



# **Educational aspects of the TEC pilot projects on CSEC / CT, CUB and water hauling**

**and the overall link with the Main  
Education project**

December 2005

**TECL Programme**



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# Educational aspects of the TECL pilot projects on CSEC / CT, CUBAC and water hauling and the overall link with the Main Education project

TECL strategy document for discussion with IPEC, 6 December 2005

## CONTENTS

Educational aspects of the TECL pilot projects on CSEC / CT, CUBAC and water hauling and the overall link with the Main Education project	i i
1 Overview	1
2 CSEC and CT pilot projects	3
2.1 Implementing strategy: CSEC and CT pilot projects	3
2.2 Educational elements of CSEC and CT pilot projects	3
2.2.1 Element 1: Implementation of action programmes in Gauteng	3
2.2.2 Element 2: Capacity building project	4
2.2.3 Element 3: Life skills training	5
2.2.4 Element 4: Designing an educational strategy	5
2.2.5 Element 5: National educational pilot projects	5
3 CUBAC Project	5
3.1 Implementation strategy of CUBAC pilot projects	5
3.2 Educational elements of CUBAC pilot projects	6
3.2.1 Element 1: Direct educational responsibilities of IAs	6
3.2.2 Element 2: Capacity building project	7
3.2.3 Element 3: National educational pilot projects	7
4 Water pilot project	7
4.1 Implementation Strategy of the Water Pilot Project	7
4.2 Educational elements of the Water pilot project	8
4.2.1 Element 1: Facilitating school attendance and achievement	8
4.2.2 Element 2: Educational prevention activities	8
4.2.3 Element 3: National educational pilot projects	8
5 Education Pilot Project	9
5.1 The broader context of the project	9
5.2 The purpose of the Education Pilot	10
5.3 Elements of the programme	11
5.4 Link between the Education pilot project and the other pilot projects	11
Annexure: Detailed background to pilot projects	13
1 Background to CSEC / CT pilot projects	13
1.1 Projects contributing to the framework on CSEC / CT interventions	13
1.1.1 Situation Analysis	13
1.1.2 Design of Action Programme in Gauteng province	13
1.1.3 Situation analysis in four provinces	13
1.2 Future / parallel CSEC / CT projects	14
1.2.1 Further issue specific research	14
1.2.2 Design of further AP (outside of Gauteng)	14
1.2.3 Implementation of APs outside of Gauteng	14
2 Background to the CUBAC pilot projects	14
2.1 Prevention, removal and rehabilitation in CUBAC projects	14
2.1.1 Prevention	14
2.1.2 Withdrawal	15
2.1.3 Rehabilitation	15
2.2 Basic interventions	15

# 1 Overview

TECL runs various *pilot projects* addressing certain worst forms of child labour (WFCL) and other priority forms of child work. The term 'pilot projects' is used in this regard since this is what the South African Child Labour Programme of Action<sup>1</sup> (CLPA) uses, and it is these pilot projects that TECL has to implement in terms of its project document. In ordinary IPEC parlance these pilot projects are usually referred to as *action programmes*.

Questions have been raised by IPEC HQ staff regarding the educational component of these pilots. This document sets out the TECL strategy, drafted in response to these comments, but also takes into consideration the approach taken in the Child Labour Programme of Action and the design issues raised by the consultants who have been involved in the pilot project design.

The following **background factors** were taken into consideration in devising the TECL education strategy:

- The main point of departure of the Child Labour Programme of Action, and therefore of the TECL programme, is that anything done in the pilots should as far as possible be conceptualised as a mainstreamed activity or activity that could in the future be mainstreamed. Therefore a project-specific strategy is generally avoided, unless it is to learn from direct experience, after which attempts will be made to mainstream the strategy into broader programmes (usually of government).
- The activities should directly relate to the circumstances that exist and opportunities that arise in the South African context.
- Instances of WFCL and child labour in the formal sector are believed to be relatively few and far between in South Africa. Also, instances are geographically widespread and strategies need to take this into account.
- There may be serious difficulties in getting children who have missed a lot of school back into mainstream education difficulties to mainstream schooling for children who have missed a lot of schooling, since the South African schooling system at present does not have mechanisms addressing this.
- Youth and adult unemployment is very high. Therefore there is a significant chance that skills training will not directly lead someone to a job, irrespective of how carefully types of skills training are selected.
- School enrolment figures in South Africa are quite high: more than 90% of all school-age children under 15 years old are reported to be enrolled. The potential target group for education-related strategies is therefore relatively small.
- The general TECL strategy is therefore to focus on broader support strategies, to fit the specific circumstances, of which education is only one.
- Regarding educational strategies, each child withdrawn or prevented from worst forms of child labour needs independent assessment from an educational perspective, and need appropriate strategies identified that addresses that individual child's abilities and needs. Therefore a one-size-fits-all educational programme is inappropriate.
- Many children involved in Commercial Sexual Exploitation of Children (CSEC) have HIV/AIDS and may not have substantial prospects for survival for many years.

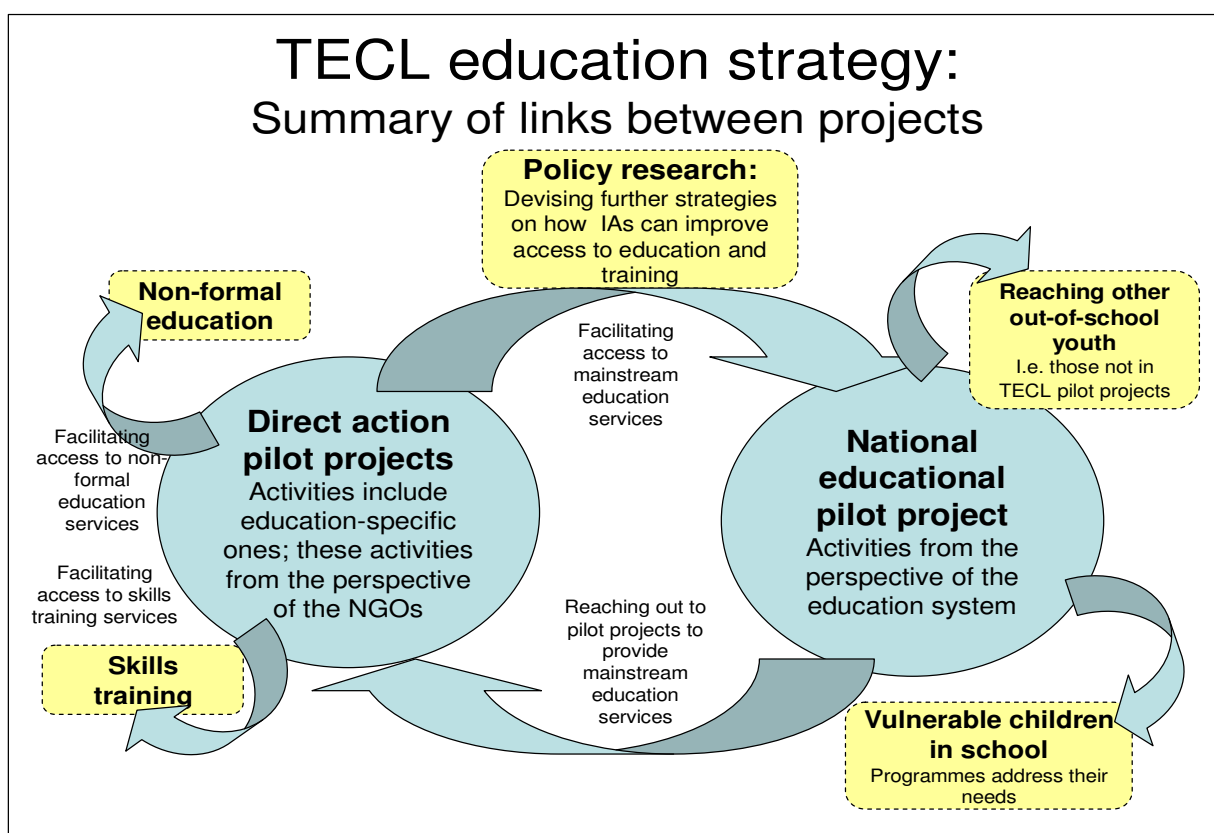
Since the TECL programme values the role of education in the prevention of child labour it made provision within each of its pilot projects for identifying the educational needs of children involved in or at risk of child labour and linking them up to appropriate educational institutions.

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<sup>1</sup> Prior to February 2006, this document was referred to as the Child Labour Action Programme or CLAP.

The **main programme strategy** was devised to include the following, as shown in **Error! Reference source not found.**:

- Direct pilot projects addressing CSEC, Child Trafficking (CT), Children Used by Adults to Commit Crime (CUBAC) or water hauling, described in par. 2 to 4) include education-specific activities, related to the individual needs and capacity of beneficiary children. These would involve:
  - Linking with mainstream education providers (government schools etc),
  - Linking with non-formal education providers,
  - Linking with providers of skills training.
- The national education pilot projects (described in par. 5). These would include:
  - Counter-linking with the direct pilot projects regarding children to be mainstreamed into ordinary schools.
  - Reaching out to other categories of out-of-school children and youth, ie children of school-going age who are not attending school.
  - Mechanisms to identify and address the difficulties of vulnerable children still at school (where their vulnerability may lead to their dropping out of school or into detrimental child labour).



Suggested way forward:

- Engagement between IPEC HQ specialists and the TECL strategy on education, based on this document, to bring earlier discussions to a conclusion.

- Very focused and direct comments on suggested areas of improvements. It is difficult to identify what specifically you want us to reconsider if you refer us to a wide range of large documents, as has happened in many of the generalised comments received to date.
- TECL to finalise pilot projects urgently, taking into consideration the discussion during the teleconference.

## **2 CSEC and CT pilot projects**

### ***2.1 Implementing strategy: CSEC and CT pilot projects***

Six action programmes (or APs) involving direct intervention will be implemented with NGO partners in Gauteng. All of the implementing agencies (IAs) are directly assisting children involved in or at risk of CSEC / CT.

The overall strategy of the CSEC/CT APs is to improve and increase the assistance provided to children involved in or at risk of CSEC/CT, and in particular to improve the preventive activities and strengthen the educational rehabilitation offered to those children.

An important element in the strategy is to build stronger links between the IAs and the government structures which are supposed to support and assist the IAs in their work with vulnerable children. The TECL programmes have therefore provided for this and for lessons and good practices to be fed back into national and local government structures to improve the assistance given to such children through their policies and programmes.

The following is a description and status of the TECL pilot projects on CSEC / CT emphasising the educational elements:

### ***2.2 Educational elements of CSEC and CT pilot projects***

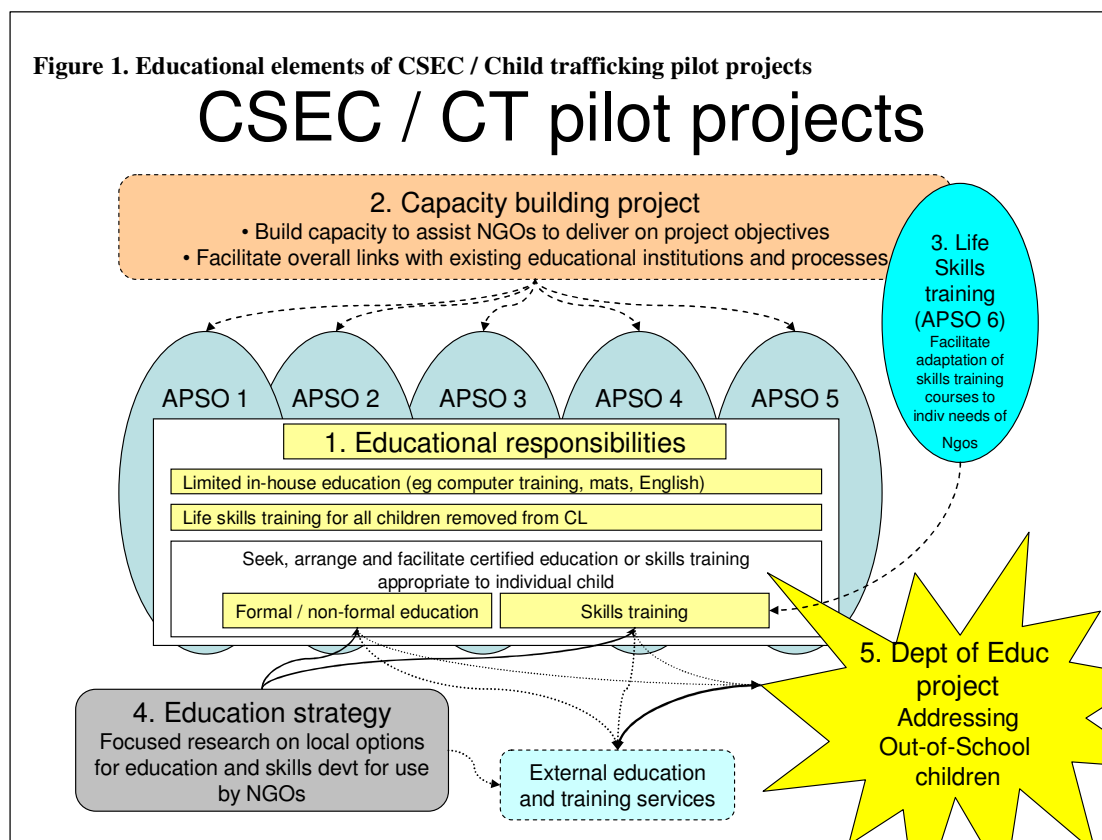
#### **2.2.1 Element 1: Implementation of action programmes in Gauteng**

All the CSEC/CT APSOs are providing some kind of educational services and/or skills training.

The direct educational responsibilities include the following (see Figure 1):

- Offering beneficiary children limited in-house education programmes (e.g. training on computers, maths, English).
- The children assisted by the IAs will participate in life skills courses also offered as part of the APs, assisted in this regard by the Element 3 activities.
- Arranging for beneficiary children to receive (depending on what is appropriate, and with the assistance of Element 2, the capacity building project)–
  - formal (mainstream) education ;
  - informal education (e.g. bridging classes; basic education classes);
  - certified skills training.

It is the intention that the educational strategy in Element 4 will provide guidance to the IAs as soon as it is finalised.



Finally, Element 5, the set of TECL pilot projects on education and out-of-school children, is planned to link up with the other TECL pilot projects. This means that the CSEC / CT APSOs from Gauteng will also benefit from the initiatives forming part of Element 5, in that they will have downstream links with Element 4 and the APSOs themselves.

### 2.2.2 Element 2: Capacity building project

Regarding the Gauteng CESC/CT APs, the partner organisations, which are relatively small, will require mentoring and support if they are to implement the projects effectively. This should include training and guidance to these organisations on fulfilling their responsibilities for record keeping and reporting (including on financial issues).

There are also a number of overlapping activities (such as developing a life skills programme for children involved in CSEC and CT) that will be carried out with a number of the partner organisations and which require facilitation.

The capacity building and training project will assist the IAs on a variety of educational issues, such as liaison with the relevant government departments (e.g. the provincial department of education and local schools) to develop institutional links between the IAs, government departments and other relevant stakeholders regarding educational services.

*TECL is in the process of procuring a service provider for the capacity building and training project and hopes to enter into a contract as from February 2006.*



### **2.2.3 Element 3: Life skills training**

One of the six APs referred to above is a relatively large NGO which is running life skills courses, bridging classes etc. for vulnerable children, including street children. Its activities will be expanded to include specific direct action and interventions regarding CSEC and CT.

One of the tasks of this IA will be to assist the remaining IAs to adapt the life skills courses and other educational services to be appropriate for each IA's own circumstances.

### **2.2.4 Element 4: Designing an educational strategy**

TECL plans to contract a research agency to do research which will lead to a specific educational strategy (from the NGOs' own rather than government perspective) for NGOs working with children involved in or at risk of CSEC / CT.

The SP must document good practices in NGOs dealing with the target group, identify what is being offered by the provincial and national departments of education (mainstream schooling), identify what possibilities exist for non-mainstream schooling, and what types of skills training is offered and is relevant for children involved in or at risk of CSEC / CT.

The study will thus be focused in its scope and practical in its findings and will help the IAs of the APs to improve their education strategy. It is also envisaged that the study will have a general section which can be used to guide NGOs outside of Gauteng, including those working on other kinds of child labour issues, such as CUBAC.

*The design of an educational strategy is planned for January – March 2006.*

### **2.2.5 Element 5: National educational pilot projects**

This element involves the national education pilot projects, run with the national department of education and its provincial counterparts. This element of the CSEC/CT projects should be read with the broader education pilot project as described in par. 7 below.

## **3 CUBAC Project**

### ***3.1 Implementation strategy of CUBAC pilot projects***

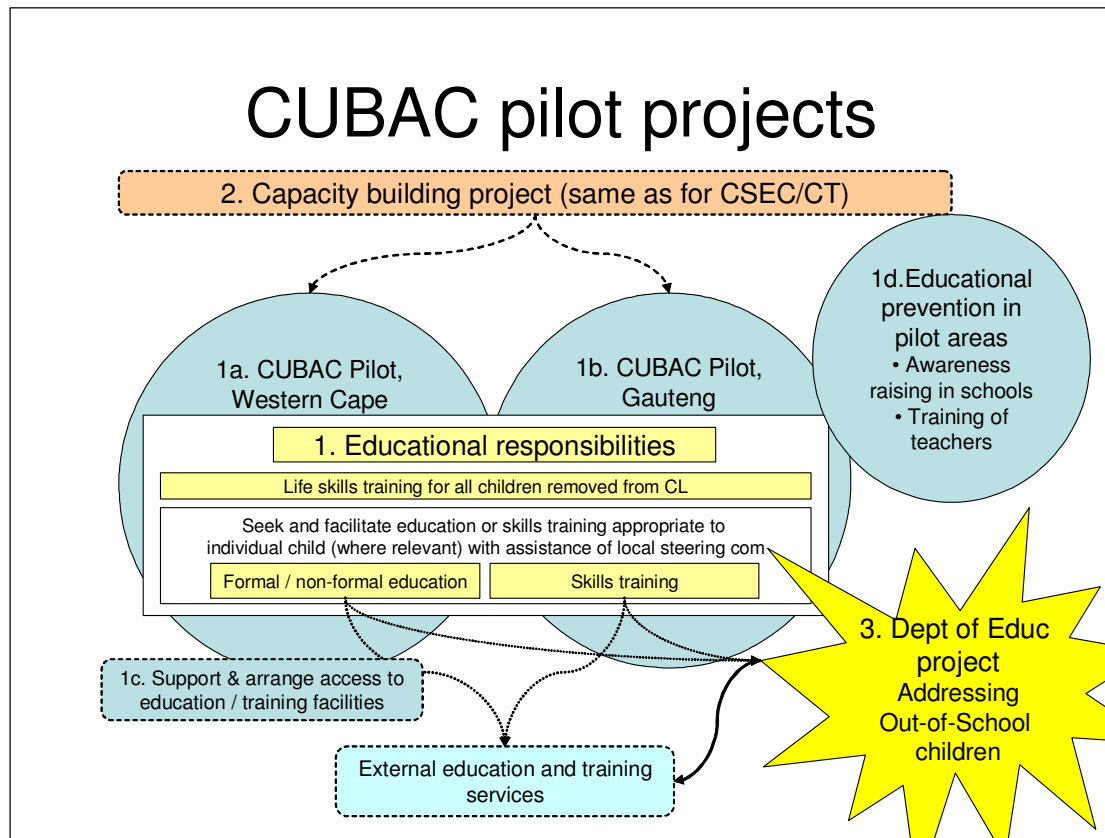
In relation to Children Used by Adults to Commit Crime (CUBAC), the South African Child Labour Programme of Action identified specific steps to be taken concerning children who are used by adults to commit crime. It provides as follows: -

- Where children commit crimes, the diversion of such child offenders away from prison should be the preferred option.
- Where appropriate, the Child Labour Programme of Action also recommends that criminal prosecutions of children should be converted to children's court inquiries, after conviction.
- As far as adults using children are concerned, that Programme proposes that an important element of investigation should be locating the adults and prosecuting them (or sometimes other children), as they are using children to further their own criminal intentions, or are benefiting the children's illegal activities.

As a result an action programme involving direct intervention on Children Used by Adults to Commit Crime (CUBAC) will be implemented with the Children's Rights Project of the University of the Western Cape (UWC) in two pilot areas: Mitchell's Plain (Western Cape) and Mamelodi (Gauteng). Locally-based NGOs will be involved in its implementation.

The strategy for addressing CUBAC includes mechanisms to ensure overall IPEC strategies of prevention, withdrawal from child labour and rehabilitation, as summarised in par 2.1 of the Annexure.

**Figure 2. Educational elements of the CUBAC programme**



### **3.2 Educational elements of CUBAC pilot projects**

#### **3.2.1 Element 1: Direct educational responsibilities of IAs**

This action programme will directly assist children involved in or at risk of CUBAC, by including certain educational services and/or skills training.

The direct educational responsibilities (Elements 1a and 1b) include the following (see Figure 2):

- The children assisted by action programme will participate in life skills courses offered as part of the action programme.
- Arranging for beneficiary children to receive (depending on what is appropriate)–
  - formal (mainstream) education ;
  - informal education (e.g. bridging classes; basic education classes);
  - certified skills training.

This will be supported and facilitated by the co-ordinating IA (Element 1c).

The pilot projects will run in close co-operation with the provincial department to assist with this rehabilitation of such children in trouble with the law. The appointed service providers will engage with the local departments of education to establish a link between these pilot programmes on CUBAC and initiatives within the Department of Education for the placement of such children back into school or their incorporation into alternative vocational education programmes.

The IAs will also run prevention activities in schools in the pilot areas (Element 1d): This includes awareness raising and teacher training activities, as well as the design and running of a module on child labour and CUBAC to be incorporated in local schools' life skills curriculum.

### **3.2.2 Element 2: Capacity building project**

Regarding the Element 1 activities, the capacity building project described in par 2.2.2 will also provide some assistance.

### **3.2.3 Element 3: National educational pilot projects**

This Element is described in par 7 below. From the perspective of the CUBAC pilot project, a similar link would be made to these educational pilot projects as that described in par. 2.2.5 (there mentioned in the context of the CSEC/CT pilot projects).

## **4 Water pilot project**

### ***4.1 Implementation Strategy of the Water Pilot Project***

The Child Labour Programme of Action identifies water fetching by children in deep rural areas, where this activity takes a lot of time and is likely to affect schooling or lead to injuries, as a type of child work that requires prioritised action. The TECL programme has therefore been tasked to look at how best to ensure that priority in water services delivery is given to communities located far from sources of safe water where children are required to spend excessive time and energy fetching water.

The primary objective of the TECL pilot project on water delivery is to reduce the extent of this type of child work, thereby enabling children either to attend school or to improve their schoolwork because they will have more time to do homework or because they will be less tired.

The first leg of the project strategy is to try to promote transparency and consistency in the government's allocation of funding for water services. It will try to ensure that households where members spend excessive time fetching water receive priority in service delivery, taking into consideration other technical and financial aspects of project implementation.

The pilot project is thus aimed at developing a way of working out priorities for sustainable water services delivery in the context of local government integrated planning. The effectiveness of the methodology will be tested at a selected local authority and adapted to ensure that the process of prioritising projects is objective, logical, consistent and transparent. The methodology will be documented into good practice guidelines that will influence future national provision to other municipalities.

Generally, the link between children's water hauling activities and access to, and lack of success at, school will be addressed, through the use of trained community facilitators. The various elements of this activity is described below.

## ***4.2 Educational elements of the Water pilot project***

The educational elements of the water projects are illustrated in Figure 3.

### **4.2.1 Element 1: Facilitating school attendance and achievement**

In parallel to the development and implementation of a prioritisation model for water services delivery, household surveys will be undertaken in communities where water delivery will be implemented during the project period. Their aim will be to establish the benefits to children and the household once water services are provided, as well as to establish reasons for non-attendance at school. A surveys will be undertaken in the community prior to water delivery ('before') and repeated once water services have been provided ('after').

Before the water is delivered information will be obtained on water consumption by households, the time taken to fetch water, the effects on the children who fetch water, and the reasons for poor school attendance. Discussions will also be held with educators at the schools in the selected areas. The level of school attendance will be reviewed before and after water delivery.

In selected pilot areas community fieldworkers (who could be the same ones who conducted the baseline survey referred to above) will be trained to do the following:

- Re-visit households where children still do not regularly attend school or where they are struggling at school, to establish the reason for non-attendance or for the difficulties at school.
- Identify the reasons why children are not attending school or are struggling at school. This will include awareness-raising on the issues at schools and training teachers on how to address these problems.
- The fieldworkers will facilitate implementation of the appropriate interventions.

These interventions will be implemented in co-operation with schools, families, the local communities and locally-based NGOs and will be developed in more detail with appropriate community stakeholders.

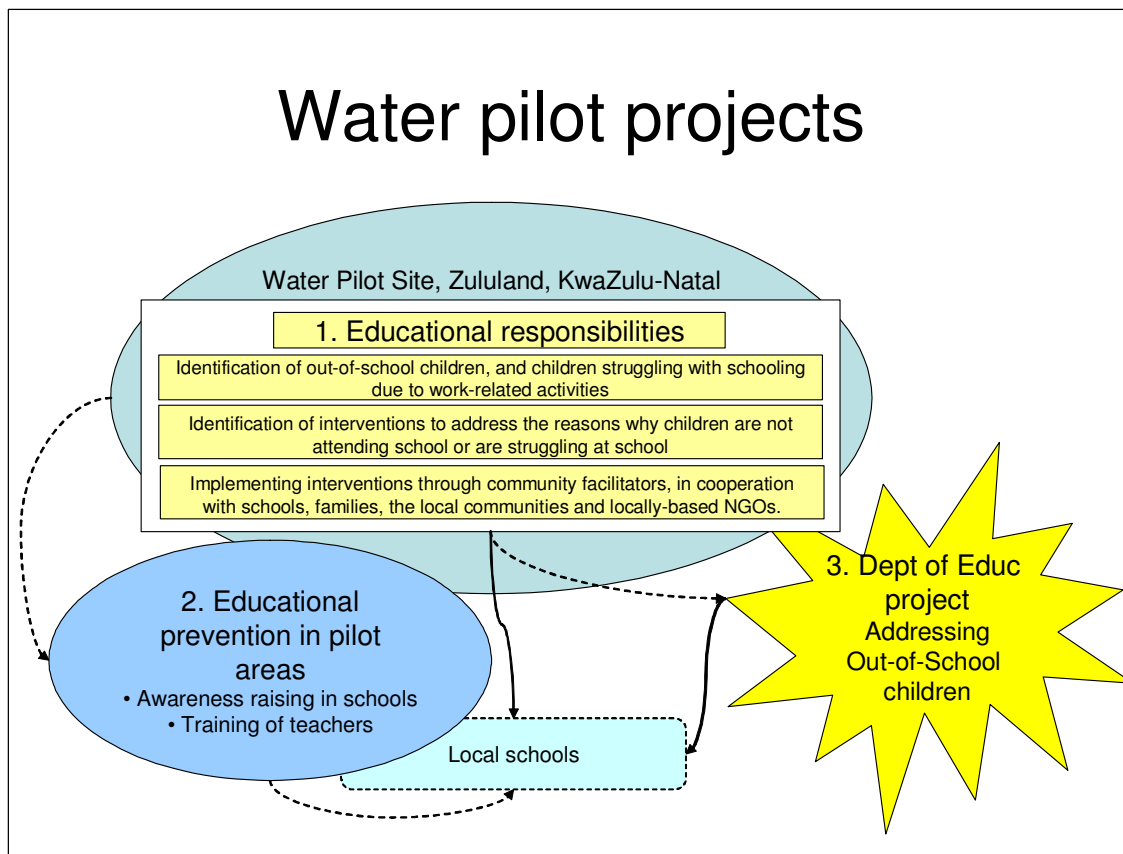
### **4.2.2 Element 2: Educational prevention activities**

The IAs will run prevention activities in schools in the pilot areas. This will include awareness-raising and teacher training activities, as well as the design and running of a module on children's work activities in the areas (including water hauling, household chores, subsistence agriculture, etc.) to be incorporated in local schools' life skills curriculum.

### **4.2.3 Element 3: National educational pilot projects**

This element is described in par. 7 below. From the perspective of the water pilot projects, a similar link would be made to this educational pilot project as that described in par 2.2.5 (there referred to in the context of the CSEC/CT pilot projects).

**Figure 3. Educational elements of the water project**



## 5 Education Pilot Project

### 5.1 The broader context of the project

A research study was conducted as the first phase of a three-part intervention by TECL relating to the various actions steps identified in the Child Labour Programme of Action for the national Department of Education (DoE) and its provincial counterparts. The focus of the study was to:

- Conduct a rapid assessment of the education policy and legislative framework in order to identify gaps and opportunities with respect to child labour.
- Assess the relationship between child labour and education in South Africa based on a review of the relevant qualitative reports and quantitative data sets.
- Draft a strategy for the implementation of Child Labour Programme of Action within education and consult with the Department of Education and other key education stakeholders about it.

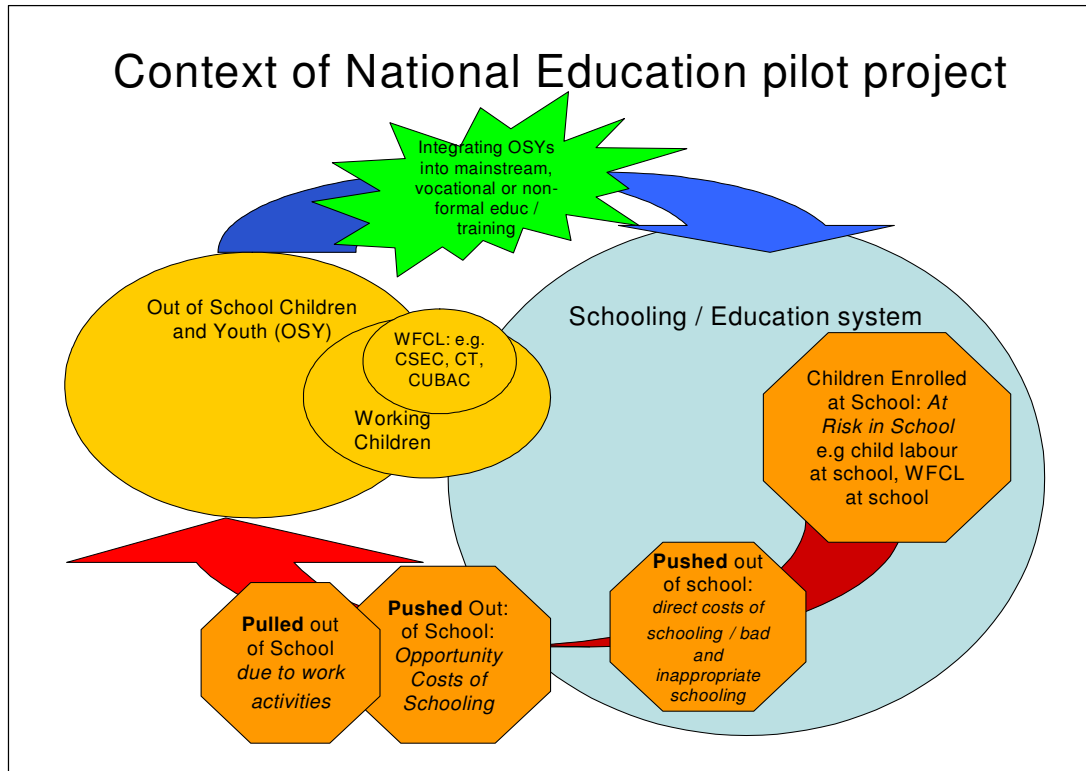
The study highlighted the following:

- ‘Universal access’ to basic education is guaranteed in the South African Constitution, and this principle is echoed in policy documents and in the legislative framework. However, government has not yet put in place effective procedures and mechanisms required to address the problem of

learners who are ‘out of school’ more generally, ‘at school and engaged in child labour’ or ‘lost to schooling due to child labour’.

- Under the South African Schools Act No. 84 of 1996 the governance of public schools is vested in School Governing Bodies. However, the powers and functions granted to SGBs do not extend to out-of-school children, ie children not attending school. A closer reading of the range of policies about access to schooling suggests that some responsibility does rest with the DoE and the heads of the provincial departments of education, in particular, to ensure that all children receive a basic education.

**Figure 4. Context of the TECL National Education pilot project**



## 5.2 The purpose of the Education Pilot

As indicated in Figure 4, there are various push-out and pull-out factors that lead to children not attending school; and there are some working children who attend school and some who do not.. A national set of education pilot projects have been formulated to address these issues, as well as those identified in par 5.1.

The purpose of the TECL education-related pilot projects is:

- to find ways of reducing numbers of out-of-school children;
- to ensure increased access to education and appropriate skills training for vulnerable children;
- to identify appropriate educational intervention(s) regarding vulnerable children identified in other pilot projects run with government, especially regarding those who are victims of Commercial Sexual Exploitation of Children, Child Trafficking and Children Used by Adults to Commit Crime.

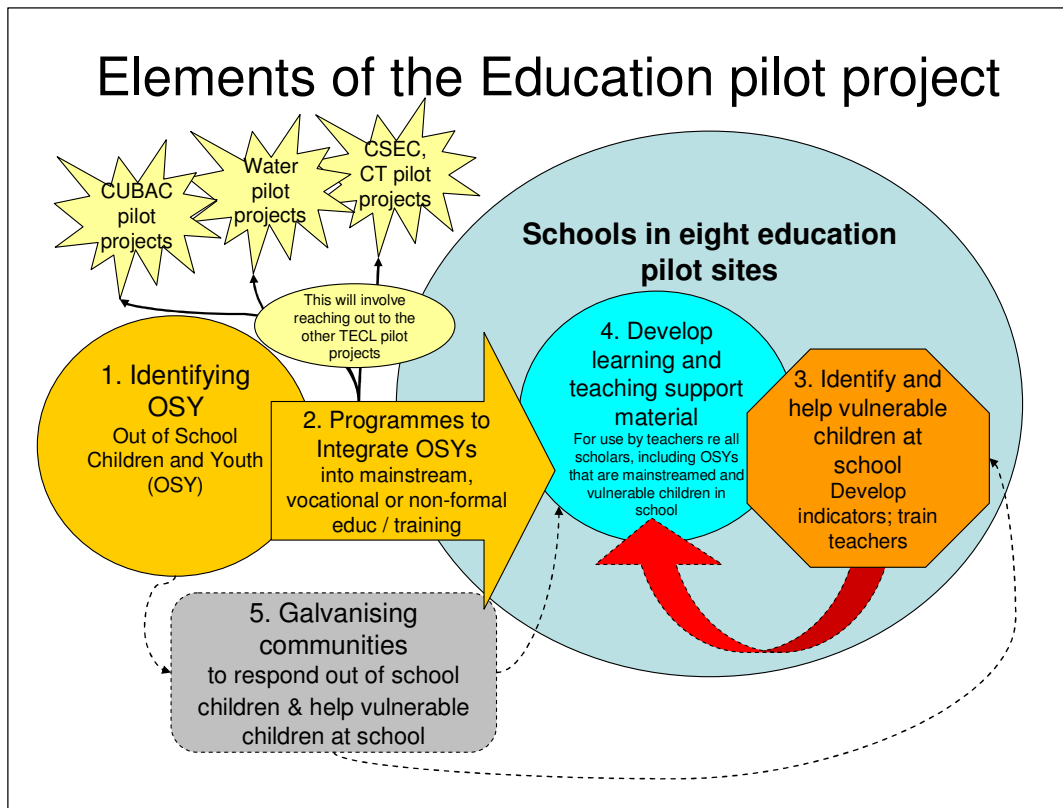
Through addressing these issues, children who are not attending school due to the work they do could be assisted to attend school again, and those at risk of dropping out of school (which may result in their working instead) could be prevented from doing so.

### 5.3 Elements of the programme

Specific elements of the project will be as follows (see Figure 5):

- Developing a strategy for identifying out-of-school children, to ensure their access to appropriate education. This will include the development of a model for a database of such children and youth

Figure 5. Elements of the education pilot programme



that can be used across all schools, and populating it at selected sites;

- Developing programmes to integrate them into mainstream/public schools at selected sites;
- Developing indicators that will assist educators to identify children who are vulnerable or at risk of dropping out of school, and training educators in using those indicators;
- Developing Learning and Teaching Support Material (LTSM) to be included in the Life Skills component of the National Curriculum, with modules on child labour issues which will help to build resilience against the practitioner, and against neglect and exploitation
- Galvanizing communities to respond to the presence of out-of-school children, and to assist children who are in danger of dropping out of school.

The specific aim of the DoE is to facilitate the implementation of proven strategies across South Africa, and therefore all these activities will be run in a manner that keeps that aim in mind..

In all this work complementary service providers will be contracted to support the programme, as agreed between TECL and the DoE.

### 5.4 Link between the Education pilot project and the other pilot projects

The project will be implemented in selected schools in eight districts.

Project sites will be selected based on the localities of the pilot projects on CSEC, CT and CUBAC, with input the various provincial departments of education in liaison with the Directorate: Inclusive Education.

These selected districts will be::

- Districts where the Inclusive Education Field Test is conducted, including four reform schools
- The districts where other TECL pilot projects are being implemented, so that educational support can be provided to identified children, namely:
  - a. Children found in CSEC and CT (worst forms of child labour).
  - b. Children Used by Adults to Commit Crime (CUBAC).
  - c. Children involved in water hauling for households far from a safe water supply.

Reference to this pilot project is therefore made in all the TECL pilot projects, including the various APSOs, as the idea is to pilot activities in the same sites and in co-operation with the various appointed service providers or AP partners.

However, as the CSEC / CT APs in Gauteng and the CUBAC pilots will start before the education pilot activities are ready for implementation, TECL has made provision for remedial educational activities to form part of the APs which are due to start December 2005 / January 2006.

The educational activities described in the APSOs or in the project-specific terms of reference, are therefore not the only ones but should be read in combination with the TECL Education Pilot Project.



# **Annexure: Detailed background to pilot projects**

## **1 Background to CSEC / CT pilot projects**

### ***1.1 Projects contributing to the framework on CSEC / CT interventions***

#### **1.1.1 Situation Analysis**

The first phase of the CSEC/CT pilot project was a situation analysis, including a literature and policy review, (first termed the Rapid Assessment(RA), then ‘environmental scan’, but now referred to as a ‘situation analysis’). The analysis focused on the relevant national structures in South Africa and on the specific situation relating to CSEC / CT in the Gauteng Province. The work was initially delayed due to difficulties experienced with the appointed service providers, which ultimately led to the decision not to use the same service providers for the next phases in the preparation of the action programmes. The reports have been circulated to IPEC and are available from TECL.

Whereas the original strategy for the TECL pilot project on CSEC / CT had been to use the situation analysis to identify and select sites for baseline surveys, which would ultimately lead to the design of APs, it became clear that this strategy would not be successful for the following main reasons:

- a) The baseline surveys (incl. the time limits for these) would not be able to provide the necessary information on the background and profile of children involved in or at risk of CSEC / CT in South Africa as it would take a different approach and much longer time than is available (for the baseline surveys) to build up a relationship of trust with relevant stakeholders and children in the selected sites.
- b) Before engaging with individual children it was found to be essential to make sure that adequate assistance could if necessary be provided to children who took part in the baseline surveys. The present situation in Gauteng is that there is a serious lack of resources and facilities to assist such children and it could therefore not be guaranteed that TECL could refer children in need of assistance to existing shelters and institutions.

#### **1.1.2 Design of Action Programme in Gauteng province**

Further engagement with the shortlisted AP partners in Gauteng took place with the purpose of selecting at least four of them. By engaging with APs, TECL will be able to make use of the trust already existing between stakeholders (including vulnerable children) in the AP sites, and at the same time ensure that children found to be at risk receive the necessary assistance. Also, TECL-appointed researchers can utilise the relationship with the AP partners to assess information these organisations possess regarding children involved in or at risk of CSEC / CT in South Africa.

This phase has led to the following documents which have all been circulated to IPEC:

- Strategy document for the development of APSOs in Gauteng.
- 6 APSOs (Rahab’s Centre, Lerato House, Berea Home of Hope, New Life Centre, the Caring Ministry of Jesus, and Kids’ Haven)
- Terms of Reference for ‘Capacity building and training services’ to the AP partners.

#### **1.1.3 Situation analysis in four provinces**

Further situation analysis will be done in four other provinces in South Africa to identify good practices in the assistance offered to children involved in or at risk of CSEC / CT, gaps in relevant structures and identify possible AP partners. This phase is focusing on t KwaZulu-Natal and the Western Cape in which CSEC / CT are believed to be rife, but will also involve more focused analyses in Mpumalanga and Limpopo, which are believed to be provinces where particular types of CT are taking place (e.g. CT for labour in the agricultural sector).

The draft research report emanating from this phase is expected to be ready for circulation before the end of 2005.

## **1.2 Future / parallel CSEC / CT projects**

### **1.2.1 Further issue specific research**

Further research into specific issues relating to CSEC / CT in South Africa is planned for 2006 and will consist of qualitative studies of particular interest to the stakeholders in South Africa. This research was originally described in the project proposal forwarded to IPEC under the name of 'CSEC 4', but after input from IPEC and further consideration, TECL has decided to request proposals and select service providers(s) after a process of open bidding.

### **1.2.2 Design of further AP (outside of Gauteng)**

This research referred to above (Element 7) as well as the situation analyses in KwaZulu- Natal, the Western Cape, Mpumalanga and Limpopo (Element 3 above) is expected to lead to the design of at least four other APs to be implemented outside of Gauteng.

### **1.2.3 Implementation of APs outside of Gauteng**

The last set of TECL CSEC/CT APs is expected to be ready for implementation starting by about mid-2006.

## **2 Background to the CUBAC pilot projects**

This project was designed to be carried out in three phases, namely:

- Phase 1: Rapid Assessment. This involved a report on an initial national stakeholder analysis conducted with relevant national and provincial government departments,, NGO service providers and academics. It included qualitative and quantitative research as well as a literature study, to determine an initial assessment of the nature, causes and extent of CUBAC and the identification of four potential pilot sites for the following phases of the projects. This was conducted between December 2004 and February 2005.
- Phase 2: Baseline study. This involved further and more detailed qualitative and quantitative research at four potential pilot sites to determine the design of the pilot projects as well as to finalise the selection of two sites. The two sites selected will be where the pilots will be implemented in the latter half of the TECL programme period.
- Phase 3: Project Design. This has involved the actual design of programmes and interventions aimed at addressing the problems affecting children at the two pilot sites, namely Mitchell's Plain in the Western Cape and Mamelodi (including Hatfield Court) in Gauteng.

*The reports of the various studies have been circulated to IPEC and are available from TECL.*

### **2.1 Prevention, removal and rehabilitation in CUBAC projects**

#### **2.1.1 Prevention**

The baseline study has produced programmed content for prevention and diversion programmes for children. In addition, a separate awareness-raising session for adults to be delivered in community settings has been developed. These direct responses are aimed at social crime prevention with a focus on children, parents and communities. It is important to note that a primary prevention programme has been developed for children in schools, places of safety and prisons. This programme is therefore aimed at children in school and those not attending school.

### 2.1.2 Withdrawal

The diversion programme content that has been developed is aimed at intervening with children who have entered the criminal justice system. The research involving children in trouble with the law revealed that most of the children who were already in the criminal justice system had been 'used' in one way or another in committing offences, regardless of the offence they were charged with at the time of the research.

It is envisaged that the diversion content offered to the children in the pilot sites will provide them with sufficient knowledge and skills to assist in their reintegration into the community and diversion from the justice system because they do not commit further offences. In addition, if during the diversion a child is identified as a CUBAC child or a child who is at risk of CUBAC, and the child is not attending school, the diversion facilitators will be required to pass that information on to the pilot project's social worker (employed by the implementing agency) so that her or she can either refer the child to another intervention (e.g. a drug rehabilitation programme) or to try to arrange the child's return to school.

The above activities will, in effect, constitute withdrawal of the relevant children from the child labour (CUBAC) they have been involved in.

### 2.1.3 Rehabilitation

This is somewhat more difficult, as South Africa has minimal rehabilitative and re-integrative services available. However, the baseline study has recommended that guidelines and instructions be drawn up for follow-up with children who have CUBAC status, and the referral of these children, where appropriate, to further interventions such as counselling or family group conferences. It is also envisaged that where mentoring services are available through service providers who run prevention or diversion programmes, these be utilized to provide on-going support after intervention has ended.

## 2.2 Basic interventions

The basic types of interventions in the pilot programmes can be grouped as follows:

- **Direct action.** This will involve the programmed responses for prevention and diversion, aimed at children inside and outside of the child justice system, and in addition will reach parents and community groups.

**Institutional development** This will involve:

- Training of the service providers who will run the prevention and diversion programmes, on CUBAC-specific issues as well as the content of diversion and prevention programmes.
- The setting up of local steering committees that will consist of local representatives of the relevant government departments as well as NGOs. These committees will deal with the management of CUBAC at local level.
- The co-ordination of and liaison with the key departments regarding the development of instructions for the management of CUBAC, as well as mechanisms to promote and enforce the investigation and prosecution of adults who use children for crime.
- The training of local officials from key departments, on the pilot programme, its content and CUBAC-specific issues.
- Placing the issue of CUBAC as an agenda item on both national and provincial child justice policy structures.
- Interaction with the parliamentary Portfolio Committee on Justice and Constitutional Development, which is tasked with examining and passing the Child Justice Bill currently before parliament.