

CHILDREN'S INSTITUTE

# Annual Report

2008/2009



UNIVERSITY OF CAPE TOWN  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



children's  
institute

child rights in focus  
Research • Advocacy • Education

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The photos used in this annual report were captured during the reporting period by different staff members, and by children in the *Abaqophi BakwaZisize Abakhanyayo* Children's Radio project in rural northern KwaZulu-Natal. The Children's Institute is grateful to UNICEF South Africa for the use of two photos of the 20th anniversary of the United Nations Convention on the Rights of the Child, celebrated in South Africa at the Constitutional Court in Johannesburg.

FRONT COVER PHOTO: Zama, Promise and Mbali of the *Abaqophi BakwaZisize Abakhanyayo* Children's Radio project.

RIGHT: Nonjabulo of the *Abaqophi BakwaZisize Abakhanyayo* Children's Radio project, interviewing family members.

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# About the Children's Institute

## 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

To contribute 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

The Children's Institute was established at the University of Cape Town in 2001 with the specific intention to harness the collective institutional capabilities related to child-focused academic undertakings in 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, HIV/AIDS and child health services. These are addressed within a rights-based 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 eight years has

established itself as a credible policy research institute both within and outside the University of Cape Town. Within the University, the Institute is regarded as a model for a socially responsive academic unit.<sup>1</sup> Outside the University, the Children's 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



LEFT: Children's participation and agency: Mbali of the *Abagophi BakwaZisize Abakhanyayo* Children's Radio project



RIGHT: *Gauge* seminar on meaningful access to education: (from left) Dr Sigamoney Naicker, Western Cape Department of Education; Prof Paula Ensor, UCT Faculty of Humanities; Doron Isaacs, Equal Education; Alan Liebenberg, National Association of School Governing Bodies; Prof Shirley Pendlebury, Children's Institute

<sup>1</sup> University of Cape Town (2005) *Portraits of Practice. Social responsiveness in teaching and research*. UCT Social Responsiveness report for 2005.



LEFT: Disseminating information on children's rights and their situation: The Children's Institute at the 2009 Cape Town International Book Fair  
RIGHT: Theorising children's participation: International network meeting, Cape Town



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 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
- 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, 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 of the Institute have been carefully selected, based on priorities areas for children:

- Child health services
- Child poverty
- Child rights
- 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. Most of the major projects involve teams of staff from all the research areas. Cross-cutting support areas include general and financial administration, human resources, communication and knowledge management.

# Management and governance

The Institute is administered through the Faculty of Health Sciences, University of Cape Town. A director leads its activities, supported by a university-wide Governing Board directly accountable to the Vice-Chancellor, and an International Board of Advisors.



LEFT: (from left) Advisory Board meeting 2009: Tseliso Thipanyane, South African Human Rights Commission; Prof Shirley Pendlebury, Children's Institute; Prof Larry Aber, New York University; Prof Marian Jacobs, UCT Faculty of Health Sciences, Nomathemba Mazaleni, Management Sciences for Health  
RIGHT: Celebrating the Children's Institute: Members of the Governing Board, International Board of Advisors and staff

## 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 founding member of the Children's Institute and served as the Director for 2001 – 2005.

**PROF HAROON BHORAT** is Professor of Economics at the University, 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 Bhorat is the Minister of Labour's appointee on the Employment Conditions Commission. He was also an economic advisor to Presidents Mbeki and Motlanthe by formally serving on the Presidential Economic Advisory Panel.

**MS JUDITH FAVISH** is the Director of Institutional Planning at the University. She is responsible for the Institutional Information Unit, the Academic Planning Unit, the Quality Assurance Unit, and monitoring of social responsiveness. She serves as a co-convenor of a task team consisting of the 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.

**PROF EVANCE KALULA** is a Professor of Law (employment law and social security) in the Faculty of Law at the University, the Deputy Dean for Internationalisation and Outreach in the Faculty, and the Director of the Institute of Development and Labour Law. He chairs the Employment Conditions Commission, and is the President-Elect of the International Industrial Relations Association. His academic research interests are labour market regulation, social protection in the jurisdictions of the Southern African Development Community, and international and comparative labour law.

**PROF SHIRLEY PENDLEBURY** is the Director of the Children's Institute and Professor of Education. 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. She has also been a school teacher – in both primary and secondary school. She serves on the Research Committee of the South African Qualifications Authority.

**PROF CRAIN SOUDIEN** is Deputy Vice-Chancellor with responsibility for the activities related to supporting the University's transformation strategy. He is Professor in the School of Education, where he teaches in the fields of sociology and history of education, and is involved in a number of local, national and international social and cultural organisations.

## 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 a recognised expert in child development and social policy, and is Professor of Applied Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development, New York University.

**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.

**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.

**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 – December 2009.

**PROF TOKOZILE MAYEKISO** 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 National Development Agency and the Emthonjeni Centre at the University of Witwatersrand.

**MS NOMATHEMBA MAZALENI** is the 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.

**PROF DANIE VISSER** is Deputy Vice-Chancellor of the University of Cape Town and a Professor of Law. He specialises in the Law of Unjustified Enrichment. He was editor of the *South African Law Journal* for 10 years.

## New board member

Dr Louis Reynolds is a senior specialist in Paediatrics in the School of Child and Adolescent Health at the University of Cape Town. He is a member of the South African steering committee of the People's Health Movement, a network of civil society organisations in many countries dedicated to the struggle for health as a fundamental human right. He has been an activist in health and human rights for many years, including being a founding member of the National Progressive Primary Health Care Network in the '80s and '90s.

## Saying goodbye

**PROF ANDRE SMIT**, an Associate Professor in the Department of Social Development at the University. His guidance and support to the Children's Institute during its early years were indispensable.

**PROF GEORGE SWINGLER**, a Professor of Paediatrics and Child Health at the University. He was the Director of the School of Child and Adolescent Health until the end of May 2009.

The Children's Institute wishes Profs Smit and Swingler well on their new undertakings.

**PROF HAROLD RICHMAN**, who passed away in 2009. His leadership and support to the Children's Institute, from the early days of its conception to the established organisation it is today, will always be remembered and cherished.



Dinner with board members: (foreground left) Nomathemba Mazaleni, Management Sciences for Health; (foreground middle) Prof Marian Jacobs, UCT Faculty of Health Sciences

# The year in review

“The Year in Review” is a misnomer, as this annual report covers a period of 18 months, from July 2008 – December 2009. From 2010 onwards, each annual report will match the calendar year rather than the happenstance of major grant dates.

The last 18 months have been a period of cautious growth, consolidation and diversification for the Children’s Institute. It has been a period, too, of vigorous donor development to build a sturdier financial foundation for the next five years and beyond. Throughout this period, the ELMA Foundation and the associated ELMA Philanthropies have provided invaluable support. A three-year general purpose grant from the ELMA Foundation, for the years 2010 – 2012, is a major contribution towards sustaining the Institute’s work.

Amidst many reasons for celebration over the past year and a half, the Children’s Institute has also had cause for great sorrow. In July 2009, Prof Harold Richman, wise counselor and former *de facto* chair of the Institute’s International Board of Advisors, passed on after a long illness. In the previous annual report, at the end of Harold’s term of office on the Board, the Children’s Institute paid tribute to him for his inspired guidance during the Institute’s formative years.

Donors help to strengthen the Children’s Institute and its practices in ways that go beyond funding. For example, as part of its exit strategy, the Rockefeller Brothers Fund (RBF) supports various capacity-building programmes for

its former grantees in South Africa. Three members of the Institute’s management committee have benefited from an RBF-funded leadership programme. RBF funding has also supported the same consultants – Alan Kaplan and Sue Davidoff of the Proteus Initiative – to facilitate an organisational development process that is still in progress, as well as a series of communication capacity-building workshops hosted by Africa! Ignite over two years.

The *South African Child Gauge* and the Children Count – *Abantwana Babalulekile* project remain prominent examples of the Institute’s regular socially responsive research-based endeavours that provide a basis for informed policy development, advocacy and civic engagement. ‘Meaningful access to basic education’ was the theme for the fourth issue of the *Gauge*, launched in youth week in June 2009 at a joint seminar with the Holocaust Foundation in Cape Town (see p. 19). The launch was linked to an exhibition of children’s artwork honouring the anniversary of Janusz Korczak, a Polish paediatrician and ‘father of children’s rights’ who died during the Holocaust.

For the first time, in 2009, the Institute participated in the International Cape Town Book Fair. A small

The Children’s Institute at the 2009 Cape Town International Book Fair







LEFT: Launch of the *South African Child Gauge 2008/2009*: (from left) Richard Freedman, Cape Town Holocaust Centre; Dr Natalia Kanem, The ELMA Philanthropies Services (U.S); Prof Shirley Pendlebury, Children's Institute; Tom H. Fox, The ELMA Philanthropies Services (U.S) RIGHT: South Africa's anniversary of the UN Convention on the Rights of the Child: Prof Pendlebury (far right) on a panel at the Constitutional Court, Johannesburg (Photo: UNICEF South Africa/09/Hearfield)

organisational stand, publications on display at two other stands, and a presentation on the *Gauge* as part of a featured event of authors from the University of Cape Town, all helped to pique the reading public's interest in the Institute's work.

Every step towards the full realisation of children's rights in South Africa is a cause for celebration. The extension of the Child Support Grant is perhaps the most notable achievement for children's rights over the last 18 months. On the flip side, the Children's Act is only expected to come into force in 2010. Children's Institute analyses of challenges to the implementation of the Act show a growing gap between the needs of children in difficult circumstances and available social services and related budgets. The establishment of a Social Service Practitioners Advocacy Network (SSPAN) is one way of acting in concert to reduce the gap. With its secretariat based at the Institute, SSPAN supports the social services sector to participate in the finalisation of a new Act governing the sector.

Work at the Children's Institute is something of a juggling act. The temporal demands of research, advocacy and public engagement are often contradictory – slow concentrated time for thoughtful research; quick response time to an ever-changing political and practice environment. Recognition for the work takes many forms, among them prizes and awards. In the period under review, Helen Meintjes, Katharine Hall and co-authors won the prize for best paper presentation at the 4th South African AIDS conference for their work on *Orphans and the AIDS Epidemic? The extent, nature and circumstances of child-headed households in South Africa*. In the same year, Maputaland Community Radio in KwaZulu-Natal was awarded UNICEF's regional International Children's Day of Broadcasting award on the basis of the *Abaqophi* children's contribution to their programming (see p. 12). Another kind of recognition comes through the translation of materials for use in other parts of the

world: A booklet of the Caring Schools project – produced in collaboration with project participants – will be translated into French for use in Francophone countries throughout Africa (see p. 13).

For many people and organisations, locally and globally, the Children's Institute website is the first port of call for information on child policy and the situation of children in South Africa. As a result of a major overhaul during 2009, the main organisational website now has a cleaner design and more user-friendly navigational tools. The Children Count – *Abantwana Babalulekile* website also has a new look, an expanded set of indicators, and some smart tools for displaying data in different ways and for connecting different sets of indicators to relevant laws and policies.

An annual highlight is the gathering of the International Board of Advisors. Sadly, three members of the Board could not be present at the 2009 meeting, but were able to participate in a teleconference. As is now customary, the review meeting ran over three days of presentations, staff consultations, a formal meeting of the Board, and a joint meeting with the Institute's cross-faculty Governing Board.

Day one was an especially lively seminar where staff presented selected research, advocacy and curriculum development activities for critical commentary by the Board of Advisors and those Governing Board members whose teaching schedules at the University allowed them to attend. For documentary purposes and to share the day's proceedings with absent board members, a specialist team video-recorded the seminar. The Institute was honoured to have Jo Beall, the Deputy Vice-Chancellor overseeing social responsiveness, present at the seminar and as a guest at dinner with both Boards and staff. Over a most convivial dinner, Board members and Institute staff alike displayed their *impromptu* speech-making talents. Playful though many of the speeches were, they helped to cement and celebrate our common purpose.



Extend the Child Support Grant: Vuselelo V Magagula, Portfolio Committee on Social Development, the Institute's Lucy Jamieson and Sibusiso Mhlangu at a demonstration at Parliament

## Mission and activities

The Institute retains its multi-disciplinary character and commitment to research, evidence-based advocacy, policy development and education to promote equality and realise the rights of all children in South Africa. In the period under review, there has been a sharper focus on child health in a variety of ways. Examples include a study of the conditions of care for infants born to HIV-positive mothers (see p. 16), an expansion of child health indicators (p. 14), and continuing curriculum development work for a short course on Child Rights Education for Health Professionals (p. 13). As a mark of this renewed focus, the next issue of the *South African Child Gauge* has child health as its theme, and Emeritus Professor of Child Health, Maurice Kibel, as lead editor.

The Institute's academic presence in the curriculum of the University of Cape Town has grown in the last year, with several new members of staff taking the lead in teaching. Ariane De Lannoy taught an under-graduate Sociology module to a mammoth class of 700 students, while Patricia Henderson contributed to two post-graduate courses in Social Anthropology. Paula Proudlock and Tendai Nhenga-Chakarisa revised an LLM course on the International Rights of the Child, which will be presented to the first cohort of students in 2010. See pp. 22 – 24 for more on education and training.

Scholarly publication is growing gradually but steadily, with five peer-reviewed articles published during the reporting period. In addition, two more case studies have been published on the Institute's methodology for influencing law reform through evidence-based advocacy and public engagement.

For details on projects, publications, commissions, tenders and operations, see the relevant sections of this annual report.

## Collaboration, networking and conferences

Collaboration and participation are central tenets of the Children's Institute approach to research, advocacy and development. In the period under review, while collaboration with local partners has continued and expanded, the Children's Institute has also been able to develop its international collaborations and start paving the way for greater collaboration on the African continent. For example, in April 2009, the Institute hosted the first Leverhulme Trust-funded seminar of the International Network on Theorising Children's Participation (see p. 19).

Within Africa, in the latter part of 2009, two conferences provided opportunities for exploring new collaborative relationships. The Council for the Development of Social Science Research in Africa (CODESRIA) invited Patricia Henderson to present a paper on directions for research on children and young people in Africa, and to serve as a critical respondent to papers presented by emerging researchers. Tendai Nhenga-Chakarisa and Katharine Hall represented the Children's Institute at the Global Conference on Research and Child Rights held in Ethiopia to mark the twentieth anniversary of the United Nations Convention on the Rights of the Child. The event was organised by the Childwatch International Research Network, the African Child Policy Forum and the UNICEF Innocenti Research Centre in collaboration with the UN Committee on the Rights of the Child.

In South Africa, the director participated in a high profile panel discussion at the Constitutional Court to reflect on the Convention's contribution to children's rights in the country. The panel included the Ministers of Social Development and of Women, Youth, Children and People with Disability.

Beyond Africa, in 2009, the Children's Institute made its mark at international conferences in central America, Europe and Australia. Sue Moses presented a poster at the XVII International AIDS Conference in Mexico City on the role of residential care in the care and treatment of children infected and affected by HIV/AIDS. Patricia Henderson contributed to the Institute's international footprint with a paper on informal marriages and children's rights discourse among 'AIDS orphans' at a symposium at the Institut Universitaire Kurt Bosch in Switzerland. The Institute's work also featured at the 2nd International Conference of the International Society of Child Indicators in Sydney, Australia, where Katharine Hall presented a paper on child indicators and social policy.

## Staffing and governance

One of the director's goals over the past year has been to strengthen multi-disciplinary research capacity and research leadership and to prepare the ground for University Research Committee accreditation of the Institute.

On the basis of a participatory analysis of research capacity needs, three senior appointments were made on fixed-term contracts towards the end of 2008: Dr Patricia Henderson as chief researcher (social science research); Dr Tendai Nhenga-Chakarisa as senior researcher (child rights law); and Dr Ariane De Lannoy as a senior researcher with strong quantitative and qualitative research experience.

Other equally important appointments included Andile Mayekiso, a junior researcher for the project on 'Infants and HIV/AIDS in South Africa: The fragility of life', Khululwa Seyisi as an advocacy network co-ordinator for the SSPAN project, and Lori Lake as commissioning editor for the *South African Child Gauge*, and other materials development needs. The latter two appointments ensured that the Institute's activities in advocacy and dissemination are receiving critical support towards the Institute's primary aim of getting research into policy and practice.

Fieldworkers, *ad hoc* research consultants and a spate of visiting researchers complement the work and conversations of full-time staff. Fieldworkers were critical to the ethnographic methods in the 'Infants and HIV/AIDS in South Africa: The fragility of life' and the 'Ordinary Politics' projects. Among the visiting researchers were Prof Katherine Newman (Princeton University, USA) and Prof Pamela Reynolds (University of Maryland, USA). The Institute also hosted a Spencer Foundation postdoctoral fellow and PhD candidates from Trinity College, Dublin; the University of Amsterdam; and the University of Warwick.

Over the last year, two members of the cross-faculty Governing Board have stepped down: Andre Smit (Department of Social Development, Faculty of Humanities) and George Swingler (School of Child and Adolescent Health, Faculty of Health Sciences). Their wise guidance and loyalty over the years has been a steadying force. They will be missed. In turn, Dr Louis Reynolds (School of Child and Adolescent Health) has joined the Board.

The International Board of Advisors continues to monitor the quality and direction of Children's Institute research and publications, and to ask the right probing

questions about the methodology for getting research into policy and practice for children. Larry Aber chairs the Board of Advisors with clarity, insight and a fine flair for repartee.

## Finances and plans

This annual report marks the end of a financial era for the Children's Institute. Since its formal founding in 2001, the Institute has benefited from two very generous core grants from Atlantic Philanthropies. The second of these grants has now come to an end.

With support and encouragement from the ELMA Foundation, the Children's Institute has adopted a more systematic approach to fundraising and donor development. Jill Ritchie, a well-known fundraiser in the non-profit sector, provided initial guidance, and the University's Department of Alumni and Development has become an invaluable partner in efforts to establish a firm financial basis for the next five years.

Plans for 2010 and beyond include planned collaborative research with the University's African Centre for Cities on "Healthy Cities", an inter-disciplinary research project aimed at understanding the relationships between the urban environment and health in the Global South. As a core member of the larger research team, the Children's Institute aims to contribute especially to the understanding of the linkages between the urban environment and child well-being, with a focus on nutrition, access to health services and networks of care.

Another development will result in an expansion of indicator work: Towards the end of 2009, the Children's Institute was awarded a European Commission grant to contribute to the Programme to Support Pro-Poor Policy Development in South Africa in the Presidency. Building on indicator work in the Children Count – *Abantwana Babalulekile* project, the Institute will develop a national child poverty monitor and provide training in indicator work to selected post-graduate student interns.

As the Children's Institute moves towards its tenth anniversary in 2011, it looks forward to consolidating nascent relationships with child policy research groups elsewhere in Africa. It looks forward, too, to strengthening and expanding collaborative research, both within the University of Cape Town and with international partners. Better policy and practices for children in South Africa remain at the heart of the Institute's work.

# Introduction to projects, commissions and tenders

Since 1994, South Africa has made remarkable progress in addressing the historical inequities of apartheid and their consequences for children's survival, development and well-being. The Constitution and a battery of new laws and policies provide the enabling frameworks for children's health, care, development and protection; public expenditure on health, education and social grants has increased dramatically; and a high 96% of school-aged children are enrolled at school.

Despite these marks of real progress, inequity persists and many children continue to live in difficult circumstances that compromise the realisation of their rights. South Africa has some 18.7 million children.<sup>2</sup> In 2008, close to 11 million children (64%) lived in poverty (defined as households with per capita income of R350, in 2000 Rands).<sup>3</sup> 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, child health and the context of HIV/AIDS are the focal areas for research, advocacy, policy development and education. 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

2 Statistics South Africa (2009) General Household Survey 2008. In: Hall K (2010) *Demography – Children in South Africa*. Children Count – Abantwana Babalulekile website, Children's Institute, UCT. Viewed 19 December 2009: [www.childrencount.ci.org.za/indicator.php?id=1&indicator=1](http://www.childrencount.ci.org.za/indicator.php?id=1&indicator=1).

3 Statistics South Africa (2009) General Household Survey 2008. In: Hall K (2010) *Income and Social Grants – Children living in poverty*. Children Count – Abantwana Babalulekile website, Children's Institute, University of Cape Town. Viewed 19 December 2009: [www.childrencount.ci.org.za/indicator.php?id=2&indicator=14](http://www.childrencount.ci.org.za/indicator.php?id=2&indicator=14).



LEFT: Mapping the Institute's history: Lucy Jamieson illustrates an interesting development in the drafting of the Children's Bill RIGHT: Celebrating the extension of the Child Support Grant: Vuselelo V Magagula, Portfolio Committee on Social Development, with Florence Mahlangu (middle) and her son, Sibusiso, who took the government to court to extend the grant



Workshop with children from the Children's Resource Centre: Part of the South Africa programme of the international network on theorising children's participation

also being called upon to bid for government tenders and other commissioned work.

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 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.



Social Service Practitioners Advocacy Network: Khululwa Seyisi leading discussions at the Western Cape workshop

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 tenders are discussed:

- *Abaqophi BakwaZisize Abakhanyayo* – The Shining Recorders of Zisize – Children's Radio
- Analysing the Nature and Extent of Child-Headed Households in South Africa
- Caring Schools
- Child Rights Education for Health Professionals in South Africa
- Children Count – *Abantwana Babalulekile*
- Children's Act
- Evaluation and Case Studies
- Infants and HIV/AIDS: The fragility of life
- Ordinary Politics: Race and opportunity in contemporary South Africa
- Social Service Practitioners Advocacy Network
- *South African Child Gauge*
- Towards Comprehensive Social Security for Children: The CSG age extension campaign
- Theorising Children's Participation: Learning across countries and disciplines
- Scorecard on South Africa's response to children and HIV & AIDS for the *Yezingane* network
- An essential resource on legal matters affecting children



Launch of the *South African Child Gauge 2008/2009*: Debating child health and education



Children's Radio project: Nonjabulo of the *Abaqophi BakwaZisize Abakhanyayo*, interviewing a family member

### ***Abaqophi BakwaZisize Abakhanyayo – The Shining Recorders of Zisize – Children's Radio project***

Now in its fifth year, this child participatory radio project is designed to contribute to developing public awareness and appropriate responses to children in the context of poverty and the HIV/AIDS pandemic. By providing children with the opportunity to depict their lives, insights and concerns through the production of radio programmes, the project aims to provide children with life skills, as well as to enable their stories and interests to reach a large audience.

The project is a collaboration between the Children's Institute, the Radio Workshop, Zisize Educational Trust and Okhayeni Primary School in rural northern KwaZulu-Natal province. In 2009, work began with children in a second school in the same district, Ntabayengwe Primary.

During this year, three groups of children, each at different levels of technical expertise, participated in weekly after-school sessions and holiday workshops to produce programmes that ranged from personal radio diaries to commentaries, audio-profiles, and current affairs programmes and documentaries.

The children have chosen to address a wide range of issues and topics in their programmes. Many focus on experiences related to the vast amount of illness and death around them – in their immediate families and in the neighbourhood. Others have described and explored experiences of poverty, abuse, adult alcoholism and its impact on children; teenage pregnancy; difficulties with accessing water in the area, as well as more light-hearted investigations (such as the programme on a huge two-headed snake said to be living in the local dam).

The children – who have named themselves the *Abaqophi BakwaZisize Abakhanyayo* – the Shining Recorders

of Zisize – also present a regular slot on the local Maputaland Community Radio station (MCR), where they air their pre-recorded programmes, facilitate related live discussions in studio and with listeners, and report on news collected from schools in the area. In November 2009, MCR was awarded UNICEF's regional International Children's Day of Broadcasting Award on the basis of the *Abaqophi* children's contribution to their programming.

In the past year, attention has continued to focus on expanding participant children's radio production expertise. In addition, a participatory evaluation process was conducted with all the children to assess the project and to plan for its future.

The children's programmes are available on [www.ci.org.za](http://www.ci.org.za).

The project was funded by the Media Development and Diversity Agency in 2008 – 2009, with additional funding from the Open Society of South Africa in 2008.

### **Analysing the nature and extent of child-headed households in South Africa**

There is widespread concern that the numbers of children living in 'child-headed households' are rapidly increasing as a result of AIDS-related adult mortality in much of sub-Saharan Africa. In order to shed light on the extent to which this is the case in South Africa, and to examine the phenomenon in more detail, this project set out to conduct a systematic analysis of representative national surveys over the period 2000 – 2007.

The 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 indicate that the proportion of child-only households is relatively small (just under 0.5% in 2006) and does not appear to be increasing. In addition, the vast majority (92%) of children resident 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.

Nonetheless, the number of children living in this household form is not insignificant, and their circumstances, when compared with children in mixed-generation households, indicate a range of challenges, including greater economic vulnerability and inadequate service access.

The project findings suggest that a solitary focus on HIV and related orphaning as the causes of child-only households masks other important issues for consideration in addressing their needs, and risks the development of inappropriate policies, programmes and interventions.

A paper<sup>4</sup> reporting the analysis was published in *AIDS care*, and the findings were distilled into a statistical brief<sup>5</sup> for popular audiences. The paper was awarded the best paper presentation at the 4th South African AIDS conference in April 2009.

The project was conducted in collaboration with the Centre for Infectious Disease Epidemiology and Research (also at the University of Cape Town) and was funded by the Rockefeller Brothers Fund.

### Caring Schools project

The Caring Schools project is a multi-year action-research project to understand and facilitate an expanded role for school as nodes of care and support to vulnerable children in the context of HIV/AIDS. Entering its fifth year in 2010, the project is moving towards completion, with the primary focus on determining how the findings can inform and enrich what is already being done for children's rights by many different champions and organisations that support child well-being.

The capacity-building approach developed in partnership with the South African Democratic Teachers' Union in the first two years has been tested and strengthened through partnership with, among others, Save the Children United Kingdom, the Catholic Institute of Education, the Little Elephant Training Centre for Early Education, the Northern Cape Department of Education and Class Act Educational Services. Feedback from participants indicates that the approach has the potential to bring about positive change.

In 2009, a booklet<sup>6</sup> was published with funding from the donor STOP AIDS NOW!. The booklet describes the implementation of the capacity-building approach, which was done in collaboration with the Catholic Institute of Education in Limpopo province. With the assistance of STOP AIDS NOW!, the booklet will be translated and published in French for use in Francophone countries in Africa.

Alongside the capacity-building interventions in the research sites, the project has also collaborated with other



Caring Schools project: National workshop in Gauteng

organisations that are working in and through schools to strengthen care and support. The Caring Schools Network (CASNET) in particular has played an important role in providing a platform for sharing ideas and strengthening the work to support child well-being.

The last phase of the project involves the publication of revised capacity-building resources, based on the testing of the pilot version of the *Champions for Children Handbook: How to build a caring school community*. As several organisations have published materials and tool-kits related to this subject, the Children's Institute aims to produce resources that will add value rather than duplicate what is already available.

The project is funded by the Rockefeller Brothers Fund; IBIS, the Humanities Instituut Voor Ontwikkelingssamenwerking (HIVOS) and STOP AIDS NOW!.

### Child Rights Education for Health Professionals in South Africa (CRED-PRO SA)

The Children's Institute in partnership with the International Institute for Child Rights and Development (IICRD) is developing materials for a child rights curriculum for health professionals in South Africa. These will be promoted for use by tertiary institutions across the country. The curriculum is targeted at nurses and doctors working in the public health care sector at primary, secondary and tertiary levels.

The curriculum aims to deepen health professionals' understanding of children's rights in international and national law and to enable them to apply these rights in their daily practice, as well as to advocate for children's rights within the health facility, broader health system and beyond. The curriculum is made up of six modules:

4 Meintjes H, Hall K, Marera DH & Boule A (in press) Orphans of the AIDS epidemic: The extent, nature and circumstances of child-headed households in South Africa. *AIDS care* (in press), 22(1): 40-49.

5 Meintjes H, Hall K, Marera D & Boule A (2009) *Child-headed households in South Africa: A statistical brief 2009*. Children's Institute, UCT.

6 Children's Institute & Catholic Institute of Education (2009) *The Journey of Hope: Creating a network of care for the children of Luckau village*. Children's Institute (UCT) & Catholic Institute of Education.

1. The relationship between child health and children's rights.
2. Child rights principles and provisions in international and national law.
3. National laws, policies and programmes that give effect to children's rights in South Africa.
4. Promoting and protecting children's rights in individual health care practice.
5. Realising children's rights within health facilities and the health care system.
6. Addressing the social determinants of child health.

Small seed funding was secured in 2009 from the IICRD. This has been used to produce the first draft of the curriculum and a guide to the Children's Act for health professionals, to hold an advisory group meeting of health professions educators to comment on the draft, and to finalise the curriculum for the purposes of a pilot in 2010. The pilot will be run with health professions educators from a number of universities and other education institutions.

Future plans include offering the curriculum as an accredited University of Cape Town (UCT) short course, establishing a network of health professions educators, and encouraging UCT and other tertiary institutions to integrate the materials into under-graduate and post-graduate curricula for health professionals.

Work on the project has been made possible by contributions from the IICRD at the University of Victoria, Canada, and from the Children's Institute's core donor, Atlantic Philanthropies.

### Children Count – *Abantwana Babalulekile*

Set against a rights framework, the Children Count – *Abantwana Babalulekile* project aims to monitor progress towards the realisation of children's socio-economic entitlements; to trace the effects of programme delivery through child outcomes; to inform targeting; and to provide a strong evidence base for those who advocate for children's rights and well-being.

Now in its fifth year, the project is intended as a resource for policy-makers, practitioners, researchers and the media. Using the best possible sources of information, including national household surveys, administrative and modelled data, Children Count – *Abantwana Babalulekile* monitors child-centred indicators over time. The analyses include 40 indicators related to education (for example, school attendance, physical access to schools, pupil-teacher ratios), health (HIV prevalence and access to treatment, teenage pregnancy, child mortality and immunisation rates), nutrition (child hunger, stunting, micro-nutrient deficiency) as well as demographic data on children (child population figures, parental co-residence, orphaning and child-headed households).

Children in South Africa are disproportionately poor when compared with adults. It is therefore important to monitor 'generic' indicators from the perspective of children. For this reason, Children Count – *Abantwana Babalulekile* includes child-centred statistics on income poverty, adult unemployment, housing and access to basic services. New indicators have been included to monitor progress of the National HIV/AIDS and STI Strategic Plan, and information on social grants for children is updated every month.

Children Count – *Abantwana Babalulekile*: Project leader Katharine Hall presents education data





Child poverty is decreasing as social grants expand their reach: At the end of December 2009, just under 10 million children received social grants each month. Other trends that can be found on the project website ([www.childrencount.ci.org.za](http://www.childrencount.ci.org.za)) are that 97% of school-age children are reported to be attending school, despite the fact that almost 2.5 million live more than 30 minutes from the nearest school. Gauteng province is experiencing an increase in children living in informal and overcrowded conditions. There are enormous provincial disparities in children's access to basic services, and over 40% of children nationally still do not have access to adequate sanitation.

The project website was entirely redesigned during 2009. More user-friendly than ever before, it includes downloadable fact sheets and allows users to work interactively with the data. Users can create bar charts and trend graphs, tables and maps for different years, by province, age and population group. Technical details of the analyses are included, and confidence intervals are reported where possible.

The project was funded in 2008 by Save the Children Sweden, and by the UK Department for International Development in 2009.

### Children's Act project

The Children's Act and the Children's Amendment Act were passed by Parliament in 2005 and 2007 respectively. The Act was not yet in force during 2008 and 2009; therefore the Children's Institute continues with advocacy, such as dialogue with the new Minister of Social Development, and engaging with social development government officials. Responding to the Institute's call to implement the Act, the Minister indicated in a letter that "it is envisaged that further promulgation of the Children's Act will be in April 2010".

The Children's Act project builds on the work of the completed Children's Bill project and is aimed at promoting the implementation of the Children's Act. Two main challenges to the Act's implementation have been identified: The lack of adequate human resources and a history of low budget allocation and expenditure base for social services aimed at children.

To promote budget growth, the Children's Institute has



Monitoring the realisation of children's rights: Paula Proudlock presents analysis of budgets allocated for the implementation of the Children's Act

been monitoring the budget allocations and expenditure trends of the nine provincial departments of social development for the past three years, and conducting select budget advocacy activities. The 2009/10 analysis shows that the gap between the needs of vulnerable children and the level of social services is growing larger. The analysis<sup>7</sup> also provides information on budget trends in relation to government personnel and transfers to non-profit organisations, on under-spending in the previous financial year, and on provinces most in need of improvement.

The Children's Institute has established the Social Service Practitioners Advocacy Network (see p. 18) to contribute to the growth and development of the necessary human resources to implement the Act.

A number of communication products have been published to promote understanding of the new law among the various practitioners that need to implement it. This includes a guide<sup>8</sup> to the Act for health professionals, a chapter on the health sections in a new law textbook<sup>9</sup>, and a guide<sup>10</sup> to capture all the changes to age thresholds being brought about by the new Child Justice Act, the Sexual Offences Act and the Children's Act. Project staff have also trained fifth-year medical students and post-graduate nursing students at the University of Cape Town on the sections of the Act most relevant to health professionals.

The project has been supported by core funding from Atlantic Philanthropies, while DG Murray Trust covered a portion of the budget analysis costs.

7 Budlender D & Proudlock P (2009) *Analysis of the 2009/10 Budgets of the Nine Provincial Departments of Social Development: Are the budgets adequate to implement the Children's Act?* Children's Institute, UCT.

8 Jamieson L, Proudlock P & Mahery P (2009) *The Children's Act 38 of 2005: A guide for health professionals*. 3rd edition. Children's Institute, UCT.

9 Kassin D & Mahery P (2009) Special child protective measures in the Children's Act. In: Boezaart T (ed) (2009) *Child Law in South Africa*. Claremont, South Africa: Juta.

10 Mahery P & Proudlock P (2008) *A guide to legal age thresholds for children*. 4th edition. Children's Institute (UCT) & Centre for Child Law, University of Pretoria.



A ten-year case: The development of the Child Support Grant policy was captured in an Evaluation and Case Study project

### Evaluation and Case Study project

The Children's Institute is interested in the process of getting research into law and policy in order to fulfil its mission to "contribute to policies, laws and interventions that promote equality and realise the rights ... of all children in South Africa". This project therefore seeks to document, analyse and evaluate the advocacy methodology of the Institute's policy and law-reform projects. The lessons from the evaluation are used to strengthen future projects, and are published in a case study series aimed at educating readers on successful advocacy methodologies.

The third in the case study series<sup>11</sup> focuses on the development of three policies between the late 1990s and 2007: the Child Support Grant, the Children's Act, and the Foster Child Grant. All three policies are large-scale interventions involving significant amounts of money, and reach large numbers of vulnerable children – including children affected by HIV/AIDS. The content of the policies and the processes of policy design, development and implementation are described and analysed. A summary version of the paper<sup>12</sup> has been published in the *International Development Studies Bulletin* of the University of Sussex, United Kingdom, alongside comparative policy case studies from other countries.

The fourth case study<sup>13</sup> analyses the campaign by the Children's Bill Working Group's Disability Task Team to ensure that the Children's Act provides the necessary legal framework to create an enabling environment for children with disabilities. The study is based on interviews with members of Parliament, government

officials and civil society campaigners, and concludes with a list of "essential ingredients" for law reform. The research for the case study was concluded in 2006 and was used to inform the methodology of the Children's Bill Working Group campaigns on the Children's Amendment Bill.

Project staff have also conducted research on civil society campaigns to grow and expand the Child Support Grant since 1998, when it was introduced. The research covers the campaigns that promoted the growth in take-up of the grant to 9.28 million children by end 2009, and the expansion of the age and income threshold targeting mechanisms to include more children. The research will be published in 2010 as the fifth case study, and will also be included as a chapter in a Routledge book on social protection for children in Africa.

Funding for the Children's Act case study was received from the Centre for Civil Society at the University of KwaZulu-Natal, and from UNICEF for the Child Support Grant research.

### Infants and HIV/AIDS: The fragility of life

This project involves an ethnographic study of infants born to HIV-positive mothers. The project was originally conceptualised by Prof Pamela Reynolds from the Department of Anthropology at Johns Hopkins University, USA, who spend six months at the Children's Institute in 2008. The project originated out of concern for the high infant mortality rate in South Africa, which is driven in part by the high rate of vertical transmission of HIV to children (estimated at between 19% and 36%).

No ethnographic studies of the first year of life of infants born to HIV-positive mothers in South Africa, or elsewhere, have been conducted to date, despite the value such approaches could have in shedding light on the prevention of mother-to-child transmission of HIV. This study therefore set out to examine in detail the political, social, cultural, economic and moral context that affects the quality of life of HIV-exposed infants.

By documenting in depth the everyday life experiences of HIV-positive mothers and their HIV-exposed infants, the project addresses questions of how an HIV-positive woman's social and cultural context affects decision-

11 Budlender D, Proudlock P & Jamieson L (2008) *Developing Social Policy for Children in the Context of HIV/AIDS: A South African case study*. Children's Institute case study number 3. Children's Institute (UCT) & Community Agency for Social Enquiry.

12 Budlender D, Proudlock P & Jamieson L (2008) Formulating and implementing socio-economic policies for children in the context of HIV/AIDS: A South African case study. In: De Waal A, Edström J & Mamdani M (2008) *Children, AIDS and Development Policy*. *IDS Bulletin*, 39(5), November 2008. Institute of Development Studies, University of Sussex, United Kingdom.

13 Jamieson L & Proudlock P (2009) *From Sideline to Centre Stage: The inclusion of children with disabilities in the Children's Act*. Children's Institute case study number 4. Children's Institute, UCT.

making related to preventing vertical transmission of HIV and ensuring infant and maternal health; and what caring for an infant in the context of ill health, stress and scarcity entails. The study seeks to link an understanding of the everyday complexity of pregnancy and of raising an infant in the presence of maternal HIV infection with the practice and policy for prevention of mother-to-child transmission, infant feeding, maternal and child health care (including HIV treatment and care) and other intervention programmes. This will contribute to a deeper understanding of how to sustain health and well-being and how to decrease mortality and improve survival among infants in a South Africa devastated by AIDS.

Ten HIV-positive women from a Cape Town township were recruited as participants. Using a range of ethnographic methods, they were followed from their first booking at an antenatal clinic, through birth and for the first year of the infants' lives. Methods included observations of clinic visits, informal and semi-structured interviews and systematic observations of infant care.

One novel aspect of the study is that in-depth work has also been done with the infants' fathers, where possible, providing a unique insight into the role and influence of fathers on infant well-being and health decision-making. While the study focus is on the infant and those providing primary care, data collection also reached outwards to others who impinge on their lives, including family members, neighbours, traditional healers, community elders and church leaders, thus placing the infants in a particular local, social and cultural context.

Fieldwork will be concluded in early 2010. The project is funded by the Rockefeller Brothers Fund and Humanities Instituut Voor Ontwikkelingssamenwerking (HIVOS).

The Ordinary Politics research team: Led by Prof Katherine Newman, Princeton University, USA (back right) and the Institute's Ariane De Lannoy (back, centre)



## Ordinary Politics: Race and opportunity in contemporary South Africa

'Ordinary Politics' is a longitudinal, ethnographic study that aims to understand young adults' perceptions, attitudes and beliefs toward the future opportunities that will – or will not – be available to them in South Africa. The project is a collaboration with social scientist and director of the Princeton Institute for International and Regional Studies, Katherine Newman.

The study originated from a shared interest in the topic after analysis of quantitative and qualitative data collected by the Cape Area Panel Study, and after a series of events in South Africa in 2008 that indicated racial tensions and a potential loss of belief in, or increasing doubts about, the process of social transformation in South Africa.

In an effort to understand the dynamics behind these developments, the project has been following six young adults – men and women from various socio-economic and racial backgrounds – in their daily lives. Many hours of interview material has been collected, while observational work has focused on the youth's social worlds, work environments and (extended) families. In this way, the study branched out from the six core participants to include interviews with their friends, family members, (former) school mates, co-workers, employers and others who shape the participants' lives.

Through the interviews, the study probed, among others, participants' perceptions of past and present 'political histories', their memories and understandings of the apartheid era, the transition to democracy, and the contemporary state of the country's political system. Part of the research took place around the time of the 2009 elections, for example, and participants were queried extensively on their trust in various political parties, the state of race relations, and the election results. Other interview topics ranged from family histories, trajectories of employment or unemployment, to 'community forces' shaping young adults' every day lives (gang life, alcoholism, violence, jealousy, but also support, encouragement, role models, beliefs, aspired places, ...).

As some of the participants' family members reside in the Eastern Cape, the project team invited three of the core informants on a fieldtrip to that province. The team visited two of the informants' homes and relatives to conduct interviews with parents and 'significant others' who were unreachable from the Western Cape. Further interviews were held with the informants themselves, probing their relationship with the Eastern Cape and the

impact of migration to Cape Town on their lives. The trip also included interviews with local farmers on the state of farming in the country, and inter- and intra-racial relationships – these were co-facilitated and translated by a third informant who accompanied the team.

Fieldwork is being wrapped up in early 2010. Analysis and writing have begun, with the aim to publish the results in a narrative-style book, co-authored by the principal investigators by mid-2011.

The project is funded by Princeton University, USA.

### Social Service Practitioners Advocacy Network

Several new laws affecting children are due to come into force in 2010, such as the Child Justice Act and the Children's Act. Collectively they will transform the shape of social services in South Africa. However, there are several human resource challenges that may impede the implementation of the new Acts. Firstly, there is a critical shortage of all types of social service practitioners. Secondly, the Children's Act defines social service professionals broadly but states that only practitioners who are registered under the Social Service Professions Act No. 110 of 1978 may perform functions. Currently, the only practitioners that can register are social workers and auxiliaries.

As the Social Service Professions Act, which regulates professional practice and establishes the South African Council for Social Service Professionals, is being re-drafted, a group of social service providers recognised that it is essential for practitioners to engage with the new legislation and advocate for improvements. Based on their experience of the Children's Bill campaign, Childline South Africa, the National Association of Child and Youth Care Workers, Child Welfare South Africa, the National Welfare Forum and the Disabled Child Action Group approached the Children's Institute to co-ordinate and harness their collective energies to impact on the draft law.

As a result, the Social Service Practitioners Advocacy Network was established in November 2008 to promote the participation of social service practitioners in the law-making process; to strengthen social service practitioners' networks and ensure a co-ordinated response to the Bill; and to build relationships between social service



Social Service Practitioners Advocacy Network: Paula Proudlock with SSPAN members at the Western Cape workshop

practitioners, government departments and Parliament.

A working group, steering group and sub-groups for early childhood development, child and youth care, probation officers, social worker and lay counsellors have been established. The sub-groups will drive consultations in their sectors with the aim to produce submissions in response to the draft law.

The project team has written three detailed legal briefs to help practitioners understand the Social Service Professions Bill. The first paper<sup>14</sup> analyses the difference between the current Act and the proposed drafts, and examines the implications of the changes in each draft according to the key themes identified by network members. The second paper<sup>15</sup> compares the draft Bill with similar legislation that regulates other professions. The third paper<sup>16</sup> gives an overview of the latest draft of the Bill, which introduces a distinction between professions and occupations. A number of short articles have also been published in popular journals. (See *Publications and other communication outputs* on pp. 37 – 40.)

The project team has conducted workshops in eight provinces in partnership with the National Welfare Forum in 2009 to raise awareness of the legislation with social service practitioners and to generate understanding of its content. The team has made presentations on the Bill at national sector workshops and at events such as the Second Youth Work Policy Consultative Conference, and a Child Justice Act implementation workshop.

The project is funded by the DG Murray Trust.

14 Seyisi K & Jamieson L (2009) *Comparative analysis of the Social Service Practitioners legislation*. Children's Institute, UCT.

15 Seyisi (2009) *Comparative analysis of the Social Service Practitioners Bill and related legislation*. Children's Institute, UCT.

16 Seyisi K & Jamieson L (2009) *Legal Brief: The Social Service Professions and Occupations Bill, 2008*. Children's Institute, UCT.

## South African Child Gauge

The *South African Child Gauge* is an annual publication designed to monitor the realisation of children's rights in South Africa. The series was launched in 2005, and has grown in reputation due to its unique combination of legislative development updates, child-centred statistics and themed essays that make academic research accessible to a wider audience.

The fourth issue of the *Gauge* was released in mid-June 2009. It focuses on the status of basic education in South Africa under the theme 'meaningful access to basic education'. Nine essays reflect on factors that impact on meaningful education, such as the education budget, no-fee schools, poverty, exclusion and school drop-out, and the importance of numeracy and literacy in the foundation phase.

The editorial team was led by the director, Shirley Pendlebury, a professor of education. Essay contributions were received from the Institute for Democracy in South Africa, the University of the Witwatersrand, the University of Cape Town (UCT), the Cape Peninsula University of Technology, and the Human Sciences Research Council.

The release of the 2008/2009 *Gauge* was well timed, following the newly-elected government's announcement to split the Department of Education. And, thanks to the focus on children in June (Youth Day and Child Protection Month), many events offered opportunities for its public launch and promotion.

The official release took place at a seminar on children's right to health and education, held in partnership with the South African Holocaust Foundation. The event brought together a range of civil society, academic and government representatives, with presentations from the UCT Faculty of Humanities, the National Association of School Governing Bodies, Equal Education, the Children's Rights Centre and the South African Human Rights Commission. Key government input came from the Western Cape departments of education and health.

The Children's Institute also hosted a stand at the International Cape Town Book Fair a few days before the official launch, which offered another opportunity to promote the *Gauge*, and generally to raise awareness of the Institute's work.

The theme of the next *Gauge* is 'Healthy children: From child survival to optimum development' (see the essay on pp. 25 – 28). The production of the 2008/2009 issue was made possible by Atlantic Philanthropies and the ELMA Foundation.



Theorising children's participation: International network meeting in Cape Town

## Theorising Children's Participation: Learning across countries and disciplines

The Children's Institute forms the South African arm of an international academic network focused on theorising children's participation. Hosted by the University of Edinburgh, the network draws together a multi-disciplinary team of scholars from:

- Brazil (International Center for Research and Policy on Childhood and the Pontifical Catholic University of Rio de Janeiro),
- India (University of Delhi and Jamia Millia Islamia),
- South Africa (Children's Institute, University of Cape Town), and
- the United Kingdom (University of Edinburgh and the University of Oxford).

The network aims to engage in a process of critical thinking around the participation of children in the public arena and to strengthen the theoretical underpinnings of the concept of 'children's participation' which has become a much-used phrase within practice and policy over the past two decades.

Running from October 2008 until March 2011, the network's programme features a series of 10-day exchange visits in South Africa, India and Brazil. Each visit includes an intensive inter-disciplinary seminar and workshops with children involved in local child participation projects with the aim to maximise engagement across different disciplines and to ground theory in local practice.

In April 2009, the Children's Institute hosted the first of these exchanges. The programme began with an academic seminar attended by scholars from a variety of disciplines, including political science, law, anthropology, psychology, English and social work, and which generated lively debate and dialogue. Contributions and discussion focused on notions of citizenship, social

justice and democracy; the ways in which the social construction of childhood, gender, identity and civic legitimacy plays into broadly held ideas and discourses of participation; and the influences of particular historical trajectories, cultural values, patriarchy, and class.

The programme also included innovative work with children in partnership with the Children's Resource Centre to address the reflexive problems of current theorisations which have not fully involved children in thinking critically about what their own participation means. Work with children involved them in processes of reflection on the means of participation within their own organisation. A workshop with the children and the network members enabled joint reflection on emerging ideas.

Visits to Brazil and India are planned for 2010. Proposals for the publication of the South African seminar papers in an academic journal, as well as a multi-country book, are being developed. Network members are also collaborating on various research proposals.

The project is funded by the Leverhulme Trust.

### **Towards Comprehensive Social Security for Children: The CSG age extension campaign**

Towards the end of 2009, 10 years of campaigning with partner organisations such as the Black Sash, the Alliance for Children's Entitlement to Social Security (ACCESS), the Community Agency for Social Enquiry (CASE) and many other civil society role-players came to fruition when Cabinet announced the final extension of the Child Support Grant (CSG) to children from 15 years until they turn 18.

The decision was put into effect by an amendment to the Social Assistance Act regulations. The regulations provide that poor children under 18 years who were born on or after 31 December 1993 are eligible for the CSG. This means that 15- and 16-year-old children can apply in 2010, and they will continue receiving the grant until they turn 18.

The campaign has had to adapt and respond to changing political and economic environments during the 10 years.<sup>17</sup> During the period 2003 – 2009, a range of advocacy strategies have been used, including research,

parliamentary lobbying, generating media debates, consulting with affected caregivers, and litigation. The Institute's role in the campaign has been to generate and communicate strategic evidence to government decision-makers, facilitate and implement purposeful advocacy, and to contribute expert evidence to support litigation<sup>18</sup>.

In 2009, the Children's Institute, Black Sash and ACCESS formed a small steering group to campaign for the ruling party's (African National Congress) resolution to extend the grant to 18 to be translated into government policy. Monthly strategy meetings resulted in targeted advocacy over the course of the year. One strategy was to gather testimonies from caregivers nationwide to show how families were negatively affected when the grant stopped when children turned 15. The testimonies were collated in a report<sup>19</sup> that showed that the CSG improves the quality of life for many poor families; but, when the grant stops on a child's fifteenth birthday, the "hope stops".

Cabinet's decision in October to extend the grant to 18 was therefore met with much excitement. However the policy decision had to be translated into regulations for it to become law and the detail of the regulations needed to be scrutinised to ensure that the extension would be smooth and benefit as many children as possible. The Institute therefore lobbied the Department and Minister of Social Development, and Parliament, to ensure that the draft regulations were published for comment prior to taking effect on 1 January 2010. Two key problems with the draft regulations were identified: The design of the phased extension would result in children falling off the grant between the phases, and the design of the school attendance condition was punitive and would result in many grants being unfairly suspended.

To highlight these shortcomings, a submission<sup>20</sup> on the draft regulations, with suggested amendments, was made to the department. The submission was endorsed by a number of civil society organisations and marked the start of advocacy to improve the draft regulations. As a result, a much improved set of final regulations was promulgated in December 2009.

Work on the CSG campaign was supported by Atlantic Philanthropies and the ELMA Foundation.

17 The campaign has been captured in: Budlender D, Proudlock P & Jamieson L (2008) *Developing Social Policy for Children in the Context of HIV/AIDS: A South African case study*. Children's Institute case study number 3. Cape Town: Children's Institute (UCT) & Community Agency for Social Enquiry.

18 *Mahlangu v Minister of Social Development and Others*. Case No: 25754/05, Transvaal Provincial Division of the High Court.

19 Seyisi K & Proudlock P (2009) "When the grant stops, the hope stops". *The impact of the lapsing of the Child Support Grant at age 15: Testimonies from caregivers of children aged 15 to 18*. Report for Parliament, October 2009. Children's Institute (UCT), Black Sash & ACCESS.

20 Proudlock P (2009) *Submission to the Department of Social Development on the draft CSG extension regulations*. Children's Institute (UCT), Black Sash & ACCESS.

# Commissions and tenders

## Scorecard on South Africa's response to children and HIV & AIDS for the Yezingane network

In 2008, the *Yezingane* Network: Co-ordinating Civil Society Action on Children, HIV and AIDS (previously known as CATCH) initiated a process to develop a 'scorecard' of indicators to measure South Africa's progress in addressing the impact of the HIV/AIDS pandemic on children. It aimed to contribute to the monitoring of the implementation of the HIV & AIDS and STI National Strategic Plan 2007 – 2011 (NSP), and to highlight gaps in information needed to monitor progress. The scorecard presents progress on 10 key indicators covering HIV prevention, treatment and care and support.

Helen Meintjes and Katharine Hall assisted the network to develop the scorecard, including through contributions to the review and selection of indicators, data analysis, and editing of the final text. The Children's Institute also assisted with the distribution of the scorecards.

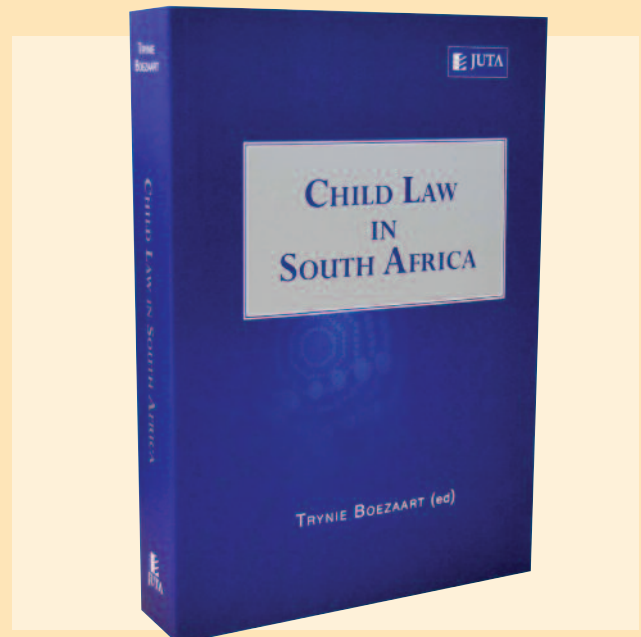


## An essential resource on legal matters affecting children

Two Children's Institute staff members were commissioned to write two chapters and to co-author a third for the recently-released *Child Law in South Africa* (Juta, 2009). The publication is an updated and greatly expanded successor to *Introduction to Child Law in South Africa* (2000).

In recent years child law has developed into a well-defined field, both in legal practice and in research. With 18 new and seven updated chapters, the publication provides insight into the profound influence of recent legislation such as the Children's Act 38 of 2005, the Child Justice Act 75 of 2008 and the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007. It also provides comments on ground-breaking case law and the latest research findings in the field.

Paula Proudlock contributed a chapter<sup>21</sup> on children's socio-economic rights. Prinslean Mahery wrote a chapter<sup>22</sup> on the value of the United Nations Convention on the Rights of the Child, and co-authored another chapter<sup>23</sup> on child protection measures in the Children's Act.



21 Proudlock P (2009) Children's socio-economic rights. In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

22 Mahery P (2009) The United Nations Convention on the Rights of the Child: Maintaining its value in international and South African child law. In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

23 Kassin D & Mahery P (2009) Special child protective measures in the Children's Act. In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

# Education and teaching

As a university-based organisation, the Children's Institute regards education as part of its core business. In its founding blueprint, the Institute envisaged contributing to policy research training for graduate students and to modules in existing child-focused graduate programmes in a range of disciplines.

Establishing an academic presence at the University of Cape Town has taken time. Over the past 18 months the Institute has finally begun to accomplish its aim of contributing to teaching and post-graduate supervision in the academic curriculum at the University. Persistent networking, raising the profile of the Institute in various university forums, internal publicity, personal connections, and support from members of the Governing Board have all helped to open the way for researchers at the Children's Institute to offer courses in the mainstream curriculum.

## Sociology

In 2008 and 2009, Ariane De Lannoy (Senior Researcher: Child Poverty) taught part of an under-graduate course on Individual and Society in the Department of Sociology, Faculty of Humanities. The course was attended by a whopping 740 students, and focused on the roles of individuals and society in determining outcomes in life – a relationship central to the discipline of Sociology.

The overall aim of the course was to provide students with a general understanding of how key social theorists have analysed relationships between individual and society (agency and structure) by introducing them to a number of central sociological concepts of class, race, gender, the State and power.

De Lannoy's part of the course looked in particular at how both individual and society determine educational outcomes and inequalities in South Africa's contemporary educational system. Existing theories on educational inequalities were introduced, looking not only at social (or structural) factors influencing schooling results, but also at individual agency. Students were guided into exploring the readings and works of international researchers and theorists such as Paul Willis, Jay MacLeod, and John Ogbu. To sketch South Africa's education

situation, quantitative data from the Institute's Children Count – *Abantwana Babalulekile* project, as well as the Centre for Social Science's Cape Area Panel Study, were introduced. In discussing agency and structure in the South African context, extensive use was made of ethnographic research by Ramphele, Bray *et al*, and De Lannoy.

Feedback from the students on the course was very positive, as these quotes testify:

- *Really great lectures. I found myself quite 'riled up' by the issue of education in South Africa.*
- *Interesting take on an issue I never thought to consider in sociological terms...*
- *Very good... makes you fall in love with soc.*

De Lannoy will in 2010 lecture third-year and honours students in the Department of Social Development on quantitative research methods, and will continue to supervise students on the aspects of education and educational inequalities.

## Anthropology

In 2009, Patricia Henderson (Chief Researcher: HIV/AIDS) taught three post-graduate courses within the Department of Anthropology at the University. She lectured honours students from a number of disciplines in two courses: The Anthropology of Gender and Sexuality (which she co-devised and taught with Prof Jane Bennett of the African Gender Institute), and Theories of Embodiment. She also devised a course on medical anthropology, entitled Culture Health and Illness, for masters students in social anthropology.

The Gender and Sexuality course explored the following themes:

- Contemporary debates about the construction of 'sex' gender, sexuality and desire.
- Theoretical approaches disrupting the binary distinctions between nature and culture, and sex and gender.
- The legacies of colonial ideas about gender and sexuality in African contexts.
- The relationships between gender, sexuality and power.
- The juxtaposition of a language of rights and a



language of culture in relation to global debates on gender and sexualities.

- The study of ethnographic case studies from KwaZulu-Natal in relation to HIV/AIDS that had a bearing on issues of sexuality and gendered relations.

The Theories of Embodiment course was a self-guided course for motivated students under Henderson's mentorship.

The overall theme of the medical anthropology course concerned the intertwining of body, sociality and illness. Ethnographic work from different parts of South Africa that relate to people's experience of living with HIV/AIDS was explored alongside theoretical themes in medical anthropology:

- Theories of embodiment, and in particular, the phenomenological experience of illness and forms of healing.
- The social allocation of 'madness' to individuals.
- The location of mental affliction within social, economic and political horizons.
- The use of pharmaceuticals as a means of social control.
- Meanings attributed to illness, in particular to HIV/AIDS in South Africa, emerging from the ways in which apartheid and colonial histories continue to haunt contemporary ways of being.

- The disruption of the 'proper' and symbolic body through illness and consequent notions of pollution attached to the visceral disintegration of bodies in undergoing AIDS.

In 2010, Henderson will be teaching both the entire Gender and Sexuality course and the medical anthropology course. She hopes that a course that she taught some years ago on Contesting Childhoods, aimed at students and practitioners who work with children, will be resuscitated in the Anthropology Department.

## Law

### Social Justice

Paula Proudlock (Programme Manager: Child Rights) delivered a seminar on advocacy methodologies to students studying the Social Justice masters course in the Law Faculty. She used the Institute's 10 years of experience in the Child Support Grant extension campaigns as the central case study for the lecture.

### International Rights of the Child

Early in 2009, Paula Proudlock and Tendai Nhenga-Chakarisa (Senior Researcher: Child Rights) approached the UCT Law Faculty with a request to resuscitate a masters course on the International Rights of the Child. Due to the previous course convenor leaving in 2006,



Social Service Practitioners Advocacy Network: Lucy Jamieson with network members at the Free State workshop

the faculty had, for at least three years, not been able to offer this valuable course to students.

Identifying this vacuum, and realising that the Institute had a wealth of resources, skills and experience in the area of children's rights, Proudlock and Nhenga-Chakarisra approached the Faculty of Law with this proposal. The latter agreed to its resumption, starting in the 2010 academic year. They will convene the course together with Associate Professor Danwood Mzikenge Chirwa (Head of the Public Law Department).

The course will examine the development, content and implementation of international and regional laws on children's rights with a focus on the African region to:

- arrive at informed views on the effectiveness, equity and cultural sensitivity of the laws on children;
- consider national laws in relation to international and regional human rights instruments; and
- discuss strategies for raising children's rights standards at the national level in the African region.

Drawing on Children's Institute experience in research and advocacy, students will be introduced to the practical application of child rights principles, with specific reference to South Africa (which has strong children's rights clauses in its Constitution, a number of new laws giving effect to the international and constitutional rights of the child, and pioneering case law on children's rights).

By the end of the course, students will be able to demonstrate advanced proficiency in child rights law and the ability to assess its application in various settings.

The course will be open to students doing Master of Laws and Master of Philosophy degrees, specialising in any of the areas falling under the Department of Public Law.

## Teacher education and development

Shirley Pendlebury, the Institute's director, has for several decades been involved in supervising research in teacher education, education for social justice, curriculum theory, and philosophy of education. As an honorary Professor of Education at the University of Cape Town, she has continued her role as a supervisor. One of her masters students was awarded the degree with distinction at a 2009 graduation ceremony. She is also the local supervisor for a PhD student registered at the University of Amsterdam in the Netherlands.

## Child rights seminars at the Faculty of Health Sciences

Children's Institute staff have been teaching seminars for the Child in Context course for fifth-year medical students since 2000.

The course, convened by Tony Westwood, is designed to encourage students to think beyond the health facility to understand the social, political and economic contexts in which children are living. The seminars are aimed at equipping students to understand and apply children's rights in the course of their work.

The most recent seminars by the Children's Institute staff introduced the students to children's rights, the Children's Act, and child poverty and social grants for children.

Students were provided with a basic knowledge of the multi-dimensional nature of child poverty and the government's poverty alleviation programmes, especially how to assist children and their caregivers to access social grants.

Staff who taught these seminars in 2008 and 2009 were Lucy Jamieson (Senior Advocacy Co-ordinator: Child Rights), Lizette Berry (Senior Researcher: Child Poverty), Katharine Hall (Senior Researcher: Child Poverty) and Mira Dutschke (Researcher: Child Rights).

Hall and Jamieson also taught post-graduate nursing and mid-wifery students at *ad hoc* seminars in 2009. Jamieson's seminars covered child rights in general, the right to health and the Children's Act.

Hall focused on a gender perspective on poverty, and implications (and responses) for children. The two-hour discussion sessions looked at data and policy, and examined some common assumptions about mothers, children and care arrangements in the context of poverty.

# Reflections on child health: From research to advocacy



Debating child health: (from the back) Joan van Niekerk, Childline South Africa; Patric Solomons, Molo Songololo; Prof Shirley Pendlebury, Children's Institute

The Children's Institute was established almost 10 years ago on the foundation of the Child Health Policy Institute (CHPI). Given the value of a strategic focus on child health policy, the Institute continued work in this area after its establishment, while formally expanding its focus to other policy areas pertaining to children such as poverty alleviation, the social impact of HIV/AIDS, and realising children's rights through law reform.

Some of the child health projects started under the CHPI banner came to completion only after the Institute was established – a clear indicator that policy development and reform do not happen quickly. For example, work on a national school health services policy started in 1997; the resulting policy and implementation guidelines were published by the Health Department only in 2002. Similarly, the CHPI hosted a national roundtable on the need for a standardised Developmental Screening Programme in 1995 – and came full circle in the policy process when the Institute was asked to evaluate the resulting Western Cape Developmental Screening Programme in 2002.

Other child health-related work over the years included an assessment of whether children's health needs were adequately addressed in the government's first plan for comprehensive care and treatment for HIV and AIDS. Another project aimed to harness evidence

to aid integrated planning between sectors that could potentially improve child survival in South Africa. The Institute also played a key role in promoting children's issues in the National Health Bill in 2003, and undertook qualitative research for the Health Department on "Health and Social Services to address the needs of orphans and other vulnerable children in the context of HIV/AIDS".

More recently, the Institute has begun developing a child rights curriculum for health professionals and has conducted qualitative research on mothers' and infants' experiences of the prevention of mother-to-child transmission (PMTCT) of HIV programme. Other current projects with a child health focus include tracking health-related indicators in a database advocacy project, a research collaboration to explore the relationships between urban environment and health, and the 2009/2010 issue of the *South African Child Gauge*. These projects illustrate the strengths of an integrated approach that links rights-based analyses to qualitative and quantitative research to promote shifts in child health policy and practice. The range of projects discussed in this reflection also represents the Institute's core functions of education, research and monitoring, communication and advocacy.

## Educating for change: A child rights curriculum for health professionals

Children's Institute staff have been teaching students and health professionals at the University of Cape Town on an *ad hoc* basis for the past 12 years, and have contributed materials for use in the MPhil in Child Health, and in various medical and nursing text books. Through these interactions students and health professionals have articulated a need for more information and tools to enable them to apply in practice what they have learnt. It has also proved difficult to teach the concept of human rights without building time into the learning process to allow for shifts in attitude and behaviour.

The new Children's Act comes into effect in 2010 and contains a number of provisions that will impact on health professionals. These include children's rights to



Unpacking child health priorities: Prof David Saunders, University of the Western Cape, presents on critical child health issues at a roundtable to conceptualise the next *South African Child Gauge*

health information, participation in health treatment decisions, and health professionals' obligation to report suspected abuse. Yet, there is currently no training for health professionals on how to interpret and apply the Act.

Taking its history and experience into account, the Children's Institute decided to address this gap by designing a curriculum on children's rights and essential national law. The Child Rights Education for Health Professionals project (CRED-PRO) aims to deepen health professionals' understanding of children's rights, to encourage them to apply these rights in their work with children, and to advocate for children's rights within and beyond the health care system. The project aims to establish a network of educators to share experiences and teaching materials and will encourage tertiary institutions to integrate the curriculum materials into under- and post-graduate curricula.

Children's opinions, collected through child participation projects such as the *Abaqophi BakwaZisize Abakhanyayo* Children's Radio project (see p. 12) will be integrated throughout the course. Students will be shown how to find and use research-based evidence to advocate for changes in the community and broader political environment. The curriculum will also make use of the child health-themed issue of the *South African Child Gauge 2009/2010* (p. 19) and the *Children Count – Abantwana Babalulekile* data and website (p. 14).

### Tracking progress: Children Count

The Children Count – *Abantwana Babalulekile* project draws on national household surveys, administrative and modelled data to track a range of children's socio-economic rights. These analyses of child-centred data include a range of health indicators such as HIV prevalence in children and pregnant women, access to antiretrovirals and HIV testing, infant and under-five mortality, teenage pregnancy, immunisation and access to public health services.

One of the main challenges in monitoring child health is the lack of recent and reliable data, for instance on mortality rates and HIV prevalence in children. The Burden of Disease study in 2000<sup>24</sup> put the infant mortality rate at 45 per 1,000 live births, and the under-five mortality rate at 59. These rates are very high even when compared to other developing countries. In terms of the Millennium Development Goals, South Africa has pledged to reduce the under-five mortality rate by two thirds. There is concern, however, that not only will the country fail to achieve this goal, but that the mortality rate may actually be increasing.

Child HIV-infection rates cannot be imputed from sero-prevalence surveys without taking into account the extent of mother-to-child transmission, the efficacy of PMTCT roll-out, perinatal death rates and so on. Similarly, mortality rates need to be estimated through

24 Bradshaw D, Nannan N, Laubscher R, Groenewald P, Joubert J, Nojilana B, Norman R, Piertese D & Schneider M (2004) *South African National Burden of Disease Study 2000 – Estimates of provincial mortality*. Cape Town: South African Medical Research Council, Burden of Disease Unit.

models in the absence of sufficiently reliable birth and death registration data. For this reason the project uses modelled estimates from the Actuarial Society of South Africa (the ASSA model).

New information on birth histories and mortality became available through the Community Survey, a large national survey undertaken by Statistics South Africa in 2007. This information has been used to update modelled estimates, and the ASSA2008 model, which will be launched in 2010, will provide updated estimates on child mortality.

There are currently no reliable estimates on the extent of HIV prevalence in children, but access to anti-retroviral treatment has improved hugely, for both HIV-infected children and adults. Between 2002/03 and 2007/08, coverage for newly-eligible children rose from 2% to 37%.<sup>25</sup> While a great improvement, it is not enough: Without early treatment, nearly a third of HIV-positive babies would die in their first year.<sup>26</sup>

While young children are exposed to HIV mainly through mother-to-child transmission, older children and teenagers can contract HIV through unsafe sex. Children Count monitors the teenage pregnancy rate as a proxy for unsafe sex. The data seem to challenge common perceptions on unsafe sex practices: The teenage pregnancy rate amongst girls aged 15 – 19 years dropped from 16% in 1998 to 12% in 2003.<sup>27</sup> The next Demographic and Health Survey will show whether the teenage pregnancy rate continues to decline.

The availability of basic health services and clinics is another important child health area that is monitored. For example, immunisation rates for babies remain fairly high, with 84% of children fully immunised in their first year.<sup>28</sup> But, while the Constitution provides that everyone has the right to have access to health care services, children are disproportionately represented in poorly serviced rural areas. Four out of 10 children have to travel for more than half an hour to reach the nearest clinic.<sup>29</sup>

The Children Count project also tracks indicators related to child nutrition and access to adequate housing,

basic services, education, income poverty, social assistance, unemployment, and children's care arrangements. All the data and analyses can be accessed on the interactive website at [www.childrencount.ci.org.za](http://www.childrencount.ci.org.za).

## Researching experiences: Infants and HIV in South Africa

HIV has been critical in undermining child survival in South Africa: According to the 2000 Burden of Disease study, HIV/AIDS is responsible for 40% deaths in children younger than five years.<sup>30</sup> Vertical transmission of HIV (from mother to child during pregnancy, birth or breastfeeding) is the primary driver of infection in children.

Prevention of mother-to-child transmission is essential to improve child survival. Yet, there is little information about how the everyday lives and experiences of women and infants who are using PMTCT services impact on the efficacy of these services. This evidence gap prompted the Children's Institute to conduct an ethnography of infants born to HIV-positive mothers. The study – currently in its final stages – explores how HIV-positive women's social and cultural context impacts on decision-making, and how this relates to the prevention of vertical transmission, and to infant and maternal health outcomes. The study also considers what the everyday life of raising an infant in the context of ill health, stress and scarcity entails, including who is in control of the infant's everyday life, with what means, and against what odds.

The study uses a range of ethnographic methods to work in depth with the mothers, fathers and other family members involved in the infants' care, as well as to observe and document the mothers' and infants' interactions with the health services. In linking the lives of PMTCT users with their adherence to the programme, the project will contribute to a deeper understanding of how to sustain health and well-being, decrease mortality and improve survival among infants in a South Africa devastated by AIDS.

25 Department of Health (2008) National Comprehensive HIV and AIDS Plan statistics. [Unpublished]; Dorrington RE, Johnson LF, Bradshaw D & Daniel T (2006) *The Demographic Impact of HIV/AIDS in South Africa. National and provincial indicators for 2006*. Cape Town: Centre for Actuarial Research (UCT), Medical Research Council & Actuarial Society of South Africa.

26 Johnson L (2009) *HIV and Health – Children starting ART*. Children Count – Abantwana Babalulekile website, Children's Institute, UCT. Viewed 18 December 2009: [www.childrencount.ci.org.za/indicator.php?id=5&indicator=20](http://www.childrencount.ci.org.za/indicator.php?id=5&indicator=20).

27 Department of Health, Medical Research Council & OrcMacro (2007) *South Africa Demographic and Health Survey 2003*. Pretoria: DoH; Department of Health, Medical Research Council & OrcMacro (1999) *South African Demographic and Health Survey 1998*. Pretoria: DoH.

28 Department of Health (2008) District Health Information System database. Cited in: Day C, Barron P, Monticelli F & Sello E (eds) *District Health Barometer 2007/08*. Durban: Health Systems Trust.

29 Statistics South Africa (2009) *General Household Survey 2008*. In: Lake L & Marera DH (2010) *HIV and Health – Distance to the nearest clinic*. Children Count – Abantwana Babalulekile website, Children's Institute, UCT. Viewed: 18 December 2009: [www.childrencount.ci.org.za/indicator.php?id=5&indicator=49](http://www.childrencount.ci.org.za/indicator.php?id=5&indicator=49).

30 See note 24.

## Building partnerships: Healthy Cities

The Children's Institute is a core member of the 'Healthy Cities Citylab', an inter-disciplinary research group organised by the African Centre for Cities<sup>31</sup> at the University of Cape Town. The research group aims to investigate the relationships between the urban environment and health in the Global South.

Internationally, a growing body of inter-disciplinary work recognises the role of the urban environment, at neighbourhood or community scale, in shaping illness, health and well-being. Through pathways such as the accessibility of clean water and sanitation, appropriate housing, recreational spaces and access to health services, the urban environment influences physical and mental health, but also more general well-being and community cohesion.

The proposed study aims to contribute to this existing work by designing and undertaking extensive research on the relationship between urban environments and well-being. The Children's Institute, as a core member of the larger research team, aims to contribute especially to the understanding of the linkages between the urban environment and child well-being.

## Communicating and advocacy: The South African Child Gauge

The *South African Child Gauge* is the only publication to provide an annual snapshot of the status of children in South Africa. As a key advocacy tool, the *Gauge* raises awareness of critical issues affecting children in South Africa and makes academic research accessible to multiple audiences including government decision-makers, practitioners, civil society, donors and the media.

The next issue will include a series of essays that explores child health and related services in South Africa. This focus is particularly timely given South Africa's failure to progress towards the Millennium Development Goals and the renewed willingness of the government to tackle systemic problems within the public health service. The content and strategic focus of the 2009/2010 issue was informed by a roundtable with a small panel of child health experts, and the editorial team is led by Emeritus Professor of Child Health, Maurice Kibel.

The 2009/2010 issue will be published with the support of UNICEF South Africa. It is hoped that the launch of this *Gauge* will serve as a springboard for key child health champions to engage with the government to ensure that policies and programmes actively further the realisation of children's rights to health in South Africa.

*South African Child Gauge 2009/2010*: Lori Lake presents the *Gauge* blueprint to child health experts at the roundtable to conceptualise the next issue



31 See: <http://africancentreforcities.net/programmes/applied-urban-research/citylab-healthy-cities/>

# Social responsiveness and public engagement



UN Convention on the Rights of the Child: Prof Shirley Pendlebury at the twentieth anniversary of the Convention, hosted by UNICEF South Africa at the Constitutional Court (Photo: UNICEF South Africa/09/Hearfield)

South Africa's 1997 White Paper on *A Programme for Higher Education Transformation* sets socially responsive engagement as a key purpose of higher education. Universities are expected to make a distinctive contribution to development, critical citizenship and democracy. For the University of Cape Town, "the creation and dissemination of knowledge towards the identified needs of the community is at the core of its mission".<sup>32</sup> A vital goal is to produce graduates who can "contribute to diverse social and economic needs, build a vibrant civil society, and consolidate democracy".<sup>33</sup> Underpinning the University's commitment to socially responsive academic work is a belief that research and teaching can contribute to the public good and, conversely, that social responsiveness can enhance research and teaching.

All of the activities of the Children's Institute pivot on socially responsive, university-based research and public engagement on issues that are central to some of the distinctive challenges that face South Africa. Bringing about enduring change in the lives of people who are disadvantaged by their age and socio-economic situation is the driving idea for the work of the Institute. The best practices of the Children's Institute support social change by bringing together scholarly rigour, a commitment to

action for social justice, and a demonstrated capacity for translating research and analysis into an accessible form for a broad public in civil society, government and local communities.

The Institute's methodology falls into the category of GRIPP (Getting Research into Policy and Practice). Using evidence from qualitative research and ongoing statistical analyses of children's access to health care, housing, education, and other constitutional rights, the Institute deploys a combination of tactics to contribute to systemic and institutional change in the policies and practices that affect children and their families. The scope of the work is national, currently with four focal areas: child rights, child poverty, child health services, and care in the social context of HIV/AIDS. These are addressed within a rights-based framework underpinned by the Bill of Rights in the Constitution, the United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

Almost every aspect of work at the Children's Institute over the past 10 years could be cited for the ways in which research has resulted in changes to law and policy, and positive action for children. Usually, outcomes are evident only after cumulative, collaborative effort, with other civil society organisations, over several years. There is no easy way of measuring direct impact.

## Research that makes a difference

Below are four examples of the ways in which research has contributed to policy change.

### 1. Research into residential care for vulnerable children:

The Institute's research into residential care (alternative care) for vulnerable children generated new evidence on unregistered children's homes and cluster foster care schemes. At the time of releasing the research results, the Department of Social Development was busy drafting the Children's Act regulations and norms and standards for cluster foster care and child and youth care centres.

<sup>32</sup> University of Cape Town (2010) *Social responsiveness*. Viewed 21 January 2010: [www.uct.ac.za/about/intro/socialresponse/](http://www.uct.ac.za/about/intro/socialresponse/).

<sup>33</sup> Ibid.



Challenging the *status quo*: Sibusiso and his mother, Florence Mahlangu, who took the government to court to extend the Child Support Grant

Evidence from the study underpinned the Institute's submission to the department on the draft regulations.

The Institute communicated its recommendations to partner organisations to encourage joint messages to the department from the children's sector. With encouragement from the Institute, partner organisations made submissions with similar concerns. Approximately 70% of the Institute's recommended changes to the foster care, cluster foster care and child and youth care centre regulations were incorporated into the next draft of the regulations, which ensured that the law is more relevant and appropriate to the needs of children and their caregivers.

**2. Research and Child Support Grant campaigns and litigation:** The Child Support Grant (CSG) was introduced in South Africa in 1998 as a non-conditional cash grant for children. Caregivers with children younger than seven years, whose income was below a threshold of R1,100 per month, were entitled to a grant of R100 per child. By end 2009, the grant reached over 9.28 million poor children younger than 16 years. Cabinet in October 2009 also announced an extension of the age threshold that will ensure that all poor children under 18 years have access to the grant by 2012. The grant is considered to be a success story in terms of rapid growth in take-up, expansion in the targeted group over the past decade, and the positive impact on improving children's well-being.

The growth in take-up and expansions to the eligibility criteria have been facilitated by civil society campaigns. The Children's Institute has played a lead role in these (see p. 20) by generating and communicating strategic evidence to government decision-makers and civil society, facilitating and implementing purposeful advocacy, and by contributing expert evidence to support litigation.

The judicially enforceable constitutional right to social

assistance in the Constitution, and a statutory entitlement to the CSG in a national law, provided the legal foundation for the growth in take-up and expansion reform. A strong and organised civil society used these legal foundations in the growth and expansion campaigns. Without these legal foundations and the campaigns, the growth would probably have been much slower.

Civil society used a range of advocacy strategies to place pressure on the Executive to expand the grant. Actions included large-scale public awareness campaigns, generation of relevant and strategic evidence, direct dialogue with the Executive, parliamentary advocacy and media advocacy.

Convinced by the research evidence and by calls for reform from civil society and local communities, the previous Minister of Social Development eventually championed many of the expansion reforms within the Executive. However, the then Minister of Finance withheld his endorsement. Civil society therefore resorted to litigation. Coupled with the preceding research and advocacy and the resultant public demand for the grant to be expanded, the litigation ensured eventual realisation of the expansion reforms.

Evidence for these campaigns was built up over several years at the Children's Institute, starting in 2000. The Children Count – *Abantwana Babalulekile* (p. 14) and the Means to Live projects provided crucial evidence, but many of the founding pieces of evidence came from earlier work, for example, analyses of the administrative data of the Department of Social Development, and research on orphans and vulnerable children conducted for the Department of Health.

**3. Legal guide to age thresholds for children:** In 2005 when the Children's Bill, Sexual Offences Bill and Child Justice Bill were being debated in Parliament, there was much confusion over the age thresholds for children's decision-making capacity in different domains. The age thresholds addressed in these three laws include the ages of consent for medical treatment, surgery and access to contraceptives; age of majority; age of consent to circumcision and virginity testing; age of consent to sex; and age of criminal capacity.

The Children's Institute in response developed a legal guide to provide government decision-makers, paralegals, civil society, the media and general public with accurate information on the various age thresholds. The guide is based on careful legal research and provides information on the current law and proposed reform in



relation to 66 age thresholds. The guide is regularly updated to take account of changes in the law.

Extracts of the guide have been published in the *Child and Youth Care Journal* of the National Association of Child and Youth Care Workers; the Rural Doctors Network has distributed the guide to all its members.

**4. Children's Radio project:** The *Abaqophi BakwaZisize Abakhanyayo* – The Shining Recorders of Zisize – Children's Radio project (p. 12) enables children in rural northern KwaZulu-Natal province to use the power of radio and storytelling to describe and explore their lives and circumstances for a South African and – via the Internet – global audience. The project is designed to contribute to developing public awareness of – and appropriate responses to – children's experiences in the context of the HIV/AIDS pandemic in South Africa by involving children themselves in depicting their lives.

The project has contributed to an increased recognition of the merit of sustained (rather than once-off or short-term) work with children. In addition, it has drawn attention to the value of enabling children to frame issues of importance themselves. The effects of the project on children's families and in the community are modest but invaluable.

## Changing the terms of debate

Research at the Children's Institute has also had a significant influence on ways of thinking about children and their conditions of care. Changing the ways in which people speak and think can initiate new ways of acting. For example, early research into the provision of social services for orphans and vulnerable children in South Africa highlighted a critical role for schools in identifying and supporting vulnerable children. The concept of 'schools as nodes of care and support' was initiated through this research.

Strong, collaborative stakeholder advocacy for the concept contributed to its adoption in a number of national and provincial policies, including the Department of Education's South African Care and Support for Teaching and Learning (CSTL) programme led by the Health Promotion Directorate, and the *National Action Plan for Orphans and other Children Made Vulnerable by HIV and AIDS: 2009 – 2012*. A nationwide Caring Schools Network also has extensive reach in its efforts to support school communities to create networks of care for children.

## Contributions to critical citizenship and democracy

Civil society needs to be both informed and mobilised in order to participate meaningfully in democratic decision-making. The successes of Children's Institute campaigns are in part because of the use of child-centred data derived from rigorous academic research, but also due to strategic partnerships with civil society. As part of these collaborations, the Institute often contributes to capacity-building of civil society to engage in democratic processes by sharing the Institute's expert knowledge of policy development and law-reform procedures.

Children's Institute law-reform projects to date have created networks that enable not-for-profit organisations to work in some of the most vulnerable rural communities in South Africa to engage with the debates on laws and policies that affect children and their families. The Social Service Practitioners Advocacy Network (p. 18) provides detailed legal research on the drafts of law and policy affecting social service practitioners. The research is presented in plain language legal briefs that highlight the issues affecting social workers and child and youth care workers.

The Children's Institute networks also provide advocacy support such as information on the ways in which Parliament and the Executive work, and how to maximise opportunities to influence legislative processes. This methodology is captured in policy reform publications such as *From Sidelines to Centre Stage: The inclusion of children with disabilities in the Children's Act* to contribute to the literature on how to mobilise marginalised groups and, hence, consolidate democracy in South Africa and other developing states.

## Keeping time

Research and scholarly inquiry move to very different rhythms to those of policy-making and public engagement. Careful data gathering, analysis and interpretation call for slow concentrated time, with long intervals for critical reflection. By contrast, in the public arena of advocacy, policy development and law-making, the imperative is for quick, well-timed responses. Missing the tactical moment to bring evidence to bear on the process of policy-making or implementation is time lost, possibly irretrievably. Keeping time for slow reflective work as well as tactically astute communication and advocacy may not be easy, but is a necessary dimension of socially responsive practice at the Children's Institute.

# Operations support

Kevin Erntzen (operations manager)<sup>34</sup>



Having fun: Admin staff at a team-building event



Developing a common identity: The Children's Institute brand in collage

Operations staff support the Children's Institute in its core functions of research, teaching, advocacy and technical assistance. Areas of support include Communication and Knowledge Management, Administration and Human Resources, Finance and Grants Administration. An Operations Manager and Communication and Knowledge Manager provide oversight and management in their respective areas.

## Financial administration

The Institute's financial management system falls within the framework of the University, which consists of the Faculty of Health Sciences and central finance systems. Central finances consist of the creditors department, debtors department, contracts department and other units which play vital roles in servicing centres like the Children's Institute.

The finance team, consisting of a Finance Officer, a part-time Senior Finance Officer and an Operations Manager, were responsible for managing the Institute's income of R10.6 million for the period under review. These portfolios are essential for the sound management of finances. The Finance Officer ensures effective and efficient administration of grants and funds, while contributing to donor development relations (via the donor development committee) and financial management/planning (via a finance committee). The part-time

Senior Finance Officer supports the development of financial management systems for the Institute, in accordance with the policies and procedures of the University of Cape Town. The Operations Manager, in relation to organisational finances, oversees the management and development of the Institute's financial systems, and is responsible for organisational budgeting and reporting.

The finance team provides dedicated fund management and administration support to Children's Institute projects, ensuring that budgetary and contractual obligations are met. The team also endeavours to maintain a good working relationship with donors, as well as with the various departments within the University.

## Administration

The administration team is capably led by an Executive Administrator. In spite of the departure of a full-time Assistant Administrator, the team continued to meet the delivery requirements of projects that they support. In accomplishing this feat, the team has come to rely and draw on one another's strengths.

While job descriptions guide the roles and responsibilities of each administrator, constant flexibility is required to manage daily operational needs. Areas of support provided by the team include taking care of the administrative requirements of staff; managing diaries;

<sup>34</sup> With contributions from Isabbel Cooper (Finances Officer), Charmaine Smith (Communication and Knowledge Manager), Zelda Warrin (Executive Administrator) and Karl Groenewald (IT Officer).

arranging travel and accommodation; co-ordinating logistics for events and meetings; controlling stationery and consumables stock; procuring goods and services; assisting with the maintenance of the communications database; documenting information needed by projects, including cases for the CRED-PRO project; processing fund expenditure; maintaining effective communication with key stakeholders; providing dedicated human resources administration assistance; creating and evaluating administrative systems to ensure effectiveness and efficiency; assisting with the co-ordination of fieldwork and other research activities as needed by the projects; and managing the switchboard and reception area.

Special events supported by the administrators included the very first international climate change and child health video conference in which 26 countries participated, the organisational stand at the Cape Town International Book Fair; the International Advisory Board and Governing Board meetings, and strategic planning and organisational development workshops.

## **Communication and Knowledge Management (CKM)**

This team consists of an Information Officer, a Commissioning Editor, and the Communication and Knowledge Manager, assisted by Administrators and, until December 2009, a part-time Web Developer.

The CKM team aims to guide and assist the Institute on the use of appropriate communication and knowledge management strategies, tools and systems to contribute to the overall aim of communicating key messages on child rights and the situation of South Africa's children to various audiences.

The team's support areas are diverse and extensive, and in many instances require delivery within tight deadlines. The Information Office can be described as the centre of internal knowledge management: She compiles daily media monitoring alerts on news related to children; a weekly alert on upcoming events, new resources, and funding opportunities; and sources information on prospective donors and calls for grants proposals. Several knowledge management tools such as an intranet and various databases are maintained under her supervision. With the assistance of a Departmental Administrator, she also capably oversees the distribution of publications to a comprehensive mailing list.

During the period under review, the Information Officer played a critical role in rolling out a publi-

cations sales strategy, and marketing the *South African Child Gauge 2008/2009* for this purpose.

The Commissioning Editor is a new member of the team since November 2008. The bulk of her support to the Institute is focused on the annual publication of the *South African Child Gauge* – from conceptualisation to launch, marketing and promotion. A particular highlight of her contributions in the period under review includes negotiating access to themed-related children's art with the Frank Joubert Art Centre in Cape Town, who works with school children from all over the metropole. The artworks are used with the children's permission in the *Gauge* and other Institute publications were appropriate.

The Commissioning Editor has also been supporting the Caring Schools and CRED-PRO projects to develop audience-appropriate capacity-building and training materials respectively.

The Communication and Knowledge Manager guides the Institute on communication, branding and marketing strategies, while providing hands-on assistance such as writing, editing, print and design liaison, and media and public queries. In 2009, the Children's Institute website was overhauled under her guidance with the aim to present content in a more user-friendly way, and to transfer the website to a new administration interface that allows maintenance by a non-technical person.

## **Information Technology (IT)**

Over the reporting period, significant IT developments have taken place at the Institute. It was during this period that a new IT Officer joined. In addition to supporting the IT needs of the Institute, he has also provided extensive support to other University research, teaching and service delivery units located in the same building.

Some achievements during this period include the development of an integrated task and asset management database to provide support and accurately track the Institute's assets; initiating a new back-up server, allowing instantaneous and real-time backups worldwide, as well as monitoring support; integrating the capabilities of four dedicated servers; setting up wireless connectivity, providing back-up and redundancy with high speed internet access in case of emergencies; completing training to do on-site hardware repairs and maintenance that reduce user downtime; and implementing a digital newspaper subscription solution to streamlining the workflow of the Information Officer.

# Grants and finances

The Children's Institute is a soft-funded policy research organisation based at the University of Cape Town. Generous donations from Atlantic Philanthropies and the ELMA Foundation supported the core operating activities during the period under review. This strong core financial support, coupled with project and contracts funding, enabled the Institute to focus on achieving its main outcomes.

R10,627,732.40 was received through various income streams for the period 1 July 2008 – 31 December 2009. A breakdown of the various income streams is reflected in the table (below) and pie chart (opposite).

On 31 May 2009, the Children's Institute completed

the third and final year of a three-year 'bridging' grant from the ELMA Foundation. The main purpose of this grant was to assist the Institute to strengthen its leadership and programmes. The grant has played a critical part in assisting the Institute to maintain its core focus on child policy research and evidence-based advocacy for better conditions for South Africa's children.

The final tranche of the Atlantic Philanthropies grant was received during the reporting period. This grant, following on from the founding grant, provided core funding for the continuation of the Institute's programme of applied policy research and advocacy to address socio-economic problems faced by children.

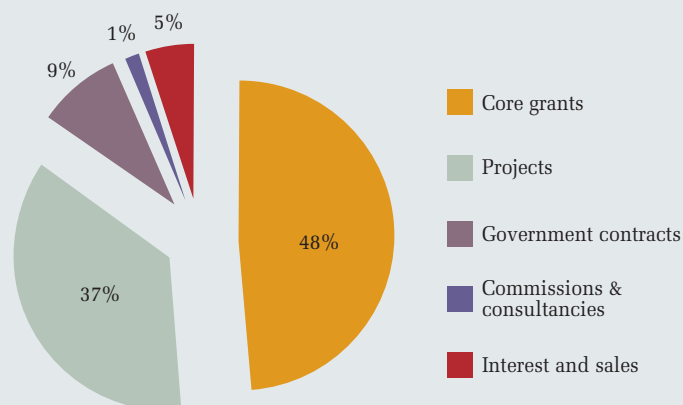
## INCOME REVIEW 1 JULY 2008 – 31 DECEMBER 2009

Income Stream Categories	Project Name	Grant Amount
<b>Core grants</b>	Children's Institute core business	4,300,000.00
	Children's Institute core business	850,000.00
		<b>5,150,000.00</b>
<b>Projects</b>	Ordinary Politics	545,473.94
	Children Count – <i>Abantwana Babalulekile</i>	500,000.00
	Theorising Child Participation	638,930.12
	Social Service Practitioners Advocacy Network	1,895,251.00
	Child Rights Education for Health Professionals	191,999.00
	Caring Schools	110,840.00
		<b>3,882,494.06</b>
<b>Government contract</b>	Piloting Care Dependency Grant assessment tool	914,189.44
		<b>914,189.44</b>
<b>Commissions &amp; consultancies</b>	Research on CSG extension campaigns	89,700.00
	Scorecard on South Africa's response to children and HIV & AIDS	37,500.00
	Child participation	31,875.00
<b>Interest &amp; sales</b>	Interest	499,062.67
	Sales of publications	22,911.23
<b>TOTAL AMOUNT</b>		<b>10,627,732.40</b>

During 2009, the ELMA Foundation committed to a new grant of R7.6 million over a three-year period (2010 – 2012) to maintain and strengthen leadership, research capacity and evidence-based advocacy; contribute towards general operating costs; support organisational evaluation; support conference participation; and strengthen fundraising capacity.

A new income stream was generated during the period under review through sales of the *South African Child Gauge 2008/2009*. The revenue will be used to cover additional costs for expanded production and distribution of the publication in future.

**INCOME STREAM: 1 JULY 2008 – 31 DECEMBER 2009**



Grant Period	Funder
1 July 2007 – 31 December 2009	Atlantic Philanthropies
1 June 2006 – 31 May 2009	The ELMA Foundation
1 February 2009 – 31 January 2010	Princeton University
1 April 2009 – 30 September 2009	UK Department for International Development (via HLSP)
1 October 2009 – 30 September 2010	Leverhulme Trust (via University of Edinburgh)
1 November 2008 – 31 October 2010	DG Murray Trust
1 April 2009 – 30 November 2009	International Institute for Child Rights and Development
1 April 2007 – 30 June 2009	Stop AIDS NOW! (via Catholic Institute of Education)
1 July 2008 – 31 December 2009	Department of Social Development
15 September 2008 – 15 February 2009	UNICEF
1 September 2008 – 29 June 2009	Children's Rights Centre
25 May 2009 – 31 July 2009	Oxfam Australia

# Staff

## Staff at CI: As at December 2009

Lizette Berry	<i>Snr Researcher: Child Poverty</i>
Denise Brown	<i>Administrator</i>
Isabbel Cooper	<i>Finance Officer</i>
Ariane De Lannoy	<i>Snr Researcher: Child Poverty</i>
Kevin Ernstzen	<i>Operations Manager</i>
Karl Groenewald	<i>Information Technology Officer</i>
Katharine Hall	<i>Acting Manager: Child Poverty/ Snr Researcher: Child Poverty</i>
Fazlin Harribi	<i>Administrator</i>
Patricia Henderson	<i>Chief Researcher: HIV/AIDS</i>
Lucy Jamieson	<i>Snr Advocacy Co-ordinator: Child Rights</i>
Lori Lake	<i>Commissioning Editor</i>
Prinslean Mahery	<i>Snr Researcher: Child Rights</i>
Anthea Maree	<i>Information Officer</i>
Double-Hugh Marera	<i>Researcher: Child Poverty</i>
Andile Mayekiso	<i>Jnr Researcher: HIV/AIDS</i>
Helen Meintjes	<i>Acting Manager: HIV/AIDS/ Snr Researcher: HIV/AIDS</i>
Sue Moses	<i>Researcher: HIV/AIDS</i>
Tendai Nhenga-Chakarisa	<i>Snr Researcher: Child Rights</i>
Shirley Pendlebury	<i>Director</i>
Paula Proudlock	<i>Manager: Child Rights</i>
Norma Rudolph	<i>Snr Researcher: HIV/AIDS</i>
Khululwa Seyisi	<i>Advocacy Network Co-ordinator: Child Rights</i>
Charmaine Smith	<i>Manager: Communication and Knowledge Management</i>
Nombulelo Vena	<i>Departmental Assistant</i>
Zelda Warrin	<i>Executive Administrator</i>
Bronwen Williams	<i>Snr Administrator</i>

## Ad hoc and part-time staff

Seraj Chilwan	<i>Fieldworker: Ordinary Politics</i>
Mtheliseni V. Dladla	<i>Fieldworker: Child Poverty</i>
Zoe Duby	<i>Fieldworker: Ordinary Politics</i>
Nwabisa Gunguluza	<i>Fieldworker: Ordinary Politics</i>

Khunjuzwa Khume	<i>Fieldworker: Infants and HIV/AIDS</i>
Portia T. Khuthe	<i>Fieldworker: Child Poverty</i>
Mpho Madzbie	<i>Fieldworker: Child Poverty</i>
Zukiswa Mazula	<i>Fieldworker: Infants and HIV/AIDS</i>
Bruce Meissner	<i>Part-time Web Developer</i>
Pumla Mkhiva	<i>Fieldworker: Child Poverty</i>
Andile Mhlahlo	<i>Fieldworker: Ordinary Politics</i>
Gcobisa Y. Ntshona	<i>Fieldworker: Child Poverty</i>
Efua Prah	<i>Fieldworker: Ordinary Politics</i>
Nnditsheni A. Ramagumo	<i>Fieldworker: Child Poverty</i>
Cecilia N. Sibisi	<i>Fieldworker: Child Poverty</i>
Zukiswa Z. Tawushile	<i>Fieldworker: Child Poverty</i>
Shiela Yabo	<i>Fieldworker: Ordinary Politics</i>

## Honorary & visiting staff

Carolyn McKinney	<i>National Academy of Education/ Spencer Postdoctoral Fellow, Washington DC, USA</i>
Katherine Newman	<i>Professor of Sociology and Public Affairs: Institute for International and Regional Studies, Princeton University, USA</i>
Pamela Reynolds	<i>Professor of Anthropology: Department of Anthropology, Johns Hopkins University, USA</i>
Heidi Sauls	<i>Department of Anthropology, University of Amsterdam</i>
Jenny Scholtz	<i>School of Social Work &amp; Social Policy, Trinity College, Dublin, Ireland</i>
Annalise Weckesser	<i>School of Health &amp; Social Studies, University of Warwick, UK</i>

## Staff who left during 2008/2009

Yusuf Davids	<i>Snr Finance Officer</i>
Mira Dutschke	<i>Researcher: Child Rights</i>
Nafeesah Majal	<i>Assistant Administrator</i>
Gao Mothoagae	<i>Contract Researcher: Child Poverty</i>
Maghmuda Ockards	<i>Part-time Web Developer</i>



Year-end function 2008, Cape Cross



Year-end function 2009, Kirstenbosch Botanical Gardens

# Publications and other communication outputs

July 2008 – December 2009

## PEER-REVIEWED JOURNAL ARTICLES

### **New directions in child and youth research in Africa**

Henderson P (in press)  
*Sociological Review* (in press).

### **Orphans of the AIDS epidemic: The extent, nature and circumstances of child-headed households in South Africa**

Meintjes H, Hall K, Marera DH & Boule A 2010  
*AIDS care*, 22(1): 40-49 (in press).

### **Analysing the paradigms: Developmental social welfare and children's right to social services in South Africa**

Dutschke M 2009  
*The Social Work Practitioner-Researcher*, 21(2): 148-165.

### **"A large object with a small museum": A narrative analysis of Tlotlo's experience of an Astronomy Science Center**

Lelliott A & Pendlebury S 2009  
*Curator The Museum Journal*, 52(3): 241-260.

### **Predictors of early first sexual intercourse among adolescents in Cape Town, South Africa**

Mathews C, Aaro LE, Flisher AJ, Mũkoma W, Wubs AG & Schaalma H 2009  
*Health Education Research*, 24(1):1-10.

### **Forest people, two countries and one continent: What empirical connections?**

Ifegbesan A, Pendlebury S & Annegarn H 2009  
*International Research in Geography and Environmental Education*, 18(1), February 2009: 45-56.

## BOOKS

### **Retrieving Teaching: Critical issues in curriculum, pedagogy and learning**

Shalem Y & Pendlebury S (eds) (in press)  
Cape Town: Juta.

### **South African Child Gauge 2008/2009**

Pendlebury S, Lake L & Smith C (eds) 2009

## CHAPTERS IN BOOKS

### **Accommodating Cosmopolitanism**

Pendlebury S (in press)  
In: Kerdeman D (ed) *Philosophy of Education* 2009. Urbana, IL: Philosophy of Education Society.

### **Time for hedgehogs as well as foxes: Some temporal aspects of epistemological access to basic education**

Pendlebury S (in press)  
In: Shalem Y & Pendlebury S (eds) (in press) *Retrieving Teaching: Critical issues in curriculum, pedagogy and learning*. Cape Town: Juta.

### **Children's access to education**

De Lannoy A & Lake L 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Addressing quality through school fees and school funding**

Hall K & Giese S 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Children's access to basic services**

Hall K & Marera DH 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Children's access to housing**

Hall K 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Children's access to social assistance**

Hall K 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Introducing Children Count – Abantwana Babalulekile**

Hall K & Lake L 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Dikwankwetla – Children in Action: Children's participation in the law reform process in South Africa**

Jamieson L & Mũkoma W 2009  
In: Percy-Smith B & Thomas N (eds) *A Handbook of Children and Young People's Participation*. New York: Routledge.

### **Key legislative developments in 2008/2009**

Jamieson L, Hall K & Kassan D 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Special child protective measures in the Children's Act**

Kassan D & Mahery P 2009  
In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

### **Child health: The general context**

Lake L & Marera DH 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Children's right to basic education**

Lake L & Pendlebury S 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **The United Nations Convention on the Rights of the Child: Maintaining its value in international and South African Child Law**

Mahery P 2009

In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

### **Demography of South Africa's children**

Meintjes H & Hall K 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Meaningful access to basic education**

Pendlebury S 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

### **Children's socio-economic rights**

Proudlock P 2009  
In: Boezaart T (ed) *Child Law in South Africa*. Claremont, South Africa: Juta.

### **Schools and communities: Building effective partnership**

Rudolph N 2009  
In: Pendlebury S, Lake L & Smith C (eds) *South African Child Gauge 2008/2009*.

## THESES AND DISSERTATIONS

### **The Social Assistance Act has been interpreted to delegate the decisions on the qualifying age limit and income threshold for the Child Support Grant to two Executive Ministers. Is the delegation constitutional?**

Proudlock P 2009  
Minor dissertation in fulfillment of part of the requirements for the LL.M. in Constitutional and Administrative Law, University of Cape Town.

### **Persona Dolls and anti-bias curriculum practice with young children: A case study of Early Childhood Development teachers**

Smith C 2009  
M Phil dissertation, School of Education, Faculty of Humanities, University of Cape Town. [Supervisor: Pendlebury S]

## CONFERENCE PAPERS/POSTERS

### **Monitoring rights through child-centred indicators: A South African child indicator project**

Hall K 2009  
Presented at the African Child Policy Forum/Childwatch International conference, *Children's Rights at a Crossroads*, Addis Ababa, Ethiopia, 30 November - 2 December 2009.

### **Child indicators and social policy: Bringing children into focus**

Hall K 2009  
Presented at the *2nd International Conference of the International Society of Child Indicators*, Sydney, 4 - 5 November 2009.

**Affinity in the presence of death: HIV/AIDS, courtship and informal marriage in KwaZulu-Natal**

Henderson P 2009

Paper presented at the SANORD seminar, *Gender, Generation and Family Practices*, University of Bodø, University of the Western Cape and University of Malawi, Mont Fleur, Stellenbosch, 23 - 27 November 2009.

**New directions in child and youth research in Africa**

Henderson P 2009

Paper presented at the conference, *New Frontiers in Child and Youth Research in Africa*, Douala, Cameroon, 25 - 27 August 2009.

**Analysis of the 2009/10 budgets of the nine provincial departments of social development: Are the budgets adequate to implement the Children's Act?**

Proudlock P 2009

Presented at the *Biennial Conference of the National Association of Child and Youth Care Workers*, Bloemfontein, 31 June - 2 July 2009.

**An introduction to the Children's Institute proposed short course on children's rights for health practitioners**

Proudlock P 2009

Presented at the *Biennial Conference of the National Association of Child and Youth Care Workers*, Bloemfontein, 31 June - 2 July 2009.

**Introduction to the Social Service Professions' legislation**

Seyisi K 2009

Presented at the *Biennial Conference of the National Association of Child and Youth Care Workers*, Bloemfontein, 31 June - 2 July 2009.

**Children and participation in South Africa: Exploring the landscape**

Bray R, Moses S & Henderson P 2009

Presented at the international seminar, *Theorising Children's Participation: Learning across countries and across disciplines*, Children's Institute, University of Cape Town, 6 - 8 April 2009.

**Innovative research methods in collaboration with children: A critical assessment of 'child participation'**

Henderson P 2009

Presented at the international seminar, *Theorising Children's Participation: Learning across countries and across disciplines*, University of Cape Town, 6 - 8 April 2009.

**Orphans of the AIDS epidemic? The extent, nature and circumstances of child-headed households in South Africa**

Meintjes H, Hall K, Marera D & Boule A 2009

Presented by Hall K at the *4th South African AIDS Conference*, Durban, 31 March - 3 April 2009.

**'Ukugana': Informal marriage and children's rights discourse among 'AIDS orphans' in KwaZulu-Natal, South Africa**

Henderson P 2009

Paper presented at the *Living Rights Symposium*, Institut Universitaire Kurt Bosch, Sion, Switzerland, 19 - 20 January 2009.

**Which resort? The role of residential care for children in the care and treatment of children infected and affected by HIV and AIDS in South Africa**

Moses S, Meintjes H, Berry L & Mampane R 2008

Poster discussion presented at the *XVII International AIDS Conference*, Mexico City, 3 - 8 August 2008.

**OTHER PRESENTATIONS AND LECTURES**

**The Power of the Microphone: Research through child-participatory radio production in rural South Africa**

Meintjes H 2009

Presented by Hall K at the Social Justice and Social Change Research Group symposium, *Children as experts in their own lives: Child inclusive research*, University of Western Sydney, Australia, 3 November 2009.

**Analysis of the 2009/10 budgets of the nine provincial departments of social development: Are the budgets adequate to implement the Children's Act?**

Proudlock P 2009

Presented at a *UNICEF policy expert round-table*, Johannesburg, 29 October 2009.

**What health professionals need to know about children's rights and child law: A short course on children's rights and essential child law for doctors and nurses working in the public health care sector**

Proudlock P 2009

Presented at the *Child Rights Education for Health Professionals project advisory group meeting*, Cape Town, 2 September 2009.

**Global policy, local practice: Institutional care in South Africa**

Meintjes H 2009

Presented at the expert seminar, *Children in formal care – international dialogue, regional experience and local realities*, Stellenbosch, 1 September 2009.

**Corrective ritual, temporality and personhood within a context of HIV/AIDS: The case of KwaZulu-Natal, South Africa**

Henderson P 2009

Presented at the *Sawyer Seminar on Personhood*, University of Cape Town, 5 - 7 August 2009.

**Analysis of the 2009/10 budgets of the nine provincial departments of social development: Are the budgets adequate to implement the Children's Act?**

Proudlock P 2009

Presented at a meeting of trustees of the DG Murray Trust and partner organisations, Durban, 28 July 2009.

**Infants and HIV/AIDS in South Africa: The Fragility of Life**

Moses S 2009

Case study lecture presented to students for the diploma in International Research Ethics (IRENSA), Faculty of Health Science, University of Cape Town, 22 June 2009.

**Children's current socio-economic status in South Africa**

Hall K 2009

Presented at the *Children's Rights in Focus* symposium, Cape Town Holocaust Centre, 17 June 2009.

**An introduction to the Children's Act for health care practitioners**

Proudlock P 2009

Presented at *Phila Impilo! Live Life! Ways to healing, children as partners in health* stakeholder strategy and policy roundtable 2, 26 May 2009.

**Developmental social welfare**

Jamieson L 2009

Presented at the Social Services Practitioners Advocacy Network working group workshop, Johannesburg, 19 - 20 May 2009.

**Analysis of the 2009/10 budgets of the nine provincial departments of social development: Are the budgets adequate to implement the Children's Act?**

Proudlock P 2009

Presented at the Social Services Practitioners Advocacy Network working group workshop, Johannesburg, 19 - 20 May 2009.

**Social Service Professions Bill overview**

Seyisi K 2009

Presented at the Social Services Practitioners Advocacy Network working group workshop, Johannesburg, 19 - 20 May 2009.

**The Power of the Microphone: Producing child-participatory radio programmes in South Africa**

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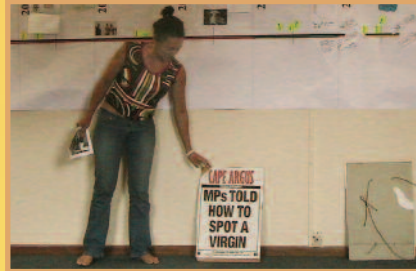
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