (SSPAN) to promote practitioners' participation in the drafting of the Social Service Professions Bill and to build relationships between social service practitioners, government departments and Parliament.

The following year, the Department of Social Development announced that work on the Bill would be postponed until it completed the accompanying policy outlining the vision and intended impact of the legislation. In response, SSPAN convened representatives from child and youth care, community care work, early childhood development, probation, and social work to discuss the draft Social Service Professions Policy and to develop a joint advocacy strategy. Experts from each sector were commissioned to write and circulate discussion documents before drafting submissions. Following these consultations, the department met with SSPAN members to discuss the desired content of the policy.

ECD sub-group: As there is no professional body nor a single association representing early childhood development practitioners, SSPAN hosted a workshop in 2011 for representatives of networks or large organisations to discuss policy positions and get a mandate for a submission to the Department of Social Development. The workshop was also an opportunity for representatives to agree on recommendations for urgent amendments to the Children's Act Regulations, and to plan for consultation and cooperation on general amendments to the Act and its Regulations.

As a result of this meeting, the sector made nine submissions on the Children's Act and Regulations* and one on the Social Service Professions Policy.

The project was funded by the DG Murray Trust. It was officially closed in May 2011.

* The submissions can be downloaded from the Children's Act section on the *Policy reform* page of the Children's Institute website, at www.ci.org.za

Social Assistance for Orphaned Children living with Relatives

Researching and advocating on the provision of social assistance for orphans in South Africa



Since 2002, the Children's Institute has documented a diverse set of problems associated with the widespread use of the foster care system to provide financial assistance to the country's increasing number of orphans, the majority of whom are living with relatives.

There is substantial evidence that the social worker and court-based foster care system is not coping with the demand for foster care orders. As a result large numbers of Foster Child Grants (FCGs) have lapsed, leaving vulnerable children without assistance, while social workers are unable to provide quality services to abused children due to high foster care case loads, and caregivers and children are having to wait an unreasonably long time for their grants.

In May 2011 the North Gauteng High Court ordered the Department of Social Development to design a comprehensive legal solution to the foster care crisis by 2014. Since then, the department has initiated a number of research and reform processes to devise a solution.

In 2011 the Children's Institute produced new statistical evidence on the extent of the problem, in particular the numbers of children in need of social assistance and the number of FCGs that had lapsed since 2009 due to the overburdened system. This evidence was presented to the Department of Social Development, National Treasury, civil society and Parliament, and published in a policy brief.¹⁰ The Institute also applied to the South Gauteng High Court to be an *amicus curiae* (friend of the court) in a case that has the potential to clarify the meaning of the section of the Children's Act that determines eligibility for foster care. The Institute's affidavit¹¹ provided evidence on the numbers and categories of vulnerable children that are affected by the case. The case was postponed until April 2012.

In late 2011 the Community Agency for Social Enquiry, in partnership with the Children's Institute, were commissioned by the Department of Social Development to review the current provision of social assistance for children in the care of extended family, and propose options for reform. This research will assist the department's decision-making processes on reforms to the Social Assistance Act and the Children's Act.

This work has been partially funded by the ELMA Foundation; the Programme to Support Pro-poor Policy Development (PSPPD), a partnership programme of the Presidency, and the Delegation of the European Union; and the DG Murray Trust.

South African Child Gauge™

Monitoring the situation of South Africa's children, and the realisation of their rights



Children's participation can enhance service delivery, deepen democracy and promote their development. Children's right to participate in matters that affect them is protected by law yet is challenged by common beliefs about children's place in society and

the way that adults engage with them. For these reasons, the sixth issue of the *South African Child Gauge™* focused on "Children as citizens: Participation in social dialogue". It was published in collaboration with UNICEF.

A series of nine essays drew on rich and diverse contributions from experts in academia, civil society and the media to reflect on children's participation in health care, schools, policy and budget analysis and the news media. Archbishop Emeritus Desmond Tutu penned the foreword, and the Minister for Women, Children and People with Disabilities, Lulu Xingwana, endorsed the theme in a preface.

Children's right to participate in meaningful dialogue shaped not only the content of the *Child Gauge™* but also the production process. Eighteen local children from five different organisations participated by producing artwork for the book, conceptualising and designing an accompanying poster, peer-reviewing the child-friendly summary and playing an active role in the launch and media outreach.

For the second year running, the launch was hosted jointly with UNICEF South Africa, and was attended by about 170 guests. Speakers included Minister Xingwana; Mampela Ramphela; the country representative of UNICEF, Aida Girma; and the Vice-Chancellor of the University of Cape Town, Dr Max Price. The children's group add a special flavour by holding a press conference, meeting with the VIP speakers, and making speeches as part of the formal programme. Three South African musicians who are UNICEF ambassadors promoted the theme on Twitter, and one of them, Danny K, attended the launch to discuss with the children their experiences of participation.

The next issue will focus on poverty and inequality from the perspective of children.

The continued publication of the *South African Child Gauge™* was made possible by the ELMA Foundation and Atlantic Philanthropies, with additional support from UNICEF South Africa for the 2010/2011 issue and launch, and from the Programme to Support Pro-poor Policy Development (a partnership programme of the Presidency, and the Delegation of the European Union) for updates to the "Children Count" section.

Commissions, tenders and consultancies

Care and Support for Teaching and Learning: SADC policy review, framework and guidelines

Southern African Development Community (SADC) education ministers have committed to realising children's right to, in and through education by promoting Care and Support for Teaching and Learning. CSTL is a comprehensive, coordinated, multi-sectoral approach to address the barriers to teaching and learning – for both learners and educators. In particular, it is intended to address:

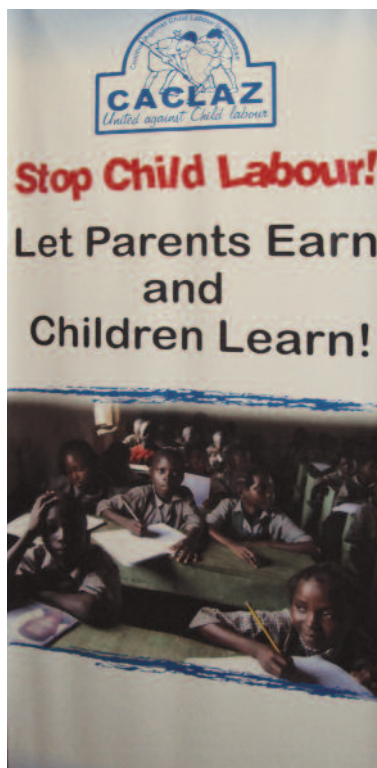
- systemic barriers, for example inadequate facilities at schools and overcrowded class rooms;
- societal barriers such as severe poverty, unemployment, inadequate caregiving arrangements; and
- intrinsic barriers, which are located largely within the individual child, such as physical and mental health-related problems.

The Children's Institute was contracted by MIET Africa, on behalf of the SADC, to do a policy review to frame the SADC agenda for future CSTL policy development. The contract deliverables included 13 country policy reviews of member states, a regional report on the policy review, and a proposed regional framework.

A multi-method approach was used for the study with a primary focus on qualitative methods. Data were collected from four main sources: a desktop review of relevant international and regional literature on CSTL practices and processes; a rapid desktop review of CSTL-relevant policies of the 13 countries, namely: Angola, Botswana, the Democratic Republic of Congo (DRC), Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe; fieldwork visits to the DRC, Mozambique, Swaziland and Zambia; and two regional consultative meetings to validate preliminary findings.

The study has generated rich data for a series of academic articles, while the participatory approach contributed to building capacity in the region. Major limitations included severe time constraints and little or no contact with appropriate key informants in some countries.

The SADC secretariat will finalise the report and framework¹² for publication by the end of March 2012. The research team was Norma Rudolph, Lizette Berry and Tendai Nhenge-Chakarisa, from the Children's Institute, and Patricia Martin, from Advocacy Aid.



Child labour: Research on current situation in selected African countries

The Children's Institute was commissioned by HIVOS in 2011 to conduct research for the international campaign "Stop Child Labour – School, the best place to work". The study focused on four countries: Ethiopia, Ghana, Uganda and Zimbabwe.

The research aimed to provide insight into child labour policies and programmes of international organisations (INGOs) and agencies, and similar initiatives of governments. It focused in particular on the link between the implementation and impact of these international and national policies and programmes and how they could be improved to support child labour free zones in rural areas of the selected partner countries.

Field research in the four countries involved interviews with officials from government and INGOs, and visits to child labour-free zones that are being piloted by the Stop Child Labour partners

in these countries. The draft research report¹³ provides a critical analysis of the countries' national policies and programmes to eliminate child labour and to return child labourers to schools. Recommendations for improved policies, programmes and action to get rid of child labour are relevant for Stop Child Labour partners, government, (I)NGOs, civil society, trade unions, employers, schools and children.

Tendai Nhenga-Chakarisa of the Children's Institute and a contract researcher, Jaqualine Mangoma, undertook this study.

Early childhood development: Research on government funding for ECD

This research was commissioned to Promoting Access to Children's Entitlements (PACE) Consulting by Ilifa Labantwana, a national multi-donor ECD partnership. The study aimed to identify available funding for ECD within key government programmes at national and provincial levels, and to determine the extent to which ECD service providers are aware of and are accessing these funds.

The study was done primarily in three provinces and included a desktop and policy review, budgetary analysis, and primary research in three municipality sites.

Each provincial sample purposefully included centres registered with and funded by the Department of Social Development (DSD), and unregistered and unfunded centres. ECD service providers and national, provincial and local government officials were interviewed.

The primary research findings describe government support for ECD in the case study sites and identify the key funding sources, namely: DSD, the Department of Education (DoE), the Expanded Public Works Programme, the National Development Agency, and local government.

The research report¹⁴ concludes that, although ECD is a national priority, it is difficult, if not impossible, to get accurate estimates of ECD allocations and expenditure. It recommends that advocacy should focus on ensuring better access to DSD and DoE funding and on addressing provincial and local government inequities. Key barriers to funding, such as complex registration requirements, a lack of funding knowledge and the registration backlog, need to be addressed urgently. Challenges at the interface between the two departments' funding also need attention.

This study was a partnership between PACE Consulting, Community Agency for Social Enquiry, and the Children's Institute (represented by Lizette Berry).

Lessons from Caring Schools go regional: Materials for teacher certificate

The Children's Institute was contracted by the Regional Psychosocial Support Initiative (REPSSI) to develop two modules for a Teacher Certificate in Psychosocial Support. The course will be piloted in Zambia and Swaziland in 2012 and thereafter offered by teacher development institutions across the region.

The development of the course is part of REPSSI's commitment to regional capacity-building and aims to support the mainstreaming of psychosocial support as part of the broader initiative to promote Care and Support for Teaching and Learning in the Southern African Development Community.

Drawing on action research from the Caring School Project (see p. 21) the Children's Institute provided direction in terms of the participatory approach, structure and outcomes of the course. The distance-learning course uses a pioneering approach to not only develop the course participants but also facilitate positive change in the school communities in which they work.

Norma Rudolph and Lori Lake worked on this consultancy.

Quality health services: Setting standards for child-friendly care

Following the success of the first child rights and child law course (see p. 26), the Children's Institute was invited to participate in a child-friendly standards task team which reports to the Western Cape Paediatrics Coordinating Committee. The team brings together paediatricians, paediatric nurses and Department of Health officials responsible for maternal, child and adolescent health with the aim of developing child-friendly standards of care for the province.

The team was collating examples of best practice and has also undertaken an initial review of the 2011 National Core Standards for Health Establishments in South Africa to foreground the needs of children within this quality assurance process and to assess the extent to which the national standards, assessment criteria and audit tools consider and give effect to children's health rights.

While the National Core Standards recognise the specific vulnerabilities of patients with disabilities and mental illness, children's specific needs have not been considered in the assessment of clinics, outpatients, intensive care, pharmacy and emergency services and trauma wards. This shows the need to develop provincial and national standards for child-friendly care that put children first and take children's rights as the starting point for evaluating quality care.

Lori Lake represents the Children's Institute on the task team.

United Nations Convention on the Rights of the Child: Zero draft of a General Comment on Article 24

Paula Proudlock was commissioned by World Vision International to research and write a zero draft of a General Comment on Article 24 (children's right to health) of the United Nations Convention on the Rights of the Child. A General Comment is an official interpretation of a specific right in the UNCRC which is aimed at guiding states' implementation of their obligations in relation to the right.

The zero draft was presented to the UN Committee on the Rights of the Child by World Vision International, UNICEF, Save the Children Geneva, and the World Health Organisation in late 2011 for discussion to encourage the Committee to initiate a process of drafting and consulting on a General Comment on Article 24. The Committee has started a process of consultation and drafting the official UN draft of the General Comment.

Education, teaching and supervision

Internships

The internship programme offered by the CI has allowed me to pursue my academic interest in child poverty research while simultaneously contributing to an evidence base that can inform "real world" policy formulation and implementation – an invaluable experience that classroom study alone could never afford." (2011 intern)

The Children's Institute ran its first internship programme in 2011 with funding from the Programme to Support Pro-poor Policy Development (PSPPD), a partnership programme of the Presidency, and the Delegation of the European Union. The purpose was to build capacity for a scholarship of engagement by providing mentorship for post-graduate students interested in policy-relevant research. Minimum criteria were a good honours degree in a relevant discipline, some capability for statistical analysis (and completion of the South African Labour and Development Research Unit's course on analysis of household survey data using STATA), an interest in social policy and child-focused research, and time to commit to a fairly intensive programme.

Three interns, Matt Chennells, Rutendo Murambiwa and Tamlyn Roman, were selected from about two dozen postgraduate applicants in economics and the social sciences; they were joined by Andile Mayekiso from the Institute. The three-week induction programme involved colleagues from the Institute and beyond* and covered social policy and welfare, conceptions of childhood, methods in constructing and monitoring multi-dimensional poverty indicators for children, children's perspectives on necessities and well-being, child rights frameworks and legislation. Working with Katharine Hall on indicators of the Children Count – *Abantwana Babalulekile* project (see p. 25), the interns' extended analyses focused on a thematic area of interest to them – broadly, the areas of income poverty, education, and health respectively. These were contained in draft papers, in the *South African Child Gauge™ 2010/2011*, and in policy briefs.

The interns participated in a roundtable on child poverty, convened by the PSPPD and UNICEF, where presentations (including their own analyses) were discussed by academic researchers and government policy-makers. They also attended a portfolio committee meeting in Parliament, where analysis of orphaning and child grants was discussed. These were two important opportunities to see the application and value of socially responsive research and the importance of a good empirical basis for policy development.

When funding allows, similar internship programmes will be convened in the future.

* We especially acknowledge Gemma Wright and Phakama Ntshongwana of the Centre for the Analysis of South African Social Policy (CASASP) at Oxford University, who helped with conceptualising the programme and hosting the introductory sessions.

Lectures and seminars

Several staff members have presented lectures and seminars at various University of Cape Town departments in 2011:

For the second year running, Dr Ariane De Lannoy was invited by the Department of Sociology to lecture on the undergraduate course "Individual and Society", which ran in the second half of the year. She lectured on the Sociology of Education and received very positive feedback from the just over 600 first-year students. Consequently, the department has invited her to join a team of lecturers who will rework the curriculum for undergraduate teaching, and to lecture this course again in 2012. She will also take on the lecturing of third-year students in a semester course on Practical Research Methods.

Katharine Hall presented on social security for children to third-year economics students, and on indicator methods and application of social statistics to policy questions for an inter-disciplinary masters course in Monitoring and Evaluation. She and Lucy Jamieson conducted separate seminars for postgraduate students in Advanced Midwifery and Child Nursing, which focused on child poverty, determinants of health, social grants; and children's rights, children's participation and the Children's Act, respectively.

Lucy Jamieson also presented to third-year social development students on legislation affecting social service professionals. She was joined by Dr Tendai Nhenga-Chakarisa to teach the Child Rights In Context course for fifth-year medical students.

Training

Children's Act: The Children's Institute guides on the new Children's Act have become valued training resources. Training has been held for doctors, nurses, social workers, psychiatrists and psychologists, child and youth care workers and early childhood practitioners, parliamentarians, parliamentary research staff, and non-profit organisations. Training on the guide for health professionals has been continuously in demand since the first edition was launched in 2007, and in 2011 an approximate 250 health and allied professionals were trained on the key provisions of the Act. Some of this training contributes to registered postgraduate courses, whilst *ad hoc* seminars are accredited with the Health Professions Council of South Africa for continuing professional development.

The new guide for child and youth care workers has also stimulated demand for training – in 2011 in excess of 200 child and youth care workers and social workers have attended seminars and courses across the country. The aim is to seek accreditation with the professional council once the new Professional Board for Child and Youth Care has been elected.

Lucy Jamieson, Paula Proudlock and Prinslean Mahery conducted training on the Children's Act. See pp. 22 – 23 for more details on this project.

Child rights and child law: A child rights curriculum for South Africa's health professionals was developed in partnership with the International Institute for Child Rights and Development, University of Victoria, Canada, and CRED-PRO International (see project discussion on p. 26). Examining the relationship between children's rights and child health, the course aims to deepen health professionals' understanding of children's rights in international and national law to enable them to apply these rights in their practice. It also provides up-to-date training on the consent to treatment and child abuse reporting provisions of the new Children's Act.

The first training-of-trainers was held in January 2011 and brought together health educators from universities and nursing colleges across the country. The course will be taught again in March 2012 and carries a total of 60 CPD (continuous professional development) points in Medical Ethics, Human Rights and Legal Issues pertaining to health sciences. There are plans to include the course as a module in the new Postgraduate Diploma in General and Community Paediatrics of the University of Cape Town in 2013.

The 2011 training team was Lori Lake, Paula Proudlock, Lucy Jamieson, Prinslean Mahery and Dr Tendai Nhenga-Chakarisa.

Supervision

Dr Ariane De Lannoy is co-supervising a Psychology PhD student who is working on the impact of religion on the well-being of children affected by HIV and AIDS. Her specific contribution to that study is to supervise the qualitative methodology applied. She is also co-supervising a masters student in Sociology, who is working on "First Generation University Students' Transition into Higher Education", a topic very closely related to her own PhD on educational decision-making among young adults in Cape Town.

Prof Shirley Pendlebury is supervising an MPhil student in Education, who is investigating whether and how school policies and practices protect the safety of sexual minority learners. She is also co-supervising, with Theresa Lorenzo of Disability Studies at the University of Cape Town, a PhD student who is conducting participatory action research with parents of physically disabled learners in the Eastern Cape.

External examining

Paula Proudlock served as an external examiner for LLM students studying for Masters in Child Law at the University of Pretoria. The exam was structured as a moot court with students having to argue the different sides of a case involving children's socio-economic rights.

Grants and finances

The Children's Institute is a policy research unit of the University of Cape Town, located administratively in the School of Child and Adolescent Health (SCAH), Faculty of Health Sciences. The Institute is soft-funded and its work depends on funding for projects, commissions, consultancies and tenders. Finance support and management are provided by the financial hub of the SCAH.

Income

The total income for the financial year (1 January 2011 to 31 December 2011) was R6,787,226.

Core grants from the ELMA Foundation and Atlantic Philanthropies constituted R2,864,659. A further contribution of R376,708 to core expenses was received from the Vice-Chancellor's Fund, University of Cape Town. This grant supported researchers who contributed to the strategic priorities of the University, namely building conditions for a vibrant constitutional democracy and addressing issues of poverty and inequality. In addition, the Faculty of Health Sciences awarded the Institute R100,000 towards research. The University's support has been a welcome signal to donors. In total, core grants constituted 49% of the total income of the Children's Institute.

Projects brought in 29% (R1,962,587). Grants for projects were received from Atlantic Philanthropies; SA-Netherlands Research Programme on Alternatives in Development; the DG Murray Trust; the

Income stream categories	Grant amount	Grant period	Received from
Core grants	R 3 341 367		
Core business	R 2 500 000	1 Jan 2011 – 31 Dec 2011	ELMA Foundation
Core business	R 364 659	1 May 2011 – 30 April 2012	Atlantic Philanthropies
Research support	R 376 708	1 Jan – 30 Sept 2011	Vice-Chancellor's Strategic Fund, University of Cape Town
Research support	R 100 000	1 Jan – 31 Dec 2011	Faculty of Health Sciences, University of Cape Town
Projects	R 1 962 587		
Healthy Cities	R 342 300	15 Jan 2011 – 15 Jan 2013	SA-Netherlands Research Programme on Alternatives in Development (SANPAD)
Healthy Cities	R 190 000	1 May 2011 – 30 April 2012	Atlantic Philanthropies
Social Services Practitioners Advocacy Group – extension grant	R 122 000	18 Jan 2011 – 15 May 2011	DG Murray Trust
National Child Poverty Monitor	R 131 953	1 Nov 2009 – 30 Jun 2011	Programme to Support Pro-poor Policy Development (PSPPD), a partnership programme of the Presidency, and the Delegation of the European Union
<i>South African Child Gauge™</i>	R 402 832	1 Jun – 30 Nov 2011	UNICEF South Africa
<i>South African Child Gauge™</i>	R 385 063	1 May 2011 – 30 April 2012	Atlantic Philanthropies
Child Rights and Law for Health Professionals Short Course	R 210 278	1 May 2011 – 30 April 2012	Atlantic Philanthropies
<i>Abaqophi bakwaZisize Abakhanyayo</i> Children's Radio	R 87 675	1 Dec 2010 – 30 Nov 2011	Zisize Educational Trust (from Nelson Mandela Children's Fund)
<i>Abaqophi bakwaZisize Abakhanyayo</i> Children's Radio	R 90 485	1 Feb – 31 Jan 2012	Zisize Educational Trust (from Media Development and Diversity Agency)
Commissions, consultancies and tenders	R 1 085 230		
Care and Support for Teaching & Learning: SADC policy review and development of framework and guidelines	R 356 572	1 Aug 2010 – 15 Feb 2011	MIET Africa (from the South African Development Community)
Children's Act Project: Budget research	R 26 315	1 Aug 2010 – 31 Jan 2011	Community Agency for Social Enquiry (from USAID)
Children's Act Project: Budget research communication and advocacy	R 145 320	1 Jan 2011 – 31 Jul 2011	Community Agency for Social Enquiry (from USAID)
Zero draft: General Comment on Article 24, United Nations Convention on the Rights of the Child	R 155 551	3 Aug 2011 – 30 Sept 2011	Save the Children Geneva
Child Labour: Research on current situation in rural areas of selected African countries	R 352 916	1 Aug 2011 – 1 March 2012	Humanities Instituut Voor Ontwikkelingssamenwerking (HIVOS)
Government Funding for ECD Research: Can those who need it get it?	R 48 552		Community Agency for Social Enquiry (from Ilifa Labantwana)
Teaching	R 27 602		
Lecturing: Sociology of Education			Department of Sociology, University of Cape Town
Interest and sales	R 370 439		
Sales of publications	R 9 158		
Sale of retired assets	R 4 600		
Interest on investments	R 356 680		
TOTAL AMOUNT	R 6 787 226		

Programme to Support Pro-poor Policy Development (PSPPD), a partnership programme of the Presidency, and the European Union ; UNICEF South Africa; and the Media Development and Diversity Agency and Nelson Mandela Children's Fund, both via Zisize Educational Trust.

Commissions, consultancies and tenders raised 16% (R1,085,230) of the total annual income and included contracts with MIET Africa (funded by the South African Development Community), Community Agency for Social Enquiry (funding from USAID, and from Ilifa Labantwana), Save the Children Geneva, and Humanities Instituut Voor Ontwikkelingssamenwerking (HIVOS).

Teaching, the sale of publications and interest on investment raised 6% (R370,439) of the total income.

The 2010 – 2012 grant from the ELMA Foundation, totalling R7.6 million, will be fully realised in 2012 with the last award of R2.7 million. The grant's purpose is to strengthen leadership, research and funding capacity, and evidence-based advocacy; contribute towards general operating costs; and support organisational evaluations, publications and conference participation in the interest of knowledge dissemination and research development.

The final tranche of R1.15 million from the Atlantic Philanthropies, which was part of a two-year grant of R2.3 million, had supported organisational capacity for the continuation of key work and strategic learning in child policy research, advocacy, communication and development crucial to strengthening contributions towards achieving better health outcomes and services for children in South Africa.

Expenditure

The total organisational expenditure for the period January to December 2011 was R8,196,741.

Cost of employment and ad hoc appointments amounted to 75.2% (R6,295,420) of the total expenditure.

Project activities constituted 13.7% (R1,123,012);

General operating costs 3.4% (R254,235);

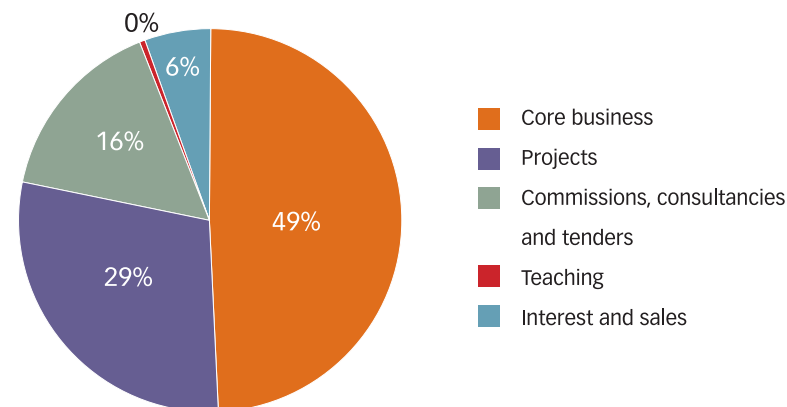
Organisational development , board meetings and team building 1% (R81,511);

Information technology 1.2% (R94,848); and **conference attendance** (local and international) 1% (R78,997).

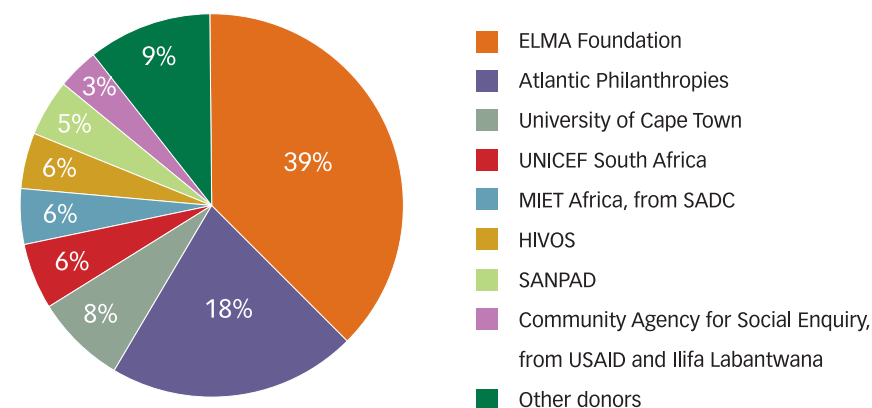
Levy paid to the University of Cape Town on income grants amounted to R222,782, representing 3.2% of the expenses for the year.

The deficit for 2011 was R 1,632,297. Overspend on revenue is funded by balances brought forward from previous years. As at 31 December 2011, the balance of funds stood at R 11,147,686. This amount is partially committed to contractual grants and core operational expenses for 2012 and includes reserves, balances brought forward from projects as well as funding which has been committed. Additional reserves are being built through a cost-recovery model towards long-term sustainability.

Income stream, by main categories



Income stream, by main donors



Staff

As at December 2011

Lizette Berry	Snr researcher
Isabbel Cooper	Acting snr finance officer
Ariane De Lannoy	Snr researcher
Kevin Ernstzen	Manager: Operations
Katharine Hall	Snr researcher
Lucy Jamieson	Snr advocacy co-ordinator
Lori Lake	Commissioning editor
Anthea Maree	Information officer
Helen Meintjes	Snr researcher
Tendai Nhenga-Chakarisa	Snr researcher
Shirley Pendlebury	Director
Paula Proudlock	Manager: Child rights
Norma Rudolph	Snr researcher
Charmaine Smith	Manager: Communication and knowledge management
Nombulelo Vena	Part-time departmental assistant
Danie van den Berg	Part-time snr finance officer
Zelda Warrin	Executive administrator
Bronwen Williams	Snr administrator

Interns

Matthew Chennells
Rutendo Murambiwa
Tamlyn Roman



LISEN to CHILDREN

Visiting & Associated Researchers

Debbie Budlender	Community Agency for Social Enquiry/ Centre for Actuarial Research, University of Cape Town
Kathrin Houmoller	Aarhus University Copenhagen, Denmark
Kathrine Newman	Johns Hopkins University, United States
Heidi Sauls	Department of Anthropology, University of Amsterdam
Annalise Weckesser-Muthalali	School of Health and Social Studies, University of Warwick, United Kingdom
Gemma Wright	Centre for the Analysis of South African Social Policy, Department of Social Policy and Social Work, University of Oxford

Ad Hoc Appointments & Collaborations

Chris Aupiais	Film student
Rachel Bray	Research consultant
Mira Dutschke	Legal researcher
Sonja Giese	Research consultant
James Honiball	Film student
Rustum Jaffer	Film student
Patricia Martin	Researcher
Alexandra Mamacos	Filming consultant
Jaqualine Mangoma	Researcher
Janet Prest-Talbot	Children's participation specialist
Susan Philpott	Researcher
Eden Theron	Film student
Sue Valentine	Children's participation specialist
Gabriel Urqoiti	Children's participation specialist

Staff Who Moved On To Other Opportunities

Denise Brown	Human resources administrator
Fazlin Harribi	Administrator
Andile Mayekiso	Jnr researcher
Prinslean Mahery	Snr researcher

Publications and other communication outputs

Peer-reviewed journal articles

Children and participation in South Africa: Exploring the landscape

Bray R & Moses S 2011

Perspectives in Education. Special issue: Theorising children's public participation: Cross-disciplinary perspectives and their implications for education, 29(1), March 2011: 6-17.

Social assistance needs of children with chronic health conditions: A comparative study of international and South African eligibility assessment instruments

Berry L & de V Smit A 2011

Social Work in Public Health, 26:7, 635-650.

The stuff that dreams are made of: Narratives on educational decision-making among young adults in Cape Town

De Lannoy A 2011

Journal of Education. Special edition: Youth identity, 51: 53-72, 2011.

Theorising creative expression in children's participation

Henderson P 2011

Perspectives in Education. Special issue: Theorising children's public participation: Cross-disciplinary perspectives and their implications for education, 29(1), March 2011: 19-27.

Theorising children's participation: Trans-disciplinary perspectives from South Africa

Pendlebury S, Henderson P & Tisdall EKM 2011

Perspectives in Education. Special issue: Theorising children's public participation: Cross-disciplinary perspectives and their implications for education, 29(1), March 2011: 1-5.

Edited volumes

South African Child Gauge™ 2010/2011

Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) 2011

Perspectives in Education

Pendlebury S, Henderson P & Tisdall EKM 2011
Special issue: Theorising children's public participation: Cross-disciplinary perspectives and their implications for education, 29(1), March 2011.

Book Chapters

Children's rights to participate in social dialogue

Jamieson L 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

Conclusion: Children as citizens

Jamieson L, Pendlebury S & Bray R 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

Legislative developments in 2010/2011

Mahery P & Nhenga-Chakarisa T 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

Unsettling the status quo: Children's challenges to adult perceptions and practices

Meintjes H 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

Children and school governance: Representation, participation and power

Pendlebury S 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

Lessons learned from the campaign to expand the Child Support Grant in South Africa

Proudlock P 2011

In: Handa S, Devereux S & Webb D (eds) *Social protection for Africa's children*. United Kingdom: Routledge.

Research papers, reports and commentaries

Funding of Children's Act-related services

Budlender D, Williams L, Saal Q, Sineke T & Proudlock P 2011

Community for Social Enquiry & Children's Institute, University of Cape Town. [research report]

Funding the Children's Act: Assessing the adequacy of the 2011/12 budget of the Free State department of social development

Budlender D & Proudlock P 2011

Funding the Children's Act: Assessing the adequacy of the 2011/12 budgets of the provincial departments of social development

Budlender D & Proudlock P 2011. [research report]

Funding the Children's Act: Assessing the adequacy of the 2011/12 budgets of the provincial departments of social development

Budlender D & Proudlock P 2011. [research summary]

Funding of services required by the Children's Act

Budlender D, Proudlock P & Giese S 2011

Community for Social Enquiry & Children's Institute, University of Cape Town. [research summary]

Continuing to learn

De Lannoy A 2011

Research on a new vision for youth development, prepared for the Centre for Development and Enterprise.

Government funding for early childhood development: Can those who need it get it?

Giese S, Budlender D, Berry L, Motlala S & Zide H 2011

Research report commissioned by Ilifa Labantwana, Cape Town.

Research on the current situation of child labour, with a special focus on child labour-free zones in Africa

Nhenga-Chakarisa TC & Mangoma J 2011

Draft report submitted to HIVOS International, 10 December 2011.

Zero draft of a General Comment on Article 24 of the United Nations Convention of the Rights of the Child

Proudlock P, Luchesi T & Dick B 2011

Consultancy for World Vision International, Save the Children Geneva, United Nations Children's Fund, and the World Health Organisation.

Review and harmonise country policies relevant to Care and Support for Teaching and Learning (CSTL)

Rudolph N, Berry L, Martin P & Nhenga-Chakarisa T 2011

Draft report for MIET Africa on behalf of the Southern African Development Community.

Regional policy framework for mainstreaming Care and Support for Teaching and Learning (CSTL)

Rudolph N, Berry L, Martin P & Nhenga-Chakarisa T 2011

Draft report for MIET Africa on behalf of the Southern African Development Community.

Conference, roundtable & symposium presentations

Budgeting for human resources for social welfare services: The South African experience

Budlender D & Proudlock P 2010

Presented by Proudlock on behalf of Community Agency for Social Enquiry and Children's Institute, University of Cape Town at the international *Social Welfare Workforce Strengthening Conference*, organised by PEPFAR (USAID), Cape Town, 16 November 2010.

A national child poverty monitor for South Africa

Hall K 2011

Presented at the *Being Poor Matters* conference, hosted by the Programme to Support Pro-poor Policy Development, the Presidency, Pretoria, 24 – 25 August 2011.

Growing up in the panel: Towards longitudinal measurement of child poverty

Hall K 2011

Presented at the third *Conference of the International Society of Child Indicators*, University of York, United Kingdom, 27 – 29 July 2011.

Children, poverty, HIV and care: A statistical profile of the Eastern Cape

Hall K 2011

Presented at the Eastern Cape Socio-Economic Consultative Council/Eastern Cape AIDS Council *Workshop on Orphans and Vulnerable Children*, East London, 13 April 2011.

Child poverty in South Africa

Hall K 2011

Web seminar to the Social Policy Institute, University of Oxford, 3 March 2011.

Child poverty in South Africa – an overview

Hall K, Chennels M, Roman T & Murambiwa R 2011

Presented at the first *Child Poverty Roundtable* hosted by the Programme to Support Pro-poor Policy Development, the Presidency, and the United Nations Children's Fund, Pretoria, 10 May 2011.

Addressing inequality and quality: Meaningful access to education

Hall K & Pendlebury S 2011

Presented at the *Rising Powers* symposium hosted by the School of Education, University of Cape Town, 7 March 2011.

Orphaning and the Foster Child Grant: A return to the 'care or cash' debate

Hall K & Proudlock P 2011

Presented by Hall at the international symposium, *Social Protection in Southern Africa: New opportunities for development*, hosted by the Centre for Social Development in Africa, University of Johannesburg, 23 – 25 May 2011.

Children's Act guide for child and youth care workers

Jamieson L 2011

Presented at the National Association of Child and Youth Care Workers' 18th biennial conference *Promoting Cultural Diversity in Circles of Care*, Port Elizabeth, 5 – 7 July 2011.

Children's right to participate

Jamieson L 2011

Presented at the South African Human Rights Commission conference, *Equity in the Realisation of Child Rights in South Africa*, Johannesburg, 23 – 25 March 2011.

Children's rights to health – from survival to optimal development

Lake L 2011

Presented at the *Western Cape Government Health and Wellness Summit*, Cape Town, 8 November 2011.

MDG 4: Child health and the 2009/2010 South African Child Gauge™

Lake L 2011

Presented at the *Millennium Development Goals Symposium*, United Nations Association of South Africa, University of the Western Cape chapter, 24 March 2011.

Inequality in South Africa: An overview

Leibbrandt M & Hall K 2011

Presented at the second *Child Poverty Roundtable*, hosted by the Programme to Support Pro-poor Policy Development, the Presidency; United Nations Children's Fund; Children's Institute, University of Cape Town; and the Centre for the Analysis of South African Social Policy, University of Oxford, Cape Town, 17 November 2011.

Home Truths: HIV, residential care and family support for children in South Africa

Meintjes H & Pinkerton J 2011

Keynote at the *Protecting Children Through Family Support* conference, Child and Family Research Centre, National University of Ireland, Galway, 16 June 2011.

Growing up in a time of AIDS: Children's experiences of exclusion in an epidemic

Meintjes H 2011

Presented at the first *International HIV Social Science and Humanities Conference – Locating the Social*, Durban, 11 – 13 June 2011.

Children's socio-economic rights

Proudlock P 2011

Presented at South African Human Rights Commission conference *Equity in the Realisation of Child Rights in South Africa*, Johannesburg, 23 – 25 March 2011.

Implementing the Children's Act: Analysis of human resources and capacity constraints

Proudlock P & Budlender D 2011

Presentation by Proudlock to the National Association of Child and Youth Care Workers' 18th biennial conference *Promoting Cultural Diversity in Circles of Care*, Port Elizabeth, 5 – 7 July 2011.

Tracking progress in learning empathy and unlearning prejudice using Persona Dolls

Rudolph N & Smith C 2011

Presented at the eleventh *International Conference on Diversity in Organisations, Communities and Nations*, Cape Town, 20 – 22 June 2011.

Children as champions: Care and support for teaching and learning

Rudolph N 2011

Keynote at Western Cape Department of Education *2011 Representative Council of Learners* interactive conference, Cape Town, 5 March 2011.

Child inequality in South Africa

Wright G, Laryea-Adjei G, Gelders B & Hall K 2011

Presented at the second *Child Poverty Roundtable*, hosted by the Programme to Support Pro-poor Policy Development, the Presidency; United Nations Children's Fund; Children's Institute, University of Cape Town; and the Centre for the Analysis of South African Social Policy, University of Oxford, Cape Town, 17 November 2011.

Thesis

Infant feeding in the context of HIV: Exploring practice and decision-making

Moses S 2010

Honours thesis, Department of Psychology, University of Cape Town.

Policy and research briefs

Income poverty, unemployment and social grants

[Updated by] Chennells M & Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Child Gauge™ 2010/2011*.

The Child Support Grant: Are conditions appropriate?

Hall K 2011

Children Count brief, July 2011.

Children's access to basic services

[Updated by] Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (2011) *South African Gauge™ 2010/2011*.

Children's access to housing

Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Gauge™ 2010/2011*.

Children and income poverty: A brief update

Hall K & Chennells M 2011

Children Count brief, July 2011.

Introducing Children Count – Abantwana Babalulekile

[Updated by] Hall K & Lake L 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Gauge™ 2010/2011*.

Orphaning and the Foster Child Grant: A return to the 'care or cash' debate

Hall K & Proudlock P 2011

Children Count brief, July 2011.

In brief: A profile of children living in South Africa using the National Income Dynamics Study

Hall K & Wright G 2011

Children Count brief, July 2011, published in collaboration with the Centre for the Analysis of South African Social Policy, Oxford University.

Demography of South Africa's children

[Updated by] Meintjes H & Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Gauge™ 2010/2011*.

Children's access to education

[Updated by] Murambiwa R & Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Gauge™ 2010/2011*.

Child health

[Updated by] Roman T & Hall K 2011

In: Jamieson L, Bray R, Viviers A, Lake L, Pendlebury S & Smith C (eds) *South African Gauge™ 2010/2011*.

Legal guides

Children's Act guide for early childhood development practitioners

Berry L, Jamieson L & James M 2011
Children's Institute, University of Cape Town and Little Elephant Training Centre for Early Education.

Court case summary: Free State NPOs challenge government on problems in its NPO funding policy

Budlender D 2011

Prepared for the Children's Institute, University of Cape Town.

Children's Act guide for child and youth care workers

Edition 1

Mahery P, Jamieson L & Scott K 2011
Children's Institute, University of Cape Town and National Association of Child and Youth Care Workers.

Legal guide to age thresholds for children and young people

Edition 5

Mahery P & Proudlock P 2011

Children's Institute, University of Cape Town.

Courses and training materials

Child rights and child law for health professionals: A short course

Lake L & Proudlock P (eds) 2011
Children's Institute, University of Cape Town and International Institute for Child Rights and Development, University of Victoria.

Module 5: Making children's rights a reality in the health care system

Lake L & Lansdown G 2011
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Children's Institute submission to Parliament on the Draft Policy on Financial Awards for Service Providers

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Orphaning and the Foster Child Grant: Return to the 'care or cash' debate

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Children's Institute seminars

Growing up in a time of AIDS: Children's experiences of exclusion in an epidemic

Meintjes H, Children's Institute, University of Cape Town, 31 October 2011.

Theorising children's participation: Towards an expanded critical repertoire

Pendlebury S, Children's Institute, University of Cape Town, 24 October 2011.

The 'outcomes wand' and 'wicked problems' – some cautionary comments on evidence-based practice and its ability to deal with 'wicked problems'

Pinkerton J, School of Sociology, Social Policy and Social Work, Queen's University, Belfast, Northern Ireland, 17 October 2011.

Ordinary politics: Race and opportunity in contemporary South Africa

De Lannoy A, Children's Institute, University of Cape Town, 10 October 2011.

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Moyo A, Faculty of Law, University of Cape Town, 26 September 2011.

Sexuality and the limits of agency among South African teenage women: Theorising femininities and their connections to HIV-risk practises

Morrrell R, Project for the Enhancement of Research Capacity, University of Cape Town, 12 September 2011.

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Van der Berg S, Social Policy Research Group, Department of Economics, University of Stellenbosch, 29 August 2011.

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Cally Ardington, Southern Africa Labour and Development Research Unit, University of Cape Town, 22 August 2011.

Social reproduction and the vulnerable child: Post-apartheid conversions of kin and care in South Africa

Reynolds L, Departments of Anthropology and Health, Behavior, and Society, Johns Hopkins University, USA, 1 August 2011.

Health and education outcomes for children born to teenage mothers in South Africa

Branson N, Southern Africa Labour and Development Research Unit, University of Cape Town, 30 May 2011.

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Inequities in under-five child malnutrition in South Africa re-examined

May J, School of Development Studies, University of KwaZulu-Natal, 18 April 2011.

Young people, daily mobility, transport and service access in sub-Saharan Africa

Porter G, Department of Anthropology, Durham University, UK, 18 April 2011.

Scholar travel patterns in Cape Town (and Dar es Salaam): The prospects for consolidated non-motorised transport use

Behrens R, Centre for Transport Studies, University of Cape Town, 18 April 2011.

Government of poverty and the limits of managerialism: Poverty policy, discourse and politics

Du Toit A, Institute for Poverty, Land and Agrarian Studies, University of the Western Cape, 28 March 2011.

Other presentations

Amending the Children's Act: Key considerations and implications for children affected by HIV/AIDS

Berry L 2011
Presented at the launch of the Child Rights Dialogue Forum, Cape Town, 24 November 2011.

An overview of spatial inequalities, housing and living environments for children in South Africa

Hall K 2011
Presented at the PLUK Change Lab social housing forum, Langa, Cape Town, 16 May 2011.

The Children's Act: Update on the process for submission of amendment

Jamieson L 2011
Presented at the Social Service Practitioners Advocacy Network early childhood development workshop, Cape Town, 19 May 2011.

The Social Service Professions Policy and its significance for the early childhood development sector

Jamieson L 2011
Presented at the Social Service Practitioners Advocacy Network early childhood development workshop, Cape Town, 19 May 2011.

Children's Act Implications for ECD programmes and practice

Jamieson L 2011
Presented at an ELMA Foundation early childhood roundtable, Cape Town, 5 May 2011.

Children's Act guide for South African child and youth care workers

Jamieson L 2011
Presented at the Western Cape Forum for Child and Youth Care Workers, Cape Town, 12 April 2011.

The Children's Bill working group model

Jamieson L 2011
Presented at a workshop on promoting the submission of state party and alternative reports to the UNCRC and ACERWC, Pretoria, 14 – 16 March 2011.

Introduction to the Social Service Practitioners Advocacy Network

Jamieson L 2011
Presented at a consultation on the Social Service Professions Bill, hosted by the Social Service Practitioners Advocacy Network and the Department of Social Development, Johannesburg, 23 February 2011.

Children's rights to health

Lake L 2011
Presented at an ORBIS advocacy meeting, Cape Town, 7 December 2011.

Children's rights to health

Lake L 2011
Lecture to international masters students in Nutrition, Human Rights and Governance, University of Stellenbosch, 21 June 2011.

South African Child Gauge™ 2009/2010: From survival to optimal development

Lake L 2011
Presented to the Paediatric Department, Tygerberg Hospital, 2 March 2011.

Funding available for implementing the Children's Act, 2010/11 to 2012/13

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Presented by Proudlock at seminar for parliamentary researchers of social cluster committees, Cape Town, 18 March 2011.

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Realising the rights of young children, families and communities through integrated ECD after apartheid

Rudolph N 2011
Talk given at Educational Research Institute, Newcastle, the University of Newcastle, Australia, August 2011.

Protecting the rights of young children, families and communities through integrated ECD in post-conflict situations

Rudolph N 2011
Presented at an International Child Resource Institute seminar, Nepal, 20 April 2011.

Building an inclusive system of education from the start: A reflection on inclusive education policies across the SADC region

Rudolph N & Berry L 2011
Presented at early childhood development knowledge-building seminar hosted by United Nations Children's Fund, Johannesburg, 29 November 2011.

Tracking progress in using Persona Dolls for psychosocial support

Rudolph N & Smith C 2011
Presented at Southern African Development Community regional psychosocial support forum hosted by the Regional Psychosocial Support Initiative, United Nation's Children Fund and Nelson Mandela Children's Fund.

South African Child Gauge™: A case study in media advocacy

Smith C 2011
Presented to researchers and health providers attending training at the School of Public Health, University of the Western Cape, 31 March 2011.

News media

Children should be heard

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