GOOD PRACTICES AND
LESSONS LEARNED
ON THE ELIMINATION OF
THE WORST FORMS OF
CHILD LABOUR IN
SOUTH AFRICA

JUNE 2012
GOOD PRACTICES AND LESSONS LEARNED ON THE ELIMINATION OF THE WORST FORMS OF CHILD LABOUR IN SOUTH AFRICA

JUNE 2012

International Programme on the Elimination of Child Labour (IPEC)

International Labour Organization (ILO)
IPEC

ISBN: 978-92-2-126602-0 (print); 978-92-2-126603-7 (Web PDF)
ILO International Programme on the Elimination of Child Labour; ILO DWT for Eastern and Southern Africa child labour / project evaluation / role of ILO / good practices / South Africa R - 13.01.2

ACKNOWLEDGEMENTS

This documentation was compiled by B. Mbambo, Ms. Buji Mbambo from Consulting cc for IPEC, and coordinated by Fransisca Velaphi from IPEC Pretoria South Africa.
B. Mbambo wishes to acknowledge Lungile Mazibuko, Gugu Mthembu, Nonhlanhla Masemola and Boyce Mgcina for their assistance; and Fransisca Velaphi for her guidance and support. Appreciation also goes to the managers, staff, volunteers, parents and children of New Life Centre for Girls and Kids Haven as well as Mr Vigil Seafied from the Department of Labour in South Africa.
Funding for this ILO publication was provided by the United States Department of Labor (Project RAF/08/52/USA).
This publication does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.
The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them. Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.
ILO publications and electronic products can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org or visit our website: www.ilo.org/publns.

Visit our website: www.ilo.org/ipe

Photos: Copyright © International Labour Organization 2012
Photocomposed by IPEC Geneva
No printed version Only available in PDF version
## Table of Contents

Abbreviations ........................................................................................................................................... v

1. Introduction ........................................................................................................................................... 1
   1.1 Introduction ................................................................................................................................... 1
   1.2 About this documentation .............................................................................................................. 1
   1.3 Approach to documentation ............................................................................................................ 2

2. Government actions and enabling legislative/policy environment ......................................................... 3
   2.1 Child Labour Programme of Action (CLPA) .................................................................................. 3
   2.2 Other Government Policies, Legislation and Programmes ............................................................ 5

3. Good Practice Elements during project preparation phase for service delivery ......................................... 7
   3.1 Organisational Information ........................................................................................................... 7
   3.2 Major characteristics of groups of working children ................................................................... 7
   3.3 Key definitions .............................................................................................................................. 9
   3.4 Getting the basics right: Project design ......................................................................................... 10
      3.4.1 Who is the project concerned with? ....................................................................................... 10
      3.4.2 Strategic design and approach ............................................................................................... 12
   3.5 Creating a supportive and enabling environment .......................................................................... 15
   3.6 Human resource considerations .................................................................................................... 18
   3.7 Team approach ............................................................................................................................. 20
   3.8 Organizational efficiency and organizational culture .................................................................... 20
   3.9 Sustainability Planning ................................................................................................................. 21

4. Good Practice Elements in service delivery ............................................................................................ 23
   4.1 Clearly articulated intervention strategy and process flow ........................................................... 23
   4.2 Outreach and awareness-raising ..................................................................................................... 26
   4.3 Child participation .......................................................................................................................... 31
   4.4 Peer education ............................................................................................................................... 32
   4.5 Education ....................................................................................................................................... 34
   4.6 Vocational skills training ................................................................................................................ 36
   4.7 Sibling support ............................................................................................................................... 36
   4.8 Parental Involvement and Support ............................................................................................... 37
   4.9 Use of mentoring and positive role models from the community ............................................... 39
   4.10 A community development and community participation approach ........................................ 41
   4.11 Poverty alleviation ....................................................................................................................... 42
   4.12 Stakeholder involvement and inter-sectoral collaboration ......................................................... 43

5. Tracking, Monitoring and Evaluation ....................................................................................................... 47
   5.1 Direct Beneficiaries Monitoring and Reporting (DBMR) System ................................................ 47
   5.2 Child Labour Monitoring (CLM) ................................................................................................... 48
   5.3 Tracking and monitoring to assess impact .................................................................................... 49

6. Conclusion .............................................................................................................................................. 53
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABET</td>
<td>Adult Basic Education Training</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>BCEA</td>
<td>Basic Conditions of Employment Act</td>
</tr>
<tr>
<td>CBD</td>
<td>Central Business District</td>
</tr>
<tr>
<td>CLM</td>
<td>Child Labour Monitoring</td>
</tr>
<tr>
<td>CLPA</td>
<td>Child Labour Programme of Action</td>
</tr>
<tr>
<td>COSATU</td>
<td>Congress of South African Trade Unions</td>
</tr>
<tr>
<td>CSEC</td>
<td>Commercial Sexual Exploitation of Children</td>
</tr>
<tr>
<td>CUBAC</td>
<td>Children Used by Adults to Commit Crimes</td>
</tr>
<tr>
<td>CYCC</td>
<td>Child and Youth Care Centre</td>
</tr>
<tr>
<td>DBMR</td>
<td>Direct Beneficiary Monitoring and Reporting</td>
</tr>
<tr>
<td>FEDUSA</td>
<td>Federation of Unions of South Africa</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>IA</td>
<td>Implementing Agency</td>
</tr>
<tr>
<td>IDIPA</td>
<td>Impact Dynamic Process Approach</td>
</tr>
<tr>
<td>I.E.C</td>
<td>Information, Education and Communication</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NSNP</td>
<td>National School Nutrition Programme</td>
</tr>
<tr>
<td>QI</td>
<td>Quality Improvement</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
</tr>
<tr>
<td>SAW</td>
<td>Social Auxiliary Worker</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infections</td>
</tr>
<tr>
<td>TECL</td>
<td>Towards the Elimination of Child Labour</td>
</tr>
<tr>
<td>WFCL</td>
<td>Worst Forms of Child Labour</td>
</tr>
</tbody>
</table>
1. Introduction

1.1 Introduction

The ILO’s International Programme on the Elimination of Child Labour (IPEC) project “Towards the Elimination of the Worst Forms of Child Labour – Phase II” (TECL II) builds on the effort and achievements of TECL I Project which supported the Government and partners to lay the foundation for the work to eliminate child labour in South Africa for the period covered by the Child Labour Programme of Action (CLPA) for 2008-2012. The CLPA was to be implemented for the period of 5 years and the second phase will be determined by the end of the year 2011. As part of the project programming and implementation cycle, it is a requirement to document both lessons and good practices. Over the three year period several interventions have been implemented by local partners both at the upstream and downstream level and various lessons have been learned and good practices have been identified. However these have not been systematically documented. For this reason the International Labour Organisation (ILO) in South Africa commissioned a service provider to identify and document good practices and lessons learned with regard to Government action as well as the interventions of two Implementing Agencies (IAs). Such documentation would be helpful in informing future programs and also influence better service delivery aimed at prevention of child labour especially in its worst forms.

The importance of documenting the lessons and good practices identified from this project is to ensure that the good practices are not lost and are used for replication and scaling up in future initiatives. The process of documenting good practices sought to involve both upstream and downstream activities of the implementing agencies, which too were expected to document good practices under their action plans.

1.2 About this documentation

This document is intended to provide practical tools, guidelines and pointers to support the development, generation, management and application of knowledge aimed at:

- Assisting users intending to design and implement activities for:
  - children either already in situations of child labour, especially the worst forms of child labour (WFCL);
  - children vulnerable to or at risk of child labour in all forms; or
  - children withdrawn from child labour.

- Raising awareness about the WFCL.

- Supporting stakeholders and partners to understanding and assume their roles and responsibilities in responding, preventing and addressing the worst forms of child labour and sustaining outcomes in the long term.

- Helping governments and donors in making funding decisions to replicate and scale up good practices.

This documentation has identified elements that might be replicable elsewhere and that could inform project design and implementation of similar projects, sharing stories and
good practices based on the experiences of the Government as well as two organisations in South Africa. These are aimed to help increase understanding of the complexities of responding to the needs of children involved in worst forms of child labour and how to take effective and sustainable actions. The documentation also raises a number of challenges faced by organisations supporting children involved in the worst forms of child labour. It is hoped that by sharing these, organisations implementing or intending to implement similar programmes will think of ways of preventing and addressing such issues in their contexts. The experiences and lessons shared here may not necessarily be relevant to other contexts. Countries have different socio-economic, cultural and political dynamics that may be different from South Africa. However the psycho-social and economic needs of beneficiaries are mostly similar. At the most, other organisations in countries outside can adapt the approaches to suit their needs and contexts but most importantly apply the principles that have helped these organisations to achieve a measure of progress and impact in addressing such a difficult and challenging issue.

1.3 Approach to documentation

The main aim of the assignment was:

- to identify emerging good practices and lessons learned from interventions supported by TECL II for documentation in order to inform future programs replication and scaling up as well as to influence better service delivery aimed at prevention of child labour especially in its worst forms.

In conducting this assignment the service provider performed the following activities:

- reviewed the work done by the project and identified emerging good practices and lessons learned;
- reviewed existing literature from implementing partners, and other TECL II project of support reports;
- conducted desk top review of existing literature on WFCL;
- collected information through individual interviews with key informants from the organisations;
- held focus group discussions with program staff and volunteers;
- conducted telephonic interviews with relevant persons to verify information;
- where possible held group discussions with parents;
- conducted telephonic interviews with selected informants from project partners;
- where possible and appropriate, held informal discussions with children to gauge their views.
2. Government actions and enabling legislative/policy environment

2.1 Child Labour Programme of Action (CLPA)

The purpose of this chapter is to provide an overview of the national legislative and policy environment under which this programme operates. Focus will be on the CLPA as well as other government policies and programmes contributing towards the elimination of child labour in sectors such as education, health and social development. Both the Kids Haven and New Life Centre operate at a micro-level, i.e. they are local level non-governmental organisations addressing the needs of particular communities. At a macro-level, the Government of South Africa has played an important role in creating a conducive policy and legislative environment for child labour programmes.

The Constitution of the Republic of South Africa provides a right-based framework and is the superior law of the country within which children who are victims of all WFCL can find protection. These constitutional mandates were translated into the Child Labour Programme of Action (CLPA); a nation-wide multi-sectoral consultative process which began in 2002. The CLPA was adopted in 2003 and revised in 2006 and 2007. The revised CLPA is referred to as CLPA -2 and it outlines the country’s response to child labour. It is how the country has managed processes around the CLPA which have been identified as good practices.

- It was important for the government of South Africa to own the process. At the Department of Labour a section was created as a seat for child labour issues. Whilst there was donor funds involved, the government did not want it to be a parallel and competing process.
- What government has done to ensure ownership and sustainability of the CLPA was to have it adopted by Cabinet. Cabinet adoption implies accountability to Cabinet.
- Cabinet played its oversight role through the Labour Portfolio Committee which periodically called the Department of Labor to account on progress in the implementation of the CLPA.
- A bi-annual parliamentary monitoring and reporting tool was developed.
- The Department of Labour will be submitting a report to Cabinet at the end of 2012, detailing what has been achieved, what have been challenges, reflecting on peer review as well as mapping out plans to address challenges and emerging issues. This process will assist in strengthening advocacy and lobbying efforts to raise the profile of child labour as well as to obtain the necessary resources.
- Initially the CLPA was drafted in a way to identify social partners and their roles in addressing specific areas of intervention.
- In addition to the social partner approach, the actions were elevated to specific upstream actions that would be adopted by a range of government departments and key partners.
The notion of mainstreaming child labour issues across government departments was introduced. This was in recognition of the fact that when child labour or children’s issues are introduced to other government departments whose core mandate is not direct child protection, it tends to be seen as an “add – on” project. Instead, the child labour mainstreaming approach was to ask each department to consider the integration of child labour issues into ongoing policy and programme activities.

Mainstreaming is also about budgeting. Whilst the Department of Labour used financial resources from TECL 1, it began to budget for its own resources and made submissions to Treasury. This is a big step towards promoting government ownership. It promotes sustainability.

There was a period when the government initiated the process of costing the CLPA but this process was halted in favour of the “child labour reprioritization” and mainstreaming approach. Instead of costing the CLPA as an add-on activity, cost implications were drawn from the costing of the Children’s Act, since most activities in the CPLA were not new, some responses child labour are strategically addressed in responses outlined for the implementation of the Children’s Act.

A national Implementation Committee (IC) was established at national level. Attempts to establish provincial and district child labour ICs were not successful due to the plethora of child protection structures and mechanisms at these levels. The approach recommended was the utilization of existing provincial and district level monitoring mechanisms.

Department of Labour’s advocacy role saw child labour clearly defined in the Children’s Act.

Department of Labour advocated for the inclusion of CUBAC indicators in monitoring tools for the Department of Justice.

A reprioritization tool was designed and used to prioritize water service delivery to benefit children in selected areas where lack of water was affecting children’s school attendance. Municipalities and water service authorities were trained on using this tool to plan for improved water service delivery through the “eyes of a child”.

Sectoral integration was promoted through encouraging Child Labour Inspectors to work alongside police and social service personnel in a bid to...
curb child labour. It should be noted that there are instances where these collaborations do not work well on the ground due to various reasons, but integration is the operational principle.

- The CLPA has cross-cutting indicators which all departments have to report on. The Department of Labour also provided hands-on support to different department to enable them to report on their respective indicators.

- The IC brings together a range of different roleplayers such as government departments, some key non-governmental organisations, some of whom are co-opted whenever there is a need, organized labour, e.g. Congress of South African Trade Unions (COSATU), Federation of Unions of South Africa (FEDUSA), as well as organized business.

**Lessons learned**

Whilst there are still some challenges in implementing and monitoring the CLPA it is important to note that:

- The government ownership of the CLPA is one of the critical successes that have been experienced.

- Strategies must be used to mainstreaming child labour issues as much as possible instead of treating child labour as an add-on issue.

- The monitoring, coordination and reporting on child labour from local to provincial level is critical and therefore cannot be left to chance. The Department or Ministry of Labour has to develop mechanisms to ensure that indicators are clearly communicated and understood at all levels as well as across all sectors.

- The role of Department of Labour in driving the CLPA is critical, therefore the Department has to have adequate financial, human resources as well as planning and monitoring capacity to coordinate this programme effectively and efficiently.

### 2.2 Other Government Policies, Legislation and Programmes

The Children’s Act No. 38 of 2005 provides a clear legal framework in relation to child labour. Child labour, including the WFCL is included in definitions of abuse and exploitation in the Act. In addition the Act contains a specific provision \(^1\)in relation to child labour and exploitation of children. The Act clarifies that children who are victims of child labour may be found to be a child in need of care and protection and provides a number of statutory measures to assist and support them. The Act also provides for the establishment and regulation of a range of prevention, early intervention, therapeutic and support services as well as child care facilities such as drop-in centres, to benefit children involved in all forms of child labour. The Act even provides for statutory interventions for children who are victims of child labour if they live in child-headed households.

---

\(^{1}\) Section 141.
The South African Schools Act No. 84 of 1996 requires parents and caregivers of children to ensure that their children attend school until they turn 15 years of age or complete the ninth grade, whichever comes first. The Act stipulates that parents or guardians who do not ensure that their children are at school, and any other person keeping a child who is subject to compulsory schooling out of school (for example because the child must work) commit an offence in terms of the Act. It further provides for learners to be exempted from the payment of school fees under certain conditions. The Act further contains procedures to waive school fees and procedures to facilitate access to free schooling for the most vulnerable children.² The Department of Education has also, in terms of the Education Laws Amendment Act No. 24 of 2005, identified categories of schools that may not charge school fees. Schools accommodating children for poor communities also offer children meals through the National School Nutrition Programme (NSNP).

The Basic Conditions of Employment Act No. 75 of 1997 (BCEA) addressed the employment of children and prohibits the employment of younger children, within the confined of the South Africa Schools Act mentioned above. Other laws such as the Child Justice Act and the Films and Publication Act provides further protections for children as well as sanctions for people who exploit children through child labour.

Lessons learned

- It is important to invest in the creation of a conducive and enabling legislative environment. Once this has been created, focus should be on ensuring that there is implementation and testing of legislative provisions.
- The testing and implementation takes time, and should be coupled with capacity building for all sectors.
- It also takes time and budgets to mainstream the results of testing and implementation into government systems.
- Government departments should be involved in supporting the implementation of interventions by Implementing Agencies. MOU should be developed to ensure participation, commitment and wide acceptance as well as use of lessons learned from interventions.
- Documentation of lessons learned and tools to facilitate mainstreaming must be developed.

² Sections 39 (4) and 61.
3. Good Practice Elements during project preparation phase for service delivery

3.1 Organisational Information

**Kids Haven**

Kids Haven was established in Benoni in 1992 as a shelter for children living and working on the streets the area. It is registered as a non-profit. It consists of two premises, viz:

- the shelter, bridging school, offices and a nursery school are located in Benoni Central Business District (CBD); and
- the “village”- which is a collection of six houses providing long term accommodation for children, not far from the shelter. Its location in the CBD makes the shelter easily accessible to children in the area. The main shelter was previously a school building and is well-equipped to house the bridging school programme. An early childhood development (ECD) centre is also located in the village.

The organisation’s main objective is to contribute to the elimination of the WFCL in South Africa, especially the commercial sexual exploitation of children through support and expansion of services provided to children involved and vulnerable to Commercial Sexual Exploitation of Children (CSEC) and Children Used by Adults to Commit Crimes (CUBAC).

**New Life Centre for Girls**

The New Life Centre for Girls hereafter referred to as New Life Centre was established in 2005 as an Out-Reach Programme and a Drop in Centre for girls and women who are involved in CSEC and adult commercial sexual activities. The Centre is located at the heart of the City of Johannesburg and its operational areas are notorious for CSEC, drug trafficking and high crime rates. Johannesburg also happens to be the destination for children and women trafficked from neighbouring countries as well as from other provinces in South Africa. It is therefore a melting pot of all kinds of social ills that affect the most vulnerable groups of society, particularly women and children. The organisation has to deal with a lot of unaccompanied and migrant children and young women who are trapped under the control of pimps, with nowhere to go. The main aim of the New Life Centre is to contribute towards progressive elimination of the WFCL in South Africa by supporting the national CLPA in the CSEC and CUBAC sector. The organisation offers outreach, counselling, support and referral services, shelter, drop-in centre activities to children directly involved in, at risk of CSEC and CUBAC, their siblings, parents and caregivers.

3.2 Major characteristics of groups of working children

Both organisations are concerned with children who are victims of the WFCL, i.e. CSEC and CUBAC. These are boys and girls from very poor, broken families with single parent, usually a mother or grandmother heading the household. Others have been identified to come from child-headed households who have no adult support and means for
survival. Most of these children live and work on the streets. Some are children of sex workers and have dropped out of school early. Apart from these children, there are those who join CSEC and CUBAC due to peer pressure as well as the environment within which they live. It is also common to find children with severe conduct disorders who may be at risk of going onto the streets. Usually these children do not fit in mainstream education as the schools are ill-equipped to deal with them. Whilst the majority of the children serviced by both countries are from South Africa, there is quite a significant portion of those who have immigrated or been trafficked from neighbouring countries. Most of these are unaccompanied by adults. Many of these children have been seeking refuge where they can, usually becoming involved in the WFCL in order to survive.

*A typical profile of a child living on the streets that Kids Haven works with:*

- He is a boy around 12 years old.
- He is from a large family in a disadvantaged area and none of the adults in his home are employed.
- Abuse, neglect or poverty is the main reasons why he had to leave his home.
- He is at Grade 3 level but has dropped out of school.
- Washing and parking cars are his principal means of support. Crime and prostitution soon become the main means of support. Survival is his focus.
- He earns R 5 to R 150 per day.
- He would prefer to live on the streets than in an institution.
- He receives no regular medical attention and does not get enough nutrition for his growth and development.
- He may visit his family occasionally and would like to return home if the problems got solved.
- He has suffered abuse on the streets from the public and sometimes the police.
- Sniffing glue, drinking alcohol or taking drugs is his way of escaping from his problems.
- He does not trust adults.
- He would like to have a better life with more love, security and happiness.
- The longer he is on the street, the more chance he has of being involved in crime, showing signs of cognitive and emotional dysfunction and of contracting Aids.
- He will probably spend the rest of his life in prison.

*A typical profile a child that New Life Centre works with:*

- is a girl who could be as young as 11 or 12 years of age up to the age of 18 years;
• has moved to Johannesburg from rural or peripheral areas, hence without solid family support;
• is involved in CSEC without being aware of the abuse. If already involved, is under the control of a pimp or is working through brothels or private houses;
• may be already involved in CSEC for survival or as a result of peer pressure;
• often left alone or neglected by parent or primary caregiver;
• has a mother or primary caregiver who is involved in piece jobs or in the adult sex industry;
• lives with at least one adult caregiver and may be at risk because of poverty in the household;
• is not attending school; if at school has erratic attendance and at risk of dropping out due to poor performance;
• has possibly dropped out of school due to lack of financial means and adult motivation;
• lives in overcrowded and unsafe conditions with a host of other male “uncles” who end up abusing the child and offering her R 10 compensation;
• could be living in a child-headed household;
• has been abandoned or lives on the streets;
• has in some way been affected by HIV and AIDS.

3.3 Key definitions

Child labour

The work of the two organisations documented focuses primarily on the worst forms of child labour. Article 3 of the International Labour Organisation Convention No. 182 defines the worst forms of child labour as:

• all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory recruitment of children for use in armed conflict;
• the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
• the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs;
• work which by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Commercial sexual exploitation of children (CSEC)

CSEC includes prostitution of children, the use of children in the production of pornography and pornographic performances, and other kinds of transactional sex where a
child engages in sexual activities to have basic needs such as food, shelter and other basic necessities met. It also includes forms of transactional sex where abuse of the child is not stopped or reported due to benefits derived from perpetrators. It includes arranged and forced marriages involving children under the age of 18 years. There is also an element of abuse in these acts.

**Children used by adults to commit crimes (CUBAC)**

The term CUBAC refers to adults or other children involving or using children in committing illegal activities such as housebreaking, shoplifting, trafficking, production and selling of drugs.

In the context of project implementation, organisations use the following operational definitions:

**Prevention services:**

Target a child who is below the age of 18, and has one or more of the following high-risk factors:

- a sibling involved in CSEC or CUBAC or other type of worst forms of child labour;
- a parent or caregiver who is involved in commercial sex work;
- is experiencing deliberate neglect;
- is not at school;
- if currently in school could be at high risk of dropping out.

**Removal or withdrawal:**

Included services which:

- are offered to children are removed from risky situations for their safety and protection;
- provide rehabilitation, intensive support and counselling in a shelter; temporary safe care, child and youth care centre, school support and monitoring, family support for reintegration.

### 3.4 Getting the basics right: Project design

One of the keys to successful project design and implementation lies in integrated project design. A project is made up of various pieces which need to be designed to fit seamlessly together to a coherent big picture. If any piece is missing, the picture will be jumbled and this will affect the implementation and achievement of desired objective.

#### 3.4.1 Who is the project concerned with?

Both organisations demonstrated clarity in their definition of the target group. The primary considerations for the target group were:
• children most in need of support;
• children at highest risk;
• the most marginalized and excluded children.

New Life Centre defined its primary targets as:

• girls who find themselves trapped in the commercial sexual exploitation industry in the streets of Johannesburg;
• children who are at risk of abuse and exploitation, who if not attended to can end up involved in CSEC or CUBAC.

The organisation went further to define circumstances that put children at risk and these included orphaned children, children whose parents (or sometimes siblings) are already involved in the commercial sex industry; out of school girls not staying with parents, could be living with boyfriends or strangers.

In order to protect children best, it is important to support parents and caregivers to do their job of protecting and nurturing children. The project will therefore not be complete without a focus on parents as important service beneficiaries. Both organisations documented have added a parenting component to their project. In fact not only are parents or caregivers targeted, but all family members are included.

For Kids Haven beneficiaries are boys and girls under the age of 18 who have been living and working on the streets. Kids Haven will assist and help support children at risk in the community thereby preventing them from starting any forms of child labour; while simultaneously withdrawing other children who are involved in child labour.

Both organisations are concerned with orphaned children because and are fully aware that the scourge of HIV has contributed to children becoming involved in WFCL. The principle is therefore not to discriminate against orphans or HIV positive children, rather will be accessible to the all the children regardless of their background. Children at risk in the community who are suffering abuse or neglect and begin to display severe behaviour problems are also targeted as their behaviour renders them susceptible to WFCL. Another category of children that both organisations are concerned with are migrant and unaccompanied children. These children are at risk of and some are already involved in WFCL. Girls in particular have been found to be involved in CSEC as a result of their migrant status.

**CHILDREN'S ACT NO. 38, 2005**

The Children’s Act No. 38 of 2005, as amended defines a family member in relation to a child to mean:

• a parent of a child;
• any other person who has parental responsibilities and rights in respect of the child;
• a grandparent, brother, sister, uncle, aunt or cousin of the child; or
• any other person with whom the child has developed a significant relationship, based on psychological or emotional attachment, which resembles a family relationship.
Due to the holistic nature of services provided by both organisations, direct beneficiaries of the services are:

- children directly involved in CSEC, including children living and working on the streets;
- siblings of children directly affected;
- parents and/or caregivers;
- whole families.

Indirect beneficiaries are stakeholders and communities where children come from.

### 3.4.2 Strategic design and approach

In order to determine an effective strategy, organisations documented had to answer critical questions to complete a puzzle and these questions included:

- Why are children in the streets?
- Why are they involved in CSEC?
- Why are children involved in CUBAC?
- Why are children not in school?
- Why are their parents not taking care of them?

In answering these “why questions” following the answer with a further question, why? The organizations were able to get to the root cause of the problem. The approach is therefore not superficial, in just trying to address the immediate causes (what seems to be on the surface)...but tries to uncover the underlying and root cause of the situation. This approach enabled the organisations to clarify gaps, challenges, opportunities and threats to project implementation, thus enabling a much more focused strategic design, with clear strategic elements or components to complete the project design picture.

The needs of children involved in the worst forms of child labour are multifaceted and complex. Most often these children have a history of early abuse, exploitation and deliberate neglect. Some have been trafficked for exploitation purposes. Others are migrants, usually at the mercy of their adult abusers or capturers. There are factors that push children as well as those that pull children towards child labour. Underlying and root causes for the phenomenon include: poverty, poor education, family breakdown, alcohol and substance abuse, demand for cheap labour. Non-economic factors that push children to CSEC include past history of abuse, family environment that does not protect children, high levels of family violence, substance abuse, etc. Pull factors include peer pressure, client preference for younger children, particularly in the context of HIV and AIDS. Systems theory illustrate how different systems impact on a child’s life. The child first circle of influence is family, followed by the community and then the broader community. These are called domains and risk factors exist in all these domains. For instance at the family level, risk factors that pull children towards WFCL could be: poverty and unemployment; poor parenting practices, substance abuse, parental or caregiver immoral conduct, domestic...
violence, absence of caring adults or caregivers, etc. At a community level risk factors could include: presence of gangs in the community, high crime, unsafe neighbourhoods, poor or low sense of community (especially with mobile communities which do not foster a sense of belonging), poverty, unemployment and hopelessness. These are just some of the risk factors that have been identified with children involved in the WFCL. Individual risk factors are what children bring in as part of their personal experiences, behaviours, personalities, attitudes, personal beliefs, emotional health, etc. Project design therefore involves an analysis of all these domains of risk factors and obtaining a better understanding of the baggage that children involved in the worst forms of child labour carry. The challenge for the organisations is then to intervene and address risk factors in all these domains so as to create a protective environment for children. The following illustrates the domain of the risk factors:

Diagram 1: Domains of Risk Factors

This risk analysis is helpful in designing appropriate and relevant programmatic interventions. Both organisations have designed a multi-faceted intervention, addressing critical risk factors across all domains that contribute to the worst forms of child labour. Instead of singular intervention focusing on individual risk factors, organisations are offering a range of interlinked interventions which complete the pieces of the puzzle:
**Lessons learned**

- It is important to carry out comprehensive research to support project design and implementation. This will ensure that all the necessary responses to the problems are integrated into project design.

- Implementing project element in isolation will only solve part of the overall problem.

- Education, both formal and informal is a core problematic element in preventing reducing and eliminating the WFCL. For it to be effective it should be accompanied by other elements such as awareness raising and other socio-economic interventions.

- The importance of integrating activities that address the basic needs of beneficiaries such as basic nutrition, health and personal hygiene.

- The importance of addressing the needs of the beneficiaries in a particular location and to ensure that the organisation has the commitment, the capacity, the resources and partnerships to implement the programme.
3.5 Creating a supportive and enabling environment

Before programme implementation, the organisations had to make sure that they had put in place all the essential elements and these included paying attention to:

Staffing arrangements

Once there is organizational clarity on what the project seeks to do, implementing organisations should appoint. From the very outset job descriptions for all staff and volunteers should be drawn up. Employment contract and other related conditions of employment should be clarified. What was learned from the implementation of TCL11 was that employment contracts were of short duration, therefore the organisations had to be very clear and transparent to hired staff and volunteers about the terms of employment. Whilst both organisations are trying to create more long-term and sustainable work opportunities for staff on short contracts, this is not necessarily financially feasible. The key lies in being transparent and ethical, not raising expectations about what may not happen. One of the lessons is to have a long term staffing plan to ensure that there is adequate staff capacity to continue implementing the project after the project has ended. This is not an easy call in view of the funding difficulties that Non-Government Organisations (NGOs) in particular are experiencing. These organisations are mindful of these challenges and are investing in developing staff competencies through intensive training for its staff and volunteers, so that even when they leave the project, at least they have acquired skills that can be useful in other jobs. This remains one of the most difficult areas with no easy solutions.

Administrative arrangements

Projects of this nature have a number of administrative requirements that can be time consuming and require a high level of administrative capacity and competency. These range from organizing a number of meetings with donors and partners, reports that need to be compiled using sometimes different and complex reporting formats. All these activities take time and finances. What has been learned from these organisations is the importance of allocating and preparing dedicated administrative personnel to deal with these. It is not only the capturing of what the project has done but also the follow up activities in terms of impact indicators. These need to be carefully analysed and recorded.

Support and developmental services

The complex nature of child labour, especially the WFCL requires that organisations have access to a wide range of support and developmental services for their beneficiaries. Whilst South Africa has a number of government services such as poverty alleviation programmes, feeding schemes, food parcels, school uniform support programmes, etc. the reality is that these are not always readily available when needed. Organisations therefore included some of these services and supports, such as early childhood development services, after-school care for school going children, vocational skills training and other poverty alleviation related activities.
**Physical infrastructure considerations**

Organisations have to think about physical infrastructure needs for the project. This is very important for new organisations that are considering programmatic interventions such as drop-in centres, shelters, skills development spaces, etc. These should be thought through and properly budgeted for. Key questions to ask at planning phase include: what kind of physical infrastructure is needed? What will be the ideal location for this? For example, Kids Haven has over the years worked on acquiring premises for different programmatic activities and each time a need to add a specific component attention is paid to physical space requirements and plans are made to acquire it before the intervention begins. For this organisations also need to strengthen relationships with critical stakeholders such as businesses and the municipality that controls a wide range of buildings and spaces. The location of the building is another important element to think about. New Life Centre located its shelter for girls away from the inner city. This was done strategically to remove the girls from the streets and places that had been rescued from, for their safety and to give the rehabilitation process some “emotional” space away from it all.

**Institutional arrangements**

Both organisations had put in place institutional arrangements such as project management committees, made up of senior management staff, an appointed Project Coordinator to be responsible for driving the project, financial administrator, to ensure that project finances are handled responsibly and that there is accountability to the donors and relevant partners. Basically organisations put in place all project accountability and facilitating mechanisms for the day-to-day running of the project. Project management plans were put in place, detailing types of monitoring meetings to be held and how often these would be held. Institutional considerations also looked at staff capacity development and any other institutional arrangements including donors and relevant project partners.

**Financial considerations**

All cost implications for the project must be properly analyzed and budgeted for before implementation begins. Keys questions to ask include:

- What are the cost implications for project personnel; including volunteers?
- What activities will be implemented over what period?
- What are the physical infrastructural needs – will there be a need for a new building or renovation of an existing structure?

In fact, budget estimates start from what is known about the problems facing the beneficiary groups, the nature of the operational environment or context and what the organisation want to achieve?
Diagram 3: Considerations for Financial Planning:

Timing

The time given to all the milestones is important. Planning requires time because during this phase entails getting the basic right. It is important that realistic time frames are set and organisations need to work from the same frameworks with their donors. For instance, a project may be given a life span of 18 months from start-up to completion. However, this may not be realistic time frame for projects dealing with complicated issues such as the WFCL. Reasonable time for follow-up must be built into the time frame of the project and time allocated for project result to be properly and adequately assessed.

Diagram 4: Ideal Project Circle
Lesson learned

- A lack of a strong enabling environment is a threat to project implementation. Organisation with weak enabling environments will have to think carefully about project feasibility; they may need to change project design, location or beneficiary groups.

- Unreasonable time allocation for the project cycle may limit achievements of set objectives. Both these organisations were able to deliver services under tight time frames (18 months) because they were already building on existing capacity. Ideally the project should be given at least three (3) years to allow for all the stages of the project cycle to be implemented and properly assessed.

- It is important to have in place an alternative financial plan, for when donor funding does not get allocated at expected intervals, as this affects services delivery and puts beneficiaries at risk. Organisations working with this sector should have a health financial environment.

- Donors must simplify their requirements for funding so that there is no break in service delivery.

- Donors need to also simplify procedures for monitoring, reporting and financial accountability. These must be discussed and workshopped clearly before project implementation commences to avoid any confusion.

3.6 Human resource considerations

Staff training, development and mentoring

Both organisations have invested in staff development and training. This is to ensure that all project staff and volunteers have appropriate qualifications and competencies, i.e. skills, knowledge attitudes and necessary experience to deliver quality services. Kids Haven approach to staff development is that every new staff member, no matter what their academic qualifications are, have to start from the bottom, i.e. do outreach work. This enables them to understand the realities of working with children and communities directly. Staff attends orientation, which helps staff understand their duties and the organizational culture and routine. After this they are placed on probation for at least three months regular in-service training, mentoring, supervision and on-the-field mentoring. Both organisations conduct in-house training and also identify external training resources and expose staff and volunteers to these training opportunities.

There is a big focus on improving knowledge and qualifications on an on-going basis. Staff and volunteers are encouraged to improve their qualifications in areas such as psychosocial support and counselling. Organisations identify training institutions that offer South African Qualifications Authority (SAQA) accredited programmes. They also use existing materials; adapt them for use to train its staff. For instance, Kids Haven is taking its staff to attend the Tlhokomela Psycho-social Training programme which is SAQA accredited, therefore it helps participants obtain points which can be accumulated and credited should
they wish to pursue their careers in this field. The New Life Centre has adapted an Integrated Trauma, Counselling and Coaching Programme for Victim Empowerment, amongst others.

Besides professional skills required for the programmes such as those of social workers, social auxiliary and child care workers, the following basic competencies have been identified for staff and volunteers in these programmes:

- ability to attend client/engage, listen, inspire trust and confidence;
- recording – be able to present to the next person;
- listening – what you hear triggers your own experiences and you must keep those to yourself and not impose on the other person;
- assessment skills;
- knowing your resources and referral mechanisms.

Project managers report that TECL II supported them to run workshops for staff, e.g. to improve counselling skills, assessment skills, etc. These organisations also rely on volunteers whose educational level is generally low. That is why ongoing skills development and support is a critical element throughout all the stages of the project. For those volunteers without matrix, efforts are made to put them through Adult Basic Education Training (ABET). In addition organisations also value direct experience in CSEC. The New Life Centre has recruited most of its staff and volunteers from its beneficiary list. These are people with direct experience so they understand the issues much better; they know how to work with the system; as some of them explained:

“We have had some negative experiences with the health system, so we know how we should treat beneficiaries so that they do not experience what we went through”.

“I know the challenges out there; I can become a social worker...”.

Health and Safety

The operational environment and context for both these programmes is fraught with dangers and risks. The climate in which CSEC occurs is a space infiltrated by gangs, pimps, drug lords and all sorts of perpetrators of extreme forms of violence. Picture this:

(... you are an outreach worker who wants to rescue and remove a girl child from prostitution; to do this you have to compete with (i) a potential client and (2) a pimp who is dangerously guarding his “means of livelihood”, i.e. the girl. You are a threat not only because you want to remove the girl but because you may be bringing law enforcement agents with you.

The New Life Centre uses mainly women as outreach workers, they visit dangerous places, hotels and brothels to recruit and befriend girls. For those who “have been there” they are at risk of being identified by hotel and brothel owners. Sometimes they receive threats and get chased away. Prowling dangerous and dingy sports at any time of the day or night pose real dangers to them. There are no easy solutions to this problem. Organisations use different tactics such as sending their outreach workers in pairs or groups. Where there
is a possibility of removing the girl, male colleagues are often close by to help. This is something that any new organisation working with WFCL has to discuss, develop plans for and most importantly, ensure that they establish very good relationships and partnerships with the local police. Organisations have to figure out how and when to bring in the police so as not to jeopardize the lives of both staff and potential beneficiaries.

3.7 Team approach

The successful implementation of these programmes relies on the team approach. Both organisations have over the years establishes organizational teams that work with a child from reception stage to the point of termination of services. The multi-sectoral teams are made up of a case manager, social worker, social auxiliary worker, field workers and any relevant staff member whose presence and input is critical for service delivery decisions. One important innovation in team work is that any other professional who may be dealing with a child at a particular point in time, e.g. if the child is receiving services from a psychologist, during case discussions or conferences, the psychologist would be a part of the team. If the teacher has any particular input that would help the assessment or decision regarding a particular child, whenever necessary and appropriate, that teacher would also be co-opted to the team. Teams meet frequently for case discussions the norm being at least once a week.

3.8 Organizational efficiency and organizational culture

Both organisations have strong ideological foundations with strong belief and commitment to:

- human rights;
- justice;
- non-discrimination;
- zero tolerance to violence against vulnerable groups;
- equality;
- equity;
- confidentiality – using codes.

Kids Haven has adopted an approach of modelling these values. They explained that the organisation tries to “live” these values before anyone is taken on an orientation programme. How staff members conduct themselves is based on these values. Their model of inculcating these values is the RIPS presented below.
Any new staff member observes the “living values” that are demonstrated in attitude, actions and behaviour of existing staff. As they observe, they begin to see how things are done and internalize these values on a daily basis. They then demonstrate these in their own actions and conduct and receive support in doing so. Support comes in the form of training, orientation on the organizational Code of Conduct and basic mentoring on a daily basis. Values and ethics form part of all conversations, supervision and training activities. In essence the work these organisations do is value-based. Both organisations have Codes of Conduct as well and all staff members are taken through it. Both organisations use codes instead of names of their beneficiaries. They also use their spaces to promote values such as confidentiality, privacy and dignity.

“Our approach is …we want to talk and learn from you not teach you….” New Life Centre for girls.

“Our approach when we enter communities is to ask “how can we help?” We do not come as experts, we do not judge, that is why people open up to us and we are able to reach to the most marginalized communities…” Kids Haven.

3.9 Sustainability Planning

During project design stages consideration should be given to sustainability. It must be built into every aspect of the project. The key questions to answer for project sustainability are:

- What lasting changes will be experienced by the beneficiaries and the community?
- What will this project leave behind after implementation?
- How will changes be maintained post-completion of project?
- What strategic partnerships should be established and maintained to build-on the achievements of the project?
- What other possible sources of funding should be explored?

The experiences of these organisations have highlighted that sustainability is a big challenge. NGOs face massive challenges because the donor environments as well as government policies in South Africa are not completely geared towards helping NGOs
sustain the results of their efforts. In spite of this, Kids Haven and New Life Centre are undertaking a number of efforts to achieve sustainability:

- They create an enabling environment and organizational culture that keeps the staff committed to achieving the objectives of the projects even after project completion.
- They build strong partnerships with stakeholders in the community, civil society and government. Partnership building is coupled with capacity building for stakeholders to ensure that the objectives of the project are gradually mainstreamed into their plans.
- They continuously find ways to mobilize additional resources, cut project expenditure by identifying other sources of project support.
- They exploring income generating activities such as food gardens to supply vegetables to nearby hotels, operating thrift shops, etc.
4. Good Practice Elements in service delivery

4.1 Clearly articulated intervention strategy and process flow

One of the most critical components of successful interventions is a clear project definition or description. All members of the organisations should be able to describe the programme, its aims and objectives and what it seeks to address. Partners and communities should also be clear about the project purpose from the very onset. These organisations have spent time analysing issues pertaining to child labour and what they are capable of doing to address and eliminate it. Both organisations have clearly worked out project processes from the time the child is identified as a suitable. For Kids Haven, there are three (3) levels of intervention, namely:

Diagram 6: Kids haven levels of intervention

- **Pre-care level:**
  - This deals with children in an outreach programme. Children at risk are identified, their families traced and if families’ circumstances are conducive and protective then children are supported to go back home. Families receive support as well to manage and support their children. Children and their siblings benefit from a range of support and referral services. There is a dedicated Pre-care team that works with children at this level.

- **In-care level:**
  - If children need much more intensive intervention and cannot be assisted whilst in the care of their parents (or are even homeless), they are thoroughly assessed by a social worker. Based on the needs identified they are placed in the shelter, or referred for statutory removal to a place of safety, receive counseling, life skills training, family support services are offered to parents and families.

- **After-care level:**
  - This is when children are discharged from in-care and reintegrated with their families. They receive support from the After-care team and these services include school support services and monitoring, family support and other support services that would enable them to stay at home and out of this streets.
Diagram 7: Work flow process for new life centre

Basically the process begins with outreach where potential beneficiaries are identified and invited or recruited to participate in the programme. At this stage an enabling
environment is created to allow participants to experience safety. Information relating to families is collected to allow a thorough assessment of issues that require attention. The focus at this stage is also on safety assessment so that if a child or children are at risk, immediate child protection measures such as removal will be undertaken. Once an assessment has been undertaken a decision, which is based on joint assessment with child, with the participation of a child who is able to base on its developmental and emotional stage, together with a parent or caregiver. The decision is either to enrol a child in the prevention programme. A range of interventions is offered including home visitation, school enrolment and academic support, psycho-social support, enrolment in early childhood development programme, life skills, recreational programmes, etc. The aim at this stage is to support children in their families and prevent them from entering the formal child care system through statutory removals or even ending up in the streets, in CSEC and other WFCL as well as committing crimes.

If a child is placed at a shelter a range of services are offered, including:

- Intensive therapeutic and counselling services.
- Family support services.
- Preparation for reunification and facilitating reunification.
- Education enrolment, school monitoring and support.
- Monitoring – monthly – individualized monitoring based on needs of particular child & family circumstances.

It is important to note that there is no fixed time limit for the delivery of services to children at the shelter. It all depends on the individual needs of each child. However, in terms of the agreed upon ILO and IA timing of reported withdrawals, the child must not be involved in WFCL for at least three months. The organisations offer insights into some of the challenges facing children who have been involved in CSEC and their impact on and implications for service delivery:

- Children who have been involved in CSEC bring with them a range of emotional and psychological scars which take time to heal.
- Having been exposed to a life of independence, with no rules and no structure, makes it difficult for them to live in a structured and controlled environment offered by the shelter. Shelters have to deal with abscondments most of the time.
The shelter does not provide a “5 star” living (e.g. living in hotels, eating at restaurants paid for by clients or themselves) that some of the children may have been used to when involved in CSEC activities.

Just like substance abuse addiction, CSEC is also addictive and to detox a child from the effects of CSEC is difficult.

Many children come from problematic families; reunification with families may take a very long time whilst family issues are being addressed.

What this means is that interventions cannot be confined to just a couple of months. More time and financial resources for programmatic activities should be invested in shelter programmes.

4.2 Outreach and awareness-raising

Both Kids Haven and New Life Centre have a strong and creative outreach component. In fact it is through outreach activities that children involved in the worst forms of child labour are identified. Outreach workers go out to communities, particularly to high risk areas where children are at risk of or are already working and living on the streets or involved in CSEC. Kids Haven has used sports to identify out of school children. They have organised open sporting events deliberately during school hours. That way they were able to identify children who were not in school and living in the streets were either at risk or already involved in some form of child labour. Both organisations conduct outreach activities to schools and to the wider community, thereby reaching out to many other children beyond those who are direct beneficiaries of the programmes. This helps in early identification of at risk children and the creation of safety networks for all children in schools and communities at large.

It was through outreach activities that the organisation identified a community living on a dump site, with a number of undocumented children, abused and neglected children and just squalid and inhumane living conditions that put all children at risk. Outreach workers from New Life Centre targeted vandalized buildings, and identified young homeless girls and out-of-school girls living with older boyfriends. Some of these girls were already involved in CSEC and other was at high risk of getting involved.

Awareness-raising is one of the critical components in efforts to eliminate the worst forms of child labour. It is important that everybody knows about it, possible causes, how the phenomenon presents itself, etc. The goal of awareness-raising is to share information and knowledge in order to appeal to consciousness of society to understand and take action to eliminate these practices. Awareness rising has a value of assisting prevention efforts by educating the public on signs and risk factors; as well as what to do if they encounter children caught up in it. Therefore it serves to detect child labour early so that appropriate actions are taken to protect children.
The value of awareness-raising activities includes:

- Alerting specific groups, children and young people, officials and the general community about the existence of the worst forms of child labour.
- Fostering dialogue, information exchange to improve understanding of the problem.
- Mobilising the communities to take action.
- Bringing about better understanding of the issue thus contributing to attitude and behavioural change.
- Bringing organizations, government departments and other relevant sectors together with the community around a common cause.
- It elevates the profile of the issue of the worst forms of child labour, gives people the language and clarifies misconceptions.

Both organisations have invested a lot of time, energy and resources in awareness raising activities. New Life Centre has had both targeted and general awareness raising campaigns. Targeted campaigns are those that focus on particular groups and sectors to spread information and knowledge about the phenomenon. For instance, specific campaigns were held targeting locations where the commercial sex industry is thriving. These included brothels and some hotels. High risk communities were targeted for these campaigns.

Both organisations have undertaken the following awareness raising activities:

- educational workshops with teachers;
- rallies, street demonstrations;
- anti-begging campaigns to discourage motorists and the public from giving money to children on the streets;
- workshops with children and youth in schools and in the community;
- training workshops with beneficiaries;
- consultative workshops with government departments, religious groups, traditional healers, etc.;
- use of theatre, song, dance and other creative modes;
- door-to-door campaigns and home visits;
- use of T-shirts, posters and other Information, Education and Communication materials (I.E.C) such as brochures describe how to recognize children.
involved in the WFCL and how to withdraw these children and prevent others from becoming involved;

- media campaigns.

**Involving the Private Sector in Outreach Campaigns**

CSEC takes place in many localities including hotels, guest houses, holiday flats, brothels, parent’s homes, clubs and other places of entertainment, unused and dilapidated buildings and other public spaces. It has been noted that hotels are the prime scene of CSEC, accounting for 93.3% of incidences\(^3\). The private sector’s involvement in CSEC whether by commission or omission is a reality that has to be addressed. New Life Centre targets hospitality industries especially hotels as well as the adult sex industry in the city. The aims of the outreach activities are:

- to identify children involved in CSEC;
- to solicit support from adult sex workers to assist in rescuing children trapped in CSEC;
- to educate on health promotion, HIV and AIDS prevention and promote condom use;
- they also solicit support from other workers like security officers, cleaners, etc. to identify children involved in and at risk of CSEC and assist in withdrawal efforts.

The organisation has experienced a number of challenges. Firstly, it is not possible to form effective partnerships with the commercial sex industry. This is because both the NGO and the industry are competing for the ‘same client’. Secondly, children involved in CSEC are often migrant and unaccompanied children who have no other means of support and are at the mercy of their ‘employer’. Therefore, leaving is a dangerous undertaking. Thirdly, the environment is fraught with suspicion and danger for outreach staff from the organisation. Therefore, the removal of a child from CSEC is a struggle.

In order to operate in this difficult context, the organisation had to device the following innovative strategies:

- They designed leaflets talking about the work of the organisation and in that pamphlet there was a little prayer which they used as a point of discussion.
- They will have meetings with managers of brothels and other employees in brothels.
- They would have constant repeatedly visits to befriend managers and staff.
- They would have health talks including HIV and AIDS, Sexually Transmitted Infections (STIs), etc.
- They would bring in both male and female condoms; and respond to requests for more condoms.

\(^3\) The role and Involvement of the Private Sector - CSEC Wold Congress Theme Papers.
They would befriend older sex workers.
They would begin to befriend girls until they are able to have one-on-one discussions with them.
They made all attempts not to appear as a threat: they never talked about the police.
They would identify girls who looked like they needed health care, they would provide health information, offer to accompany them to clinics and give them any necessary support needed.
They used peer educators who had been involved in the commercial sex industry before.

The results were the following:

- with only a few acceptations, most brothel managers began to allow them to visit and talk to girls even if it was for a limited period;
- brothels began to refer girls who were sick;
- girls who needed medical attention were voluntarily withdrawn and referred by the organisation to hospices and other palaces of care;
- adult sex workers began to inform the organisation if there were younger girls less than 18 years involved in CSEC;
- those children, who wanted to be withdrawn, requested for help. Safety plans were drawn for them and they received assistance to leave the industry.

Benefits of outreach services in identifying at risk children

Kids Haven has a number of success stories of how they have identified children to participate and benefit from their programmes. Like the New Life Centre, their outreach activities are filled with creative strategies which only an organisation with deeply ingrained values and integrity amongst its outreach workers can succeed in using. One success story of how outreach workers posed as interested males to rescue young girls from a pub. These three girls agreed to go out with the workers who took them to the shelter. Whilst two girls did not want to stay at the shelter upon discovering that they had been lured into a “protective space” one girl chose to stay and identified received all the benefits of the programme. This goes to show that this particular girl who chose to stay was indeed looking to be rescued and the outreach programme made a big difference to that one particular girl. Although the details and whereabouts of the two other girls are not known, there is no doubt that wherever they are, they know that there is a place that provides care and support to girls that are at risk of or that are trapped in CSEC, that knowledge alone could prove to be useful and empowering to...
them one day. Another case that was identified through outreach benefitted two boys that had been trafficked by relatives from their homes in Lesotho. They were trafficked to stay with their well-off relatives in South Africa and instead of going to school; they had to herd cattle belonging to these relatives. Whilst the relative’s children here enjoying school, these boys were not attending school. When they were rescued, one of the boys had pneumonia because of horrible living and working conditions. He was able to get medical attention which he would not otherwise have received were it not for the outreach team. The boys had to be removed and found to be children in need of care and protection. The intervention by the organisation, together with the police and labour inspectors led to the identification of a third boy aged 15 years. He was looking after livestock of a rich businessman and earning monthly groceries to the value of R50.00 per month. His annual salary of approximately R2 000.00 was to be collected by his mother at the end of the year. No consideration was given to the living conditions of this boy either. This boy was removed from those circumstances. The experiences that the organisation had in dealing with these cases are worth noting. One of the difficulties the organisation experienced whilst working with these boys was an uncooperative formal sector. To get the police and labour inspectors to act, they had to push and physically go with these stakeholders for them to act; otherwise there would be no action. What happened to the perpetrators is still not known because such cases take long to be concluded. These are difficulties that are encountered if there is weak inter-sectoral collaboration at a local level.

**Lessons learned**

- Awareness-raising is not a once off event; it should be carried out in the earlier stages of project implementation and at different stages of the project.
- Children learn more when they are allowed to participate in awareness raising activities with adults. Their sense of responsibility increases and they become positive and much more effective advocates for their peers.
- Use awareness-raising activities to share information and knowledge on available services.
- Use awareness activities to link people with services they need.
- Whilst awareness-raising activities require careful planning, it is important to note that they need not be too expensive. Creative use of street theatre, may be much more effective than a TV documentary, more people can also be reached through this and get the message directly through participation.
- It is important to locate and use local partners such as other NGO’s, churches, schools as well as partners from the formal sector like police and health sector. They have resources and budgets at their disposal to bring to these events. The key lies in joint planning with these sectors early on in the project.
- Organisations have learned to use a non-confrontational approach to make their message heard. A non-confrontational approach helps in creating stronger and effective partnerships which are needed to spread the message of preventing WFCL. This approach has been used effectively to get to parents through home visitation activities.
- Schools are best avenues for awareness raising activities. Teachers and principals interact regularly with children. When they are aware of the risk factors, they are able to identify early those children at risk of being involved in CSEC. They also play a big role in monitoring children’s attendance and progress in school. The information they obtain through outreach activities also help them to be able to ask the right questions that help them identify and monitor affected children.

- Perhaps the most important lesson is that the involvement of other sectors in awareness raising activities is how these sectors begin to mainstream child labour issues into their own activities and messages. For instance, churches begin to spread the word as they better understand the phenomenon. Existing community groups and members of the community at large also begin to be on the look-out for are risk children and cooperate with the organisations to create much more protective and enabling environment for all children.

### 4.3 Child participation

Children are very powerful agents of change. Once they are provided with information on child labour and taught life skills they become aware of their rights as well as their responsibilities. They become confident and are able to report things happening to them, to their friends and to other children. Both these organisations work with mobile communities and therefore, they have had to devise ways of attracting and capturing children’s attention. Kids Haven has a Children’s Forum which meets monthly to discuss issues pertaining to their well-being. These issues are then taken up to management level for further discussions and decisions.

**A note on child participation and children’s forums**

- Effective child participation is when children get the opportunity to share information, experiences, successes and challenges in their lives.
- Effective child participation enhances children’s knowledge about child labour and children’s rights generally.
- Child participation platforms facilitate child-by-child referrals and monitoring as well as self-referrals.
- Ideal child participation forums give children a voice to discuss issues affecting them without adult interference, if adults are there they listen, take note of issues in order to take appropriate actions.
- Child participation should empower children with knowledge, skills, confidence and hope.
- Organisation must invest resources to promote child participation and should seek creative ways for children to express themselves.
- Parents must also be supported to allow children to participate in family matters and major decisions affecting them.

4.4 Peer education

Children and young people are resourceful, creative and no instinctively how to relate to vulnerable groups. Any person who has had a particular experience is usually in a better position to help another person going through a similar experience. This is what peer education is about. It’s about other children, young people or adults teaching, educating and supporting another person of similar or close to similar age, background, experience and social status. The peer education approach is based on a premise that people generally respond and listen to information and counsel that comes from their peers. The New Life Centre model utilizes the peer education model to both prevent and withdraw children from the worst form of child labour. The strength of the model lies in the fact that peer educators are drawn mainly from previous beneficiaries of the project, therefore, “they have walked the talk”.

Peer educators performed the following activities, they:

- teach children about STI, HIV and AIDS, condom use;
- approach and befriend potential beneficiaries;
- conduct community outreach activities;
- conduct follow-up activities with beneficiaries;
- accompany beneficiaries to health and social service points;
- distribute condoms and information leaflets;
- go to unsafe and “no go areas” and identify children who are at risk and refer them to appropriate services.

Success stories from peer educators

“Found a girl from Mpumalanga who was a prostitute in Johannesburg. I befriended her and...
brought her to the New Life Centre for girls. Eventually she got trained as a peer educator. She went back home and today she’s a counsellor at a local clinic in her village.”

“I worked with a 16 year old girl whom I found at a bar waiting for her much older boyfriend. She told me she was homeless and not at school. I took her to New Life Centre and today she’s attending school and out of the streets.”

“I worked with a young girl who was prostitute. After spending time at New Life Centre she obtained a certificate in computer, she’s now employed as a clerk.”

“I had a friend who was involved in CSEC; she was suicidal and was struggling to get a job. She completed her computer training at New Life Centre and today she’s employed as an administrative officer by a church.”

“I helped an 8 year old orphaned boy whom I found in a park looking after other younger children. He was staying with an unemployed uncle and was attending school because the uncle owed the school a lot of money. Through the New Life Centre, we collected old school uniform; the child is now at school, has friends and is no longer after other children.”

“In helping other people, I helped myself. I had no direction in life. I was on drugs; had been to jail. I abused others. After my experience at New Life Centre, I’m a changed person.”

Peer education programmes are usually at much greater risk of coming to an end when the project ends. This is largely due to the fact that there are often no funds to maintain and sustain peer educators in the programme. Because peer educators are usually non-qualified persons, they are always not properly budgeted for yet the value they add to the programme is immeasurable.

New Life Centre is investing in peer educators by exposing them to a series of training programmes and offering them with a lot of support. The organisation is trying to help them upgrade their skills and qualifications. Most of them dropped out of school without a matric certificate. They are then encouraged and supported to go through adult basic education programmes, get training in computers. Those with matric are encouraged to obtain training in social auxiliary work, which is one step in a career path to social work. The organisation is seeking more learnerships so that more peer educators can enrol in the social auxiliary work programme.

Lessons learned

- Peer educators are an invaluable resource but they are not trained therapists, social workers or psychologists. They may have the experience and basic
training but they need a lot of emotional support. It is important to create a supporting environment for peer educators; that provides them with counselling and debriefing support.

- Provide peer educators with ongoing opportunities for education and development; they should be encouraged to upgrade their skills and become qualified counsellors, social workers, etc. That way they become lifelong advocates for the elimination of the WFCL.
- Provide peer educators with financial support through stipends.

4.5 Education

Education is a critical intervention in addressing and eliminating the WFCL. It is actually at the core of service delivery and is one of the key success indicators for both organisations documented. The educational needs of children involved in the worst forms of child labour. Many of them are lagging behind developmentally due to past trauma and deprivation; some have had to drop out of school early and when they are re-enrolled, they are way behind their peers – these and other factors tend to affect their self-esteem negatively and thus their ability to stay and complete school. For these reasons it is important to find innovative and creative ways to support children in schools. For other children it may be too late to attend formal education. Non-formal education and skills training may be the best way for them to attain some kind of educational knowledge and skills they will need to obtain employment and be independent adults.

Both the Kids Haven and the New Life Centre have a very strong education component as part of their programme. Key elements of the educational intervention from both organisations include the following:

- Enrolment in school as soon as possible after joining the programme.
- Providing after school support, focusing on assisting children with their homework, improving reading and spelling.
- Monitoring children’s performance and progress in school through close liaison with teachers.
- Mobilizing the education sector and raising awareness on underlying causes of WFCL as well as the needs of children involved, for a more empathetic and sensitive response towards beneficiaries.
• Involving children and teachers in life skills and other projects aimed at improving the relationship with schools.

• Introducing a “diary system” as a way of improving communication with teachers about the child’s educational progress. This is a two-way communication medium between the organisation and the school.

• Provision of books, school uniform.

• Help with transport to school.

• Development of library services.

**Lessons learned**

• It is not just school enrolment and attendance that is important but the child’s ability to stay at school, enjoy school and succeed in school - that is the ultimate aim.

• Partnerships with the education sector, from top management to classroom level is important – to create an enabling and supportive school environment for children.

• Consistently exposing teachers and other learners to information about child labour reduces stigma for children.

• Involving parents in understanding the importance of education and strategies aimed at helping parents to obtain skills to improve their income in order to cover educational expenses for their children.

• Tap on existing policy programmes such as identifying schools that offer school feeding schemes; schools where children are exempted from paying school fees, etc.

**Right to Education: Prevention & Withdrawal**

• Enabling policy environment: school aware of and implementing laws and policies, e.g. no fees policies, nutrition support, reporting abuses.

• Teacher awareness of child labour.

• Teachers & school commitment to eliminate child labour.

• Classroom monitoring and reporting.

• Feedback mechanisms.

• Joint meetings: teachers, learners, parents, programs.

• Parental or caregiver empowerment to monitor school activities.

• Space for other forms of monitoring, e.g. shadowing learners in class, parent monitoring committees.

• Education support: for child and parents/caregiver.

• Finance - homework support, parental motivation, etc.
4.6 Vocational skills training

Vocational skills training is an important element of the strategies used by both organisations to reduce and prevent WFCL. This is because the majority of children benefiting from the programme have a low level of education. Some dropped out of school very early and cannot go back to the classroom and compete with much younger children in class. A number of these children have developmental challenges and learning problems as a result of past trauma and difficult situations in their personal and family lives. Some have never been encouraged to attend school and therefore do not realise the value of education. One of the challenges that have pushed these organisations to establish their own vocational skills programmes is that the majority of state institutions offering vocational skills training are designed for children who have attained a certain level of formal education. Secondly, both organisations help children who are from outside of the country and therefore do not have the necessary permits to study in South Africa. These children can therefore not access South African training institutions. A range of vocational skills offered include:

- computer training;
- cooking and baking;
- sewing;
- construction;
- plumbing;
- electricity;
- gardening.

4.7 Sibling support

When a child in the family is identified as at risk or is a direct victim of abuse, neglect and exploitation it is common that he or she becomes the primary focus of attention and service delivery to the exclusion of other siblings. This is often dangerous as it leaves other siblings open to abuse but most importantly, they have a range of feelings to deal with on their own. Anything that happens to one child affects siblings as well. They struggle with feelings of guilt for what has happened, wondering if they could have caused it in any way or fear as a result of not knowing if...
they will be subjected to the same experience. Both these organisations are cognizance of the needs of siblings and have designed their programme in such a way that there is focused attention on siblings.

Sibling support is therefore aimed at, amongst others:

- helping siblings deal with their own feelings and emotions around what is happening in the family;
- decrease negative feelings such as anxiety, guilt, stress, feelings of isolation;
- decrease chances of siblings participating in risky behaviour;
- protecting siblings from potential harm, abuse, neglect and exploitation.

Most siblings are dealt with in the prevention programmes such as school and academic support, life skills development, leisure and recreation.

Both organisations have successfully managed to create a positive environment for siblings to deal with their feelings; to communicate better with their families and to better support the affected child. Most importantly are opportunities for siblings to participate in a range of educational and community activities they would otherwise have not participated in were it not for their involvement in the programme.

Services provided at drop-in centres that have been established by both organisations have been very powerful in ensuring that siblings access a range of supports and services.

4.8 Parental Involvement and Support

Parental involvement is one of the pre-requisite for successful prevention and elimination of WFCL. Earlier on in this document reference was made to risk factors in the family domain. Therefore no intervention in the life of the child, no matter how good, can be successful if the risky conditions in the family are not addressed. Ultimately the child belongs with the family. Interventions are ultimately aimed at withdrawing the child form WFCL and reuniting or integrating him or her with the family. Parents have therefore been identified as direct beneficiaries alongside their children.
Most child beneficiaries in both programmes have a parent or parents, caregiver of caregivers experiencing one or more of the following:

- unemployment;
- high stress levels;
- homelessness;
- alcohol and substance abuse;
- involvement in the commercial sex industry;
- HIV and AIDS related challenges;
- lack of family support as most are away from their families;
- have no documentation to enable them to access support services for their children;
- have experienced some form of violence, discrimination and abuse in their lives.

These are complex problems which cannot be solved in a short space of time. Both organisations have found innovative ways to engage and support parents and these include:

- having parent support groups;
- organizing annual family days to improve communication and parent-child relationships;
- skills training – sewing, computer, etc.;
- assisting parents with job placement.

Parents have expressed their appreciation at the support they get. One parent had this to say: “I get a lot of moral support from the New Life Centre – I cannot bring up my kids alone”.

**Lessons learned**

- The involvement of parents has multiple benefits for children.
- The more parents are involved in the programme, the more interested they get in improving their lives as well as those of their children.
- They begin to value education and get worried if their children are not at school – this is evident in a number of requests by parents for their children to be enrolled in

Parents learn vocational skills and are assisted to find employment.
schools.

- Parents become advocates to prevention and elimination of WFCL by spreading the word and encouraging other parents to reach out and approach the organisations for help with their children.
- Parents begin to take care of themselves better due to the support they receive from the programmes.
- They receive life skills and information related to health, HIV and AIDS as well as how to access other social services.
- They become motivated to improve their education and skills and thus enrol in skills educational programmes such as computers, sewing and gardening.
- Some parents have obtained employment as a result of the training they received from the organisations.
- Parents become more involved with their children in a positive and empowering way, which improves the relationship they have with their parents.
- Where parents are cooperative, reunification and reintegration efforts are much more successful, even though this takes time.
- Some parents have reported that as a result of their involvement in the programme, they have learned about their health status and learned to take better care of themselves.
- Parental involvement has also led to some parents withdrawing from the commercial sex industry.
- Being involved in the programme has equipped most parents with skills to manage the behaviour of their children and to develop more confidence on positive parenting. This is a result of parenting skills they receive, role modelling they see on how to behave towards children as well as the support they receive from the organisations.

### 4.9 Use of mentoring and positive role models from the community

Many children especially boys come from family backgrounds that have no fathers or father figures. Research shows that children who have an involved father are more likely to be emotionally secure to have positive social connections with their peers, to be less likely to get into trouble at home, school or in the neighbourhood.

---

Research also shows that a father’s involvement improves educational outcomes for children and this extends into adolescents and young adulthood. Kids Haven has designed an innovative way of connecting boys to male role models. They recruit respected men from the community to mentor boys in the programme. An annual young men event is held and the mentors hold discussions with boys which boosts their self-esteem and their sense of belongingness. This initiative is not only a good example of community participation but is an attempt at mending children’s broken family cycle. At the end of the young men’s mentoring event, a declaration is drawn where the role models commit to an ongoing supportive relationship with the boys.

New Life Centre has also established a mentorship programme for girls. Mentors are recruited from the community and the business sector. These mentors serve as role models, parental figures and provide encouragement support to girls. It is important to note that staff from the ILO in South Africa has also seen the value of mentoring some children from the programme. Organisations reported positive impact of being mentored by ILO staff. The direct involvement of the ILO has helped to bring the ILO as a donor to the level of the organisation and brought them more in touch with the challenges on the ground. This involvement was highly appreciated not just by the children but by the organisation which experienced it. The attachments that have resulted from the mentorship programme have propelled most girls to take care of themselves, to focus on their education and to be positive about their lives in general. Mentoring relationships have long-lasting impacts on children and may in some cases be life-long positive connections for children.
4.10 A community development and community participation approach

The majority of children involved in worst forms of child labour come from high risk communities characterized by unemployment, high illiteracy rate, alcohol and substance abuse, lack of amenities and access to social services, high rates of crime, etc. An innovative approach that has been adopted by these organisations has been to look beyond individual and family risk factors and attempts to address a range of community risk factors because it does not help to support a child and expect the child to do well what he or she goes back to an environment that is not supportive and protective towards the child. Kids Haven demonstrates this approach very clearly by providing a range of community interventions such as:

- community organizing activities – helping communities to talk about issues affecting them, analyse causes and develop action plans in collaboration with local authorities;
- initiating large scale entrepreneurship activities such as community food gardens;
- providing community feeding schemes;
- operating crèches for siblings of children involved in the programme;
- addressing critical issues such as shortage of water and homelessness which contribute to child labour. Whilst the organisation does not have solutions to these problems, it conducts advocacy by bringing to the attention of local authorities the plight of these communities and the negative impact on children.

The following case study from New Life Centre demonstrates the value of community participation in identifying and addressing WFCL. It shows that informed and involved communities and a responsive formal sector can make a difference in efforts to eliminate WFCL.

A child was seen by community members in a doggy building with an older man. Community members noticed that this was not for the first time the child entering that building with men, they alleged that normally men come out quickly living the girl behind. A concerned community member phoned the police immediately when they saw her with the man entering the building on this particular day. The parents of the child are both alive, father working and the mother working as a domestic worker. The family was originally from Zimbabwe. The child was brought to New Life Centre by Police from Yeoville Police Station. The Police saw the man but he managed to run away. At the Police trauma room, the child confessed that the man raped her and he gave her R10.00. She also confessed that it was not for the first time to enter that building with different men.

The child was accompanied by police officials to New Life Centre Drop In Centre from Police Station trauma office. The assessment was done by a Field Worker who was trained on how to assess children who were in such situations. Intake was also done as a result the Child Beneficiary Profile was opened.

The child was taken to the district surgeon for medical intervention; the rape tool kit officer came from the police station and the child was interviewed and the case was opened. She was also booked in for counselling within the clinic before taking some tests, after that she was given medication after examination. The child was placed in a shelter with the consent of the mother who was accompanying the police with an affidavit from Police, a referral letter with child’s documents (birth certificate, school report and medical card) and parent’s documents.
Field workers visited the place where the child used to live, they found out that the house had many rooms where different tenants were staying, and the house was not in good condition, most tenants were men who were unemployed, some had piece jobs such as gardening.

During the visit, Field Workers did not find the mother of the child at home, but they spoke to neighbours, they found out that the perpetrator was one of the tenants. The police were informed and later he was arrested. The community members gave the information to police that other suspects vacated the country and went to Zimbabwe.

Upon admission at the shelter, the child together with her mother was booked for therapy at the Teddy Bear Clinic. The Clinic is one of the partners that the Centre has forged relations with and specializes in offering therapy to abused children. It offers a service that the Centre does not have since it does not have in-house psychologists. The Teddy Bear Clinic also conducted court preparation sessions with the family. The child was enrolled in school and she recovered progressively. The Social Auxiliary Worker with the help of Care workers monitored her sessions and medication.

The child is still at the shelter continuing with her studies. The family has been in therapy, and the court case is progressing well, though her behaviour is on and off like any other child. Monitoring was done in school, checking the progress of the child and attendance which according to the class teacher was good according to the class teacher. The social worker continues to work very closely with the whole family. The child is still doing very well and has also received the study permit. This is one of the cases that illustrate successful withdrawal of the child.

4.11 Poverty alleviation

One of the underlying causes of child labour is poverty. Although this is a bigger issue that requires macro-economic responses, both organisations have demonstrated an acute awareness of the need to address this and have identified a number of poverty alleviation measures to address household poverty. It must be noted that addressing poverty takes time and therefore no massive impact can be achieved in the time that the organisations had for the implementation. The most important thing is that both organisations began to explore different ways with families and partners to address poverty and improve household food security. The following activities were undertaken:

- assistance of parents and children to obtain birth certificates and identity documents in order to access state grants;
- networking with other organisations offering food security measures such as food parcels;
- looking at sustainable initiatives such as skills training for parents and out-of-school children, negotiation with prospective employers for job placements;
- conducting feasibility studies to identify markets, and using these feasibility studies to understand market demands;
- identification of local capacity in terms of vocational skills, as role models for self-reliance and industry, promoting local entrepreneurship.
Lessons learned

- Invest human and financial resources for poverty alleviation initiatives within programme implementation.
- Have clear goals and outcomes linked to poverty alleviation from the planning stages.
- Develop strong networks and partnership with a range of stakeholders, including local municipality. For instance food gardens require land and water. If the municipality is not involved, it may be difficult to obtain arable land and water.
- Poverty alleviation is a long term approach; beneficiaries may be impatient and want to see immediate results, due to their desperate situation.
- Identify strategies to deal with dependency, apathy and lack of cooperation from adult beneficiaries.
- Be knowledgeable about available opportunities for training, credit and financial support to income generating activities.
- Not everyone in the organisation has entrepreneurial capacity, it is not the best use of resources to expect child care workers to do income generation projects, get the right skills from outside and use internal skills where they are needed the most.

4.12 Stakeholder involvement and inter-sectoral collaboration

Because of the complex nature as well as multiple causality of the WFCL, no single organisation or sector can hope to prevent and eliminate it without the active and effective collaboration with other stakeholders. From the very beginning, during project planning phase, it is important to identify key stakeholders, their roles and contribution to the project. What Kids Haven and New Life Centre have done is to ensure that there is one or two stakeholder mobilization focal person from the organisation, whose job it is to reach out and activate networks and supports from these stakeholders. The organisations have invested time in attending stakeholder meetings and forums. It is through these forums that challenges in service delivery are addressed and joint solutions sought to improve service delivery. Stakeholders have also been involved in planning and implementation of a range of activities undertaken such as awareness raising campaigns. Whilst some forums are still in the process of formalizing their relationships and drafting MOU, it is important to note that on a practical level, these stakeholder coordination forums have a number of purposes and should be an integral part of the approach and strategy to prevent and eliminate WFCL. The following are benefits:
• Increased awareness of CSEC among organisations involved.
• Referrals and tracking processes are facilitated and sustained.
• Platforms to share lessons and good practices that can be replicated by other organisations are provided.
• Kids Haven is using these platforms to identify needs of other organisations and share resources at their disposal such as office furniture, information, etc.

Lessons learned

• Both organisations have established strong partnerships with the following:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Referrals to health care for beneficiaries; programme funding</td>
</tr>
<tr>
<td>Education</td>
<td>Promote school enrolment at any time of the year, early identification</td>
</tr>
<tr>
<td></td>
<td>of WFCL, school attendance monitoring for beneficiaries</td>
</tr>
<tr>
<td>Police</td>
<td>• Safety for beneficiaries and staff; assist in urgent removals of</td>
</tr>
<tr>
<td></td>
<td>children, spread message of prevention of CSEC through outreach</td>
</tr>
<tr>
<td></td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td>• Arresting adults using children to commit crimes</td>
</tr>
<tr>
<td></td>
<td>• Conducted raids to stop operation of places using children in CSEC</td>
</tr>
<tr>
<td></td>
<td>activities</td>
</tr>
<tr>
<td>Social workers</td>
<td>Statutory removals of children found to be in need of care and protection</td>
</tr>
<tr>
<td></td>
<td>as a result of child labour and WFCL; provide reunification services</td>
</tr>
<tr>
<td>Local authority</td>
<td>Support with community development efforts</td>
</tr>
<tr>
<td>Media</td>
<td>Spreading the messages promoted through awareness and outreach campaigns</td>
</tr>
<tr>
<td>Churches</td>
<td>Partner with organisations to spread prevention messages; sometimes</td>
</tr>
<tr>
<td></td>
<td>providing resources to support the project</td>
</tr>
<tr>
<td>Traditional leaders and traditional healers</td>
<td>Spreading messages of preventing child labour</td>
</tr>
<tr>
<td>Businesses</td>
<td>Create opportunities for employment of project beneficiaries, including</td>
</tr>
<tr>
<td></td>
<td>parents; mentoring child beneficiaries; support organisations with</td>
</tr>
<tr>
<td></td>
<td>donations</td>
</tr>
<tr>
<td>NGO’s</td>
<td>• Provide shelter, counselling and support services to compliment the</td>
</tr>
<tr>
<td></td>
<td>work of the organisations</td>
</tr>
<tr>
<td></td>
<td>• Accommodate pregnant girls</td>
</tr>
<tr>
<td></td>
<td>• Offer drug and substance abuse programme</td>
</tr>
<tr>
<td></td>
<td>• Provide community based care for those beneficiaries affected by</td>
</tr>
<tr>
<td></td>
<td>HIV and AIDS</td>
</tr>
<tr>
<td>Communities</td>
<td>Become the eyes and ears of the community, identifying and reporting</td>
</tr>
<tr>
<td></td>
<td>children deemed to be at risk of child labour</td>
</tr>
<tr>
<td>Parents and families</td>
<td>Not just as beneficiaries but as advocates for the elimination of child</td>
</tr>
<tr>
<td></td>
<td>labour. Once aware of the impact of child labour on children, they help</td>
</tr>
<tr>
<td></td>
<td>other parents and spread word in the community</td>
</tr>
<tr>
<td>Children and young people</td>
<td>With more awareness and support, they monitor other children in their</td>
</tr>
<tr>
<td></td>
<td>communities, they report and bring others to receive services from the</td>
</tr>
<tr>
<td></td>
<td>organisations, they become better advocates as children and young</td>
</tr>
<tr>
<td></td>
<td>people tend to listen more to their peers</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Benefits</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provincial governments</td>
<td>For funding – though this has been a difficult area due to funding policies of government departments when it comes to NGOs</td>
</tr>
<tr>
<td>Universities</td>
<td>Student support for counselling services to beneficiaries.</td>
</tr>
<tr>
<td>Home Affairs</td>
<td>Assist children and women beneficiaries with birth certificates and identity documents</td>
</tr>
<tr>
<td>Department of Social development</td>
<td>Help with registration of shelters as well as funding support (though this has been difficult for one of the organisations)</td>
</tr>
</tbody>
</table>
| International Organisations such as ILO, IOM, etc. | • Tracing, repatriation and reunification of children from other countries with their families  
• Funding for innovations                         |
5. Tracking, Monitoring and Evaluation

5.1 Direct Beneficiaries Monitoring and Reporting (DBMR) System

As a result of TECL II, both organisations have strengthened their monitoring systems which provide a very strong foundation for tracking and tracing as well as general project monitoring and evaluation. Both organisations have employed a dedicated staff member to be responsible for the management of the DBMR systems. A range of tools are used to develop individual beneficiary and family profiles, ensuring that each and every beneficiary has a full the information that is needed to determine the circumstances and background of the beneficiary. The profiles are useful in that they provide baseline information against which progress and tracing can be conducted. The process of creating beneficiary profiles is quite intense in that at every stage, from assessment:

- Critical background information is obtained and this includes beneficiary biodata family circumstances, health status and any possible health risks, information related to education as well as details of the type of WFCL that the child is involved in or at risk of.
- This information together with the type of services and supports suitable for that child is filled in the necessary forms.
- Every team member who is involved in service delivery immediately submits process notes detailing the nature of services provided as well as outcomes. This enables the whole team to conduct evaluate the services and develop a joint plan for the next actions.
- Accessibility of information is critical so that every team member is able to follow up on what has been decided.
- Whilst a lot of progress and process notes are captured on paper, these organisations are serious about capturing information electronically.
- Kids Haven is in a process of developing an intensive confidential electronic data maintenance system that provided not only profiles of children but tracks where they are even when they have been withdrawn from the project. At the click of the button, it is possible to find who has performed what type of service, when and with what results, with each beneficiary.
- Beneficiary confidentiality is maintained through the use of codes.

The tools that are used as part of the DBMR systems include:

- Child beneficiary profile form: this form is used to collect information on the child, the child situation and basic family conditions. Details of the child’s involvement in child labour and a child’s education status is reflected. This helps the IA determine what the child is targeted for (removal, protection or prevention). This information helps the IA to make informed and assessment-based decision on the nature of services required.
• **Family profile form:** this form provides full details of the family as well as the family circumstances. It is also used to identify family risk factors as well as the needs of other siblings in the family.

• **Beneficiary monitoring form:** this form is used to collect and record information on the progress of service delivery. It is used for monitoring and is designed in such a way that each monitoring report builds on the achievements of the previous intervention.

• Child beneficiary aggregate list.

• IA data verification form.

• IA DBMR aggregate report.

A review of project records and discussion with staff revealed that improved reporting is one of the achievements of this project. Although it is time consuming, it is easy to see its value when there is readily available information on impact of programme on each beneficiary.

### 5.2 Child Labour Monitoring (CLM)

Once service delivery commences, Child Labour Monitoring (CLM) activities were conducted with the aim of ensuring that children are safe from exploitation in their homes, schools and communities. What has worked for these organisations is that conducting monitoring activities at regular intervals, through close, repeated and direct observation. CLM activities have been designed in such a way that they are planned and well-coordinated, they do not happen by chance. Regular team meetings and supervision sessions are held for each beneficiary to determine exactly what services have been delivered and expected impact. This is immediately followed to ensure that there is immediate feedback on progress and impact. Such direct and regular follow-up and observation seeks to establish each beneficiary’s functioning in the key domains that were discussed in Chapter 2, with risk factors, i.e. at individual level, home or family and community, which includes peer relations and school. Monitoring and tracking of beneficiaries took place in homes, schools and communities. Both organisations ensured a consistent visibility through its staff at all these levels. Another strategy adopted by these organisations entailed “mapping out” potential high risk areas such as dingy and unused buildings, bridges and other creative means such as providing soup kitchen and engaging children in sports. This not only heightened community awareness but ensured that the organisations keep tabs on the movement of the children at all times. Monitoring and tracking for both organisations were provided by staff involved directly in offering services and supports to beneficiaries.

Another level of monitoring was evident with the schools that have partnered with the organisation by enrolling children who are direct beneficiaries of the project. The relationship that the organisations have with these schools is so good that there is open communication and feedback mechanisms have been put in place to allow regular information exchanges.
Those parents and caregivers who have been open to services and supports offered by the organisation have also proved to be effective tracking and monitoring agents for their children. They are able to report to the organisations any changes or challenges they experience and observe in their children. The fact that the organizations have created this open, non-judgmental and supporting climate for parents can be attributed to parental involvement in tracking and monitoring. More parental involvement should be explored in the future, for instance, parents can occasionally go to schools themselves to monitor their children’s attendance and obtain direct feedback on their children’s performance. Whilst there was no evidence of structured community monitoring structures such as Community Child Labour Monitoring Committees, there was no doubt that the outreach activities that both organisations conduct as well as the developmental approach adopted is yielding positive results. Community members are able to identify and report cases of child labour that they come across.

In many cases the inter-sectoral networks have proved successful in providing a platform to identify and track beneficiaries. Police are also a critical stakeholder in tracking children but for both organisations the responsibility for tracking has fallen primarily on the project staff, through their outreach and field workers. However this situation may improve as communities change their attitudes and behaviours, which is a long term process.

5.3 Tracking and monitoring to assess impact

Project tracking (“impact assessment”) is different from project monitoring and evaluation, which looks at overall project performance, i.e. the degree to which it achieved its intended targets. Whilst both organisations had set targets and indicators in their project conception plans, how they both reflected on the impact had less to do with numbers and targets than the changes observed as a result of their interventions. To the question of whether the targets were reached, both organisations pointed out that whilst numbers are important, they should not be the primary focus in reflecting programme achievements. Focusing on numbers tends to draw away attention from quality as organisations try to satisfy donor requirements in terms of targets. This becomes very problematic when the project has a relatively shorter life span.

In conducting this documentation the service provider asked the following impact questions:

- What changed?
- For whom were those changes?
- How significant were those changes?
- Will these changes last?
- In what ways did the organisation contribute to those changes?

It was through asking such questions that the focus moved from numbers and targets to quality and impact of interventions. A reflection on case studies revealed that changes were observed for the majority of children in the following areas:
- Children especially in the area of school enrolment, attendance and even improved performance. There were stories of children whose attitudes towards schools had changed for the better. This was a result of a range of supports, including academic support offered by the programmes, teacher support and involvement and parental attitudes towards the importance of education.

- Community and stakeholder attitude change as a result of increased awareness of child labour. WFCL such as CSEC are no longer taboo subjects, they are discussed openly in different forums.

- Improved collaborations at local level that facilitate improved access by beneficiaries to a range of support services. Importantly is how the stakeholders complement and support one another instead of competing for clients.

- Improved access to resources such as state child support grants for those parents and children who had been helped to obtain the necessary documents were also evident.

It is not easy to assess whether the projects have had an impact on reducing the number of children in the streets or those involved in CSEC or CUBAC. The reason for this is that in order to achieve this, there has to be an enabling environment that ensures that organisations such as this receive the necessary financial and other resources to achieve this. It was also found that as much as these organisations are doing their best, the key government departments such as Social Development has not integrated child labour indicators in its provincial plans. In the absence of clear baseline data it is also difficult to ascertain the degree to which this has been achieved. This challenge is compounded by the ever rising challenge of poverty as the communities serviced are highly mobile. It is only through ongoing, consistent and innovative holistic approaches that lasting changes in attitudes, behaviour and skills can be seen. Kids Haven is particularly looking at tracking all its past beneficiaries and documenting where they are in their lives. They are using technology in the form of Facebook and other mediums to connect previous beneficiaries. They are also organizing an annual get-together for those beneficiaries they can track. This will give them a very good indication of the impact their programme is having on the lives of beneficiaries. Even though some of the success stories from both organisations involve previous beneficiaries that received services before TECL II, it is difficult to ignore the impact of the programme when there is living evidence of:

- Children who used to live and work on the streets but are now stable, economically independent with families, still referring to the organisation as its home.

- Previous beneficiaries are now working as peer educators and field workers, having successfully turned their lives around for the better.

- Children who reportedly have a new purpose in life, whose sense of self-worth, confidence and resiliency has increased as a result of being successfully supported and mentored by the organisations.
Parents who have turned their lives around and learned to protect their children better than before, are economically engaged in productive work as a result of the efforts of the organisations.

Community members who are actively on the lookout for children at risk and reporting them to these organisations.

Both organisations did not conduct any external or independent research to assess the impact of the programme. This could be as a result of the short time frame given to this project. However, they both developed strong internal monitoring and evaluation mechanisms, with the involvement of beneficiaries and other significant partners. Clearly these organisations have developed confidence in self-monitoring and assessment skills.

One of the factors that have contributed to successes in the area of tracking and monitoring is said to be the direct and supportive involvement of the funder. The fact that the funder did not just dish out money but got involved in asking the right questions, helped the organisations to better articulate the impact they are achieving on the beneficiaries.

Adherence to Quality Improvement (QI) principles is also regarded to have been another critical success factor in these programmes. QI begins with a clear articulation of objectives, targets, definition of success factors, e.g. before implementation began, programme outcomes and conditions and timing of reporting, prevention and withdrawal were clearly defined. Training of staff in the management of DBMR was a pre-requisite. The third factor the contributed to QI was a built-in verification system. Data captured on beneficiary profile forms was verified on-site by IA supervisors before the DBMR aggregate report was submitted to the funder. The verification process in very intense and detailed in that the child has to be interviewed. Other sources of information during the verification stage include siblings of beneficiaries, teachers, neighbours, social workers and staff members responsible for service delivery. In order to improve the quality of services, Kids Haven, has also developed minimum standards for different levels and types of innervations from intake to aftercare.

Lessons learned

- Tracking, data collecting and CLM cannot be left to chance, they have to be thought through as early as project inception and organisations should invest resources to make sure that they are performed effectively.

- It is important to have a dedicated staff member to be responsible for capturing, coordinating the data collection process for uniformity. This person should also possess good analytical skills. Both organisations have demonstrated the importance of having a dedicated DBMR focal person, who coordinated profiles and makes sure that all beneficiary profiles are compiled, validated and updated.

- In addition to the skills and competencies of the focal person, it is important that all team members be equipped with recording and analytical skills in order to capture usable information.
• It is important to put in place internal information verification process that ensures the credibility of all information captured.

• Effective monitoring requires that organisations develop trusting relationships with families and communities. This is an important condition and requires organisations to be patient, consistent, understanding and sensitive in how they communicate and solicit support. School-based monitoring proved to be a critical source of monitoring but the reality is that teachers are overwhelmed with their own demands and responsibilities. They usually regard these types of activities as additional to what they have to do. Therefore it is important for organisations to link project outcomes to educational outcomes that make sense to teachers. Lessons learned is that it takes time to forge these partnerships that facilitate effective monitoring.

• A hands-on and partnership approach by the donor to project implementation tracking, impact assessment, monitoring and evaluation goes a long way to helping organisations plan, manage and monitor the impact of their services.

• The good work and achievements that these organisations attain through these activities are lost to government if there are no clear national indicators and national monitoring framework to feed into. Whilst this valuable information and profiles have been communicated to the ILO, there are no indications that they are being integrated and utilized by government both at provincial and national levels. This is something to address when replicating these models.
6. Conclusion

To conclude, this good practice documentation has attempted to highlight key features in programmes implemented by the two IAs, linked to the following good practice elements or qualities.

Innovation and creativity

This refers to the degree to which the strategies and approaches used were different and interesting. Both organisations are non-governmental organisations with limited funding to address multiple problems experienced by children involved in WFCL. For this reason, organisations have had to come up with creative ideas and innovative strategies using the resources at their disposal. The most important aspect was the use of the “business un-usual” approach, adopting creative strategies to identify children, to build community relations and to withdraw children from child labour.

Effectiveness and impact

These elements seek to determine if there is practical qualifiable and quantifiable evidence that the strategy has made a difference. In this instance, the effectiveness of interventions was gauged from reported behavioural and attitudinal changes as well as knowledge and skills acquisition for beneficiaries. The monitoring and tracking of project beneficiaries demonstrate that to a large degree there has been a positive impact on the lives of children. The key indicator for the organisations is school enrolment and withdrawal of children from WFCL. Whilst there have been unsuccessful attempts at prevention and withdrawal, these have not been surpassed by success stories. Importantly, the impact has not been felt by children only, it has been systemic in the sense that children, their siblings, families and communities have also benefitted.

Relevance and responsiveness

This refers to the degree to which the interventions address the needs of the beneficiaries. The relevance of the programmes was seen at two levels. Firstly, both organisations applied responded to the particular needs of beneficiaries and thus avoided a “one-size-fits-all” approach to programme implementation. Secondly both organisations were found to be using strategies and approaches that contribute, either directly or indirectly to global actions against child labour and in particular, the WFCL.

Replicability

Refers to the degree to which strategies and approaches used can be applied to different settings and situations. There is no doubt that responding to the WFCL requires a much more intense, comprehensive and integrated approach. The intervention strategies that these organisations are implementing can be replicated with other children deemed to be in need of care and protection. The underlying intervention principles, unique strategies, management and monitoring systems and partnerships are applicable to different settings.
**Sustainability**

The real test of sustainability is the degree to which government institutionalizes successes and achievements of the projects. Both organisations attempted to use available resources, focused their energies on capacity building and innovatively used programme beneficiaries to implement the programme. However, sustainability is also linked to availability of funding, ongoing sensitization and motivation of all stakeholders and in. Both organisations are largely dependent on donor funding which is not sustainable in the long – term. This is very important because both organisations work with highly mobile communities. Until the government of South Africa recognizes and integrates some of the approaches developed through these programmes, it will be difficult to sustain and even replicate some of the good practices identified. The mainstreaming of some approaches, mechanisms and tools (e.g. DBRM mechanisms) into government sectors such as health, education and social development, will help in sustaining some good practices. Supporting local ownership of the programme is another strategy to ensure sustainability. This again requires stronger networking and partnership with local level government systems such as the local municipality. Building strong local level monitoring systems will also help sustain the impact of the strategies.

**Efficiency**

This relates to the utilization of available resources for maximum impact. In implementing the programmes, both organisations managed to utilize and stretch their available resources to achieve the maximum impact. To achieve this they utilized the partnerships strategically, they developed internal capacity to implement and monitor thus reducing the need for external support.

**Ethical**

No practices were identified to be in conflict with national and international frameworks. In fact the programme approaches and strategies were found to be breathing life to the Children’s Act. These organisations adhere to norms and standards for programmes and practices as prescribed by the Children’s Act.

**The following areas have been identified for improvement:**

- Child participation.
- Inter-sectoral and coordinated monitoring.
- Inter-sectoral synergy in reporting on child labour indicators across.
- Funding and resource mobilization.
- Promotion of the local ownership.
- Political involvement at local level.
- Mainstreaming WFCL into programmes of other departments.
- Strengthen the poverty alleviation and household food security measures.
Overall lessons learned demonstrate the following:

These organisations have demonstrated the importance of programme design, the use of the logical framework in project management, monitoring and evaluation to ensure effective and efficient use of resources. Both the programmes have paid particular attention to skills development for staff and volunteers, continuity of employment for volunteers as well as the creation of supportive environment. The programmes have also demonstrated that community level mobilization is an effective strategy to reach-out and identify children at most risk. Every success or failure presents and opportunity that is used to improve programme practice and management.

Finally, projects like these are an unrecognized investment in human capital for the country. The full extent of the impact is immeasurable. This was captured by volunteers at the New Life Centre when they reflected on their journeys whilst helping others through the process. The Impact Dynamic Process Approach (IDPA) is a concept they have developed to reflect how being involved in the project has changed their lives. IDPA reflects how inner change has been achieved through patients, commitment and perseverance. These changes have a high impact on the functioning of the volunteers. This process has instilled in them the love to serve others, the desire to change their lives, to be better persons every day and to be passionate about life.
GOOD PRACTICES AND LESSONS LEARNED ON THE ELIMINATION OF THE WORST FORMS OF CHILD LABOUR IN SOUTH AFRICA

JUNE 2012