

REPORT ON THE NATIONAL MEETING OF THE WORKING GROUP ON POSITIVE DISCIPLINE HELD ON 12TH NOVEMBER 2010 AT RAPCAN

Executive summary

The annual national meeting of the Working Group on Positive Discipline (WGPD) was held recently to provide opportunities for WGPD members to reflect on achievements to date, share information about projects members are currently engaged with, interrogate Department of Social Development implementation of the Children's Act, and plan collaboratively for projects and activities in 2011.

All the presentations were made before lunch, and the meeting then discussed planning and activities in the afternoon. As the group was relatively small, it was decided to do this in the larger group.

The first two presentations focused on joint projects already underway (Today's Children, Tomorrow's Parents, litigation and the meeting with the faith sector). Thereafter, individual WGPD members updated the meeting on the status of several projects related to building capacity to discipline without violence (ACE Leadership Training, the NACCW and the Childline Positive Parenting project).

After tea, the meeting was presented with the issues in the provincial budget allocations to what is mandated by the Children's Act regarding parenting. Finally, A DSD presentation on prevention and early intervention programmes across the country was done on their behalf.

Finally, in the plenary discussion in the afternoon, agreement was reached on some plans for 2011, including the potential development of a guide for parents and caregivers to the Children's Act

1 Introduction

The annual national meeting of the Working Group on Positive Discipline (WGPD) was held recently in Cape Town. It had several objectives:

- To provide opportunities for WGPD members to reflect on achievements to date and share information about their current projects.
- To interrogate Department of Social Development (DSD) implementation of the Children's Act, including budgetary provisions.
- To explore what WGPD members could include in their 2011 plans to support DSD efforts.
- To plan collaboratively for projects and activities in 2011.

It followed two important national meetings organised by the DSD:

- On 26th and 27th October, the National Child Care and Protection Forum met and discussed the implementation of the Children’s Act.
- On 9th November, a workshop was held to present and discuss the draft conceptual framework, to report on field visits and make recommendations for scaling up of the 20 “promising” best practice prevention and early intervention programmes.

Christina Nomdo welcomed everyone in attendance at the meeting; unfortunately, apologies had been received from a number of WGPD members.

2 **Agenda**

<i>Time</i>	<i>Agenda item</i>
08h30 – 09h00	Registration
09h00 – 09h15	Opening and welcome
09h15 – 10h15	Updates and news – joint projects: <ul style="list-style-type: none"> • Department of Basic Education project • Litigation update • Meeting with the faith sector
10h15 – 11h15	Updates and news – member projects: <ul style="list-style-type: none"> • ACE Leadership Training • NACCW • Childline Positive Parenting project
11h15 – 11h30	<i>Tea</i>
11h30 – 11h45	Budget allocations in terms of what is mandated by the Children’s Act regarding parenting
11h45 – 12h15	Input from DSD on the status of implementation of the Children’s Act
12h15 – 13h00	Discussion
13h00 – 14h00	<i>Lunch</i>
14h00 – 15h00	Small group discussions and collaborative planning
15h00 – 15h30	Report-back from small groups
15.30 – 15.45	<i>Tea</i>
15.45 – 16.30	Agreement on plans, wrap up and departure

3 **Presentations**

Cat Rieper - RAPCAN: *Today’s Children, Tomorrow’s Parents*

South Africa has a relatively high rate of teenage pregnancy. The National Youth Risk Behaviour Survey (YRBS) in 2002 reported that more than 67% of South African teenagers had experienced sex by the age of 17, with half of the girls falling pregnant. The 2008 YRBS reported that, by age 19, one third of teenagers had become pregnant.

Sexually risky behaviour is complicated by the risk of HIV infection, and the under-20 prevalence rate was 13.7% in 2006, with girls aged 15 to 24 years at highest risk.

The issue of learner pregnancy has concerned the DBE for some time, as evidenced by their document Measures for the Prevention and Management of Learner Pregnancy, issued in 2007. Subsequently, the DBE, in collaboration with UNICEF, commissioned the Human Sciences Research Council (HSRC) to undertake a desktop study to “document, review and critically analyze literature on teenage fertility with a focus on school going adolescents” in 2008

The findings of this study indicate that:

- While the rate of fertility in South Africa is in general declining, the rate of teenage fertility is declining at a lower rate.
- Learner pregnancy rates increased from 51.42 per thousand learners in 2004 to 62.81 per thousand in 2008
- Learner pregnancies are concentrated in the provinces of Eastern Cape, KwaZulu Natal and Limpopo, with relatively high levels also in Limpopo, Northern Cape and Western Cape

Early 2008, engagement between the then National Department of Education and the National Working Group on Positive Discipline (WGPD) was initiated. The WGPD is co-ordinated by RAPCAN, and has several member organisations. The project is a collaborative effort between:

- The National Department of Basic Education (DBE) as well as three respected civil society organisations
- The Parent Centre,
- Childline South Africa and
- Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN).
- Materials Development

Initially, the process involved decisions on the essential information to include based on evidence and research. Thereafter, each organisation wrote sessions according to their expertise. This was brought together by RAPCAN’s Research and Resource Development Departments and basic manual was written as well as a Learner Workbook.

A consultant with experience in writing Life Orientation material was then brought in to ensure that the materials were focused and that the outcomes required by the DBE were achieved in the curriculum. This process involved continuous consultation with the organisations involved.

The final product comprises a facilitator’s manual and a learner Workbook/journal. The content:

- Draws on the framework of the Circle of Courage; a model of positive youth development based on the four universal growth needs of all children: belonging, mastery, independence, and generosity.
- Addresses contextual social issues such as gender-based violence (GBV), teen relationships and healthy sexual decision making. Strong links are drawn to HIV prevention.

- The issue of the impact of pregnancy on the health, career options and social well-being of adolescents is also addressed
- The parenting component addresses:
 - issues such as foetal health
 - phases of child development,
 - the needs of children in different phases;
 - and discipline and strengthening parent/child attachment
 - strong emphasis on the psycho-social and economic impact of early parenthood on the lives of young people
 - strong emphasis is placed on the role of boys and fathers
- Baby simulation
- The following key principles are present throughout the curriculum:
 - Respect;
 - Aspirations;
 - Tolerance;
 - Self-esteem/Confidence;
 - Non-violent discipline;
 - Honesty; and
 - Positive decision-making.

The overall approach to the curriculum is participatory, experiential and reflective. Learners are required to continue to engage with the assignment after school hours and maintain a journal to record their thoughts and feelings. They have to observe parenting in their communities and families and conduct interviews on key issues. The approach is ecological, and stresses the importance of involving everyone in the learner's world in the process.

A separate process for parents and caregivers is managed by the Parent Centre. This includes sessions on

- Positive Parenting
- How to speak to your child about sex, sexual decision making and relationships
- Support throughout

The long-term outcomes are expected to include a decrease in teenage pregnancy in school learners and contribute to positive parenting in adulthood.

Medium-term outcomes expected are enhanced quality of sexual decision-making and intimate relationships amongst school-based adolescents.

Short-term outcomes include the development of self-esteem, sexual decision-making and relationship management skills within adolescent intimate relationships.

The project is being piloted at a school in Lavender Hill, where there are 300 primary beneficiaries (the learners) and 3 secondary beneficiaries (the Life Orientation teachers).

Beneficiaries in the second phase (roll-out) in 2011 will be:

- An estimated 1,800 grade eight learners at 9 schools, one in each of the 9 provinces in South Africa.

- An estimated 18 life orientation educators and at least 226 parents of the learners involved in the programme.

Donors have included:

- Save the Children Sweden supported the development of the baseline assessment method and tools, project management costs, and pilot testing at a school in Lavender Hill in the Western Cape.
- The World Childhood Foundation supported the training of civil society trainers and the facilitation of the curriculum with six classes of grade eight learners at Lavender Hill High School. These donors will also be approached for support for the roll-out initiative

It is anticipated that the 2011 roll-out will be funded by UNICEF

Selection criteria for schools will include:

- The (known) rates of learner pregnancy at the different schools; and
- The enthusiasm of the school staff, particularly the principal, for the project. This is seen as a key element of ameliorating the threat that the project will be interpreted as encouraging teens to become sexually active, with an increased risk of pregnancy.

Lavender Hill High School was selected for the pilot because:

- School part of RAPCAN's Children are precious (CAP) project.
- Met selection criteria

Implementation in Lavender Hill commences in October 2010, with seven grade 8 classes. Facilitation was shared between the LO teachers and NGO facilitators. For the roll-out, it will be necessary to assess the capacity of LO teachers to present.

The baseline study was undertaken by the Centre for Justice and Crime Prevention. This quantitative study had the objective of collecting data on pre-intervention knowledge, awareness and attitudes. The data were collected through pre-coded questionnaires on one-on-one bases and with focus groups of both teachers and learners. At the time of this presentation, results were awaited.

Challenges anticipated include:

- The importance of parent/caregiver involvement to prevent children being victimised due to a change in their sexual knowledge and language.
- The curriculum is in English, and the pilot school is predominantly Afrikaans.
- A separate meeting with boys will be held to discuss the baby simulation and intention of project. This is because:
 - We are anticipating resistance from boys.
 - We are aware of possible victimisation in the community if boys are walking around with the doll, and need to help the boys problem solve.

Successes so far have been:

- Approval from District Department of DBE – there is lots of interest in the program for other schools.
- The district EMDC social workers feel it's needed.
- The programme has been very well received by the learners, who feel it is important it is important that they are more informed about sex, sexual decision making and relationships.
- The facilitators are enjoying presenting and building relationships with children.

Seventy parents attended the first Parent meeting. They expressed support for the relevance and need for programme and expressed the need for assistance with parenting.

Challenges have included:

- Language and translation
- Level of literacy
- Children's reluctance to share if LO teacher present
- Changing school times
- Some resistance from LO teachers towards external facilitators
- Children not used to experiential learning methods

Carol Bower, LINALI Consulting and RAPAN: Update on litigation and the meeting with the faith sector

Regarding efforts to identify a suitable case for **potential litigation**, a meeting held in November 2009 noted several changes to the climate which could impact negatively on the issue. These changes included the withdrawal of the South African Human Rights Commission because the terms of a relatively large number of Commissioners were coming to an end, and the SAHRC did not wish to pre-emptively commit new commissioners to possible litigation. The SAHRC had been a key role player in the proposed legal challenge.

In addition, changes to the composition of the Constitutional Court were also imminent, and the stance of judges that were soon to be appointed on the issue of corporal punishment was unknown.

The meeting agreed that these changes held an implicit threat to established jurisprudence, which was exacerbated by what appeared at the time to be a growing closeness between the government and the religious right.

It was agreed that:

- A broader strategy, which considers aspects such as presenting a different view of children, and raising children for a different kind of society, should be developed.
- The WCPD should also be monitoring other legislation – for example, the Traditional Courts Bill was identified as being unfriendly to women's rights.
- The Centre for Child Law was obtaining a legal opinion on whether or not private schools fall outside the Schools Act.

- WGPD members should consider bringing interdict-type” and constitutional rights cases, and a mechanism to bring such cases to the attention of CCL would be useful. It was noted that enough of these cases would allow for taking the DBE to court.
- Because “reasonable chastisement” can lead to police taking the case less seriously, the possibility also exists to challenge the police legally

Subsequently a case at a local school was identified; however, the complainant declined to proceed.

The **meeting with the faith sector** had as its theme *the role of the faith-based sector in strengthening families and building capacity to parent positively and discipline without violence*. The meeting dealt with the following areas:

- The situation in families
- Prevalence of corporal punishment
- Provisions in the Children’s Act
- What is positive parenting?
- What is the role of the faith-based sector?

The meeting was attended by representatives from Christian, Jewish and Muslim faith communities. Small group discussions focused on what the faith-based sector can do **practically** to change the practice of parenting and the opportunities for communicating messages about parenting?

The meeting concluded that:

- We should take little steps, and establish a framework to share the findings from communities.
- Everyone needs to drive the process.
- As many resources as possible should be made available, and key messages should be introduced.
- We should build on what is already there and provide support.
- We should create (eventually) a sub-group within the larger WGPD
- FBOs should encourage parents to focus on communication and the positives
- Religious communities could use pre-marriage counselling to introduce and unpack parenting issues
- FBOs to work with schools and focus on early intervention strategies.
- The meeting was a good opportunity to network and see what services are already in place.

Janis Wylie, ACE Programme, UCT: *The Advanced Certificate in Education: Educational Management and Leadership Development*

Personal and professional development of educators were found to be directly related to the challenges in the context in which they teach, and a number of policy responses were developed in response to the situation in schools. These included a quality assurance process, with all existing programmes needing to be accredited, and a national programme in Management and Leadership was initiated.

The process of curriculum development commences in 2004, with the first roll-out being at UCT in 2007. The curriculum is founded on a practice based approach to support “a school change process”. It has been developed specifically to relate the context of the participants, both rural/urban. It is a national programme aligned to the NQF and based on unit standards.

The aim of the programme is to develop leadership and management competence for those in leadership positions and those aspiring to leadership positions within schools, and results in an accredited career-related level 6 professional qualification of 120 credits consistent with the actual job profile. It comprises 10 courses, and requires two years of part-time study.

Core components of the curriculum are:

- School Management and Leadership in the SA Context
- Managing teaching and Learning
- Policy, Planning and Governance
- Leading and Managing People in Schools
- Organisational Systems, Physical and Financial Resources
- A Management Portfolio

ACE learning components include:

- Effective Language Skills
- Basic Computer Literacy
- Moderation of assessment in schools
- Managing subject areas/learning areas/phases

The course consists of UCT-based lectures, study groups of school clusters, on-site visits and support, and workshops on report-writing etc. Assessment is based on:

- A portfolio of practical evidence (after 2 years)
- Work-based projects requiring verifiable outcomes
- On-site verification of leadership and management competencies
- Assignments

Development within the programme have included initiating site-visit assessments, baseline assessments, assessment tasks, work-based projects, a portfolio of evidence and a personal and organisation development plan.

Challenges have been found to be:

- The diversity of students
- Gender issue
- School contexts
- Academic standard vs. practical implementation

For the curriculum to be sustainable, its impact should be researched, as well as staff development and learner development.

It is clear from the ACE programme that corporal punishment is prevalent in most schools, but that positive discipline strategies are being put in place, with parents having been brought on board. The 2011 focus of the ACE programme will be on leading and managing people, and will involve all stake-holders.

Hima Makhan, NACCW: *What is positive parenting?*

This presentation was intended specifically to inform and educate WGPD members on the role of Child and Youth Care Workers (CYCW) in supporting parenting. It clarified that Child and Youth Care work occurs in the life space of children within residential care, community and family settings. Factors found to negatively affect families include that many parents are sick, the grandmothers experience high levels of stress in caring for grandchildren, and that families are in general intergenerational. Additional negative factors impacting on capacity to parent include poverty and hunger, emotional stress, overcrowding and extended family care.

NACCW implements behaviour management strategies which are pro-active, create safe places, establish routines, order and structure in children's lives and teach natural and logical consequences of behaviour. Their work around positive parenting is focused on the development of positive relationships, communication and awareness of reality, the capacity to express feelings in "I messages", and referrals where appropriate. NACCW is firmly committed to a multidisciplinary approach.

The organisation focuses on children's right to play by encouraging the establishment of safe parks; it also focuses on the right to education and the right to be safe. In so doing, it strives to create a restorative and healing safe environment for children.

Lindokuhle Ndlovu, Childline South Africa: *Project to develop materials in support of positive parenting – next steps.*

The pilot materials (posters and pamphlets) in support of positive parenting were printed and distributed, with a request for feedback, which was gathered from a variety of sources via a structured questionnaire. The feedback was generally very enthusiastic and some very useful suggestions were made regarding the improvement of the materials.

An attempt was then made to set up another regional teleconference to discuss the redevelopment phase of the materials – however many of the "old" roleplayers were unavailable and have moved on. However a discussion was held and those who participated have recommended changes to the materials developer who is now in the process of re-developing the materials, having them translated into a number of languages and organising the printing.

The materials were also re-worked with the Childline SA Network in order to look at how the materials had been used over the past year, and develop new ideas. Groups were requested to develop project and programme plans using the new materials. The

minutes of this meeting and the draft programme plans for the use of the materials will be distributed to this group – and others who can make use of them (contact joanvn@childlinesa.org.za). During the coming year, a selection of these programmes using the materials will be applied and Monitoring and evaluation techniques applied.

There have been numerous requests to develop further pamphlets as these are useful in initiating discussion groups.

Childline S.A intends re-constituting the expert panel on the further development and use of the materials. **Interested persons are asked to please give your contact details – including landlines, cell phone numbers, and email address – to joanvn@childlinesa.org.za.**

Save the Children (Sweden) were thanked for their continued support of the project.

Debbie Budlender, CASE: *Government budgets for positive parenting*

The presentation was based on research by the Children’s Institute and CASE over the last 3-4 years examining whether and how provincial DSDs have been budgeting for implementation of the Children’s Act. It explored which allocations might include provision for positive parenting initiatives, the amounts allocated for the relevant sub-programme, what the narratives on the sub-programme can tell us, the indicators used by government.

DSD provincial budgets all follow the same structure, and are divided into three *programmes*, the biggest of which is social welfare services. This programme has 10 *sub-programmes*, of which care and support to families is one of the smallest.

The country’s budget books show allocations for 7 years, e.g. 2006/07 to 2012/13, with the third-last year being the *budget year*.

“Programmes and services to promote functional families and to prevent vulnerability in families” is the description used most often in relation to the care and support to families sub-programme. Common activities across the 9 provinces include:

- Parenting skills workshops
- Family preservation programmes
- Marriage guidance and counselling

In addition, North West and Mpumalanga refer to “moral regeneration”, and North West refers to promoting “positive interpersonal skills in families”.

Standard indicators include:

- The number of government funded NPOs providing services on care and support to families
- The number of families participating in family preservation services
- The number of families at risk receiving crisis intervention services

However, these are not always reported in budget books; where they are reported however, the number of families receiving crisis intervention is much larger than the number in family preservation programmes.

The 2008/09 period was the first year in which **all** provinces had this sub-programme; its allocation in 2008/09 was 3% of the total social welfare budget; however this dropped to 2.2% in 2012/13. The total allocation for 2010/11 is R168 million – relatively small in national budget terms, and trends in allocations indicate below-inflation increases for all provinces combined for the 2010/11-2012/13 period. Both Free State and Western Cape have allocated less in 2010/11 than in 2009/10. Yet, money spent on these preventive services could save money elsewhere.

The narrative to the Western Cape's budget book states that a family policy has been finalised and was presented to Cabinet in February 2009, but that the National DSD must still compile Green Paper. This raises the questions of what is the delay, and what policy is directing service delivery in the interim?

The narratives to 2010/11 provincial budgets also contain information on the role of NPOs, but reporting on these is "spotty". Free State plans to fund 24 NPOs, while KZN plans to fund 17 NPOs and Northern Cape 6. North West plans to fund 13 NPOs, 2 more than in 2009/10. In some provinces (e.g. KZN, Western Cape) all the sub-programme money is for funding of NPOs.

Department of Social Development input: *Identification and Assessment of Early Intervention and Prevention Programmes in South Africa*

The objectives of this undertaking were:

- To determine the scope of early intervention and prevention services and programmes for children in SA;
- To identify best practice models that are sustainable and have potential for replication and scaling up;
- To provide recommendations to be used in future practical guidelines and tools.

A number of key research questions in relation to services and programmes were interrogated, including what services and programmes on early identification and prevention exist for children across diverse geographical contexts in South Africa; which government departments and NGOs are implementing and supporting these; what are their objectives; who are the beneficiaries; how do these services and programmes have an impact on the beneficiaries' wellbeing; what is the profile of abused, neglected and exploited children in South Africa; and are these services and programmes responsive to the needs of these children?

The research involved a number of steps, including monthly meetings, legal policy analysis, a literature review and the development of a conceptual framework, and updating the rapid appraisal of services and programmes.

Twenty organisations implementing services were selected as 'promising best practice models' using the following criteria:

- Benchmarking against conceptual framework: effective, sustainable and replicable.
- Range of different categories of prevention and early intervention in terms of the CA
- Diverse geographical contexts i.e. rural/urban/peri-urban Programmes implemented by NGOs and government
- Diversity of funding
- Willingness of organisations to participate
- Potential to demonstrate results for children
- Potential to be replicated and/or scaled up

DSD provincial coordinators were consulted and informed of the sampling process. Twenty six organisations across all 9 provinces were identified for investigation. These included national and local organisations as well as a provincial department (in the Eastern Cape) and international NGOs operating in South Africa. The methodology involved interviews and focus group discussions.

The practice principles that were investigated included:

- Relationships and restoration
- Child rights and responsibilities
- Human rights based approach (HRBA)
- Empowerment
- 'Second chances'
- Developmental
- Protective environments
- Inclusion
- Needs based
- Gendered
- Holistic
- Children's voices
- Some organisations were faith based

In terms of an understanding of prevention and early intervention programmes in the sector, it was found that, while managers were in general familiar with the definitions laid out in the Children's Act, this was not always true of those working with children, parents and communities on a day-to-day basis. Many could relate to these concepts when they were discussed in terms of HIV and AIDS, but not in terms of child protection.

This suggests that practitioners are not being trained on legal and policy frameworks, they may not be aligning their work to the principles and guidelines laid out in these documents, and they may not be presenting themselves or positioning themselves in way that suggests that they are implementing these missives. This may affect the extent to which stakeholders, community members and parents/caregivers 'buy in' to their work and cooperate in implementation.

Regarding the situation of children, the research has established that there is a common understanding of risk but that programmes tend to focus on one or two key risks. All the programmes attempt to bring 'change' in the lives of children (and in some cases their families), and all understood that children's situations are not fixed and that change or transformation is possible if children are given the correct support, and this support is on-going. In addition, programmes should be flexible and targeted approaches are often necessary. This was found to be fundamental to the concept of early intervention as it requires a specific intervention that is structured to suit the needs – and overcome the challenges – faced by particular families and children.

Identification of vulnerable children took place in the following ways:

- Referrals from government and NGOs
- Community referrals
- Through schools
- Through outreach workers
- Child Care Forums
- Jamborees
- At specific site
- Crisis line
- MXit online

The numbers of children being reached testifies to success in identification of at-risk children. Referrals from community members suggest the salience of awareness-raising campaigns and information sharing about the organisation and how to identify vulnerability, and the extent to which the community's trust them. Referrals by stakeholders from government and non-governmental organisations, highlight the strength of networks and partnerships, and also indicate buy-in and recognition of the services that can be provided. The fact that children themselves are encouraging their friends to get involved in these organisations, indicate the extent to which they see the services and programmes as working. Children's agency is demonstrated by their decisions to seek help and advice for themselves.

Challenges to identification of at-risk children included that:

- Practitioners may not know which children to identify largely because they do not understand how vulnerability is defined by their organisation.
- They may not know where to locate marginalised children who are hidden e.g. children with disabilities, girls on the streets, children on the move.
- They cannot reach children in outlying rural communities due the lack of transportation. Transportation is also a factor when bringing a vulnerable child (who may be living with a disability) to a centre.
- Some children do not want to be identified and prefer to remain in 'risky' situations (e.g. street children).
- Resistance from children, parents and members of the community is related to misconceptions about abuse and exploitation, such that it becomes secret, overlooked and normalised.
- Hostility also emerges from mistrust of the organisation's motives.
- Resistance also emerged from educators in schools.
- Safety and security of practitioners.

A very wide range of programmes and services was found to involve direct **engagement with children** and a number of successes in terms of both process (including the enthusiasm of children to participate and the fact that their parents allowed participation) and outcomes (including improvements in physical condition and psycho-social skills) were identified. Challenges included the poverty and limited opportunities characteristic of the contexts of many of the children.

A number of programmes and services involved **engagement with parents and care-givers**. The assessment of the success of these was based on factors such as the positive responses from parents and care-givers, and the fact that they were able to implement positive parenting skills. Challenges included fairly high levels of initial resistance to programmes.

Similarly, many of the programmes involved **engagement with communities, engagement with NGOs and engagement with government**. Success in engaging with communities and NGOs was found in, among others, higher levels of referrals from community members and in the sharing of resources at community level. There were also, however, many challenges in engagement at all levels (community and government) including varying levels of commitment and the difficulties posed by distance and the shortage of potential partners in many areas (especially rural areas).

The research report concluded with a number of recommendations regarding both partnerships and the approach that should be taken.

4 Plenary discussion and decisions

General discussion

The **Parent Centre** reported that they are now including male parents in their teen parenting programmes in Nyanga, Guguletu and Khayelitsha, and that they have waiting lists at schools. The organisation is working in 5 areas including the outlying rural areas in Lamberts Bay, Worcester, Grabouw, and Robertson. They have found increasingly that boys are requesting both support and training with regard to parenting, but have noted a less enthusiastic response from coloured communities.

It was noted that Lionel Arnolds, Programme Manager for families in DSD Western Cape, is moving on but that the person who is probably taking over (Nomfundo) is very receptive. The DSD is funding a pilot project and seems to have gained a greater understanding that fathers are also parents.

In addition, the Parent Centre is working with churches in Guguletu and Nyanga and also strengthening collaboration with FBOs in other areas. The facilitators of these programmes are all themselves parents.

Annette Cockburn noted that she is working in small rural communities, and is finding that parenting skills are almost entirely neglected.

The **NACCW** informed the meeting that CCY workers were trained by the Parent Centre, and will be using the Childline positive parenting posters and pamphlets. CCY workers on the ground are supervised by NACCW mentors.

The **Olive Leaf Foundation** is supporting child care forums, positive parenting workshops, and training on child abuse.

Childline South Africa has asked all 9 of its provincial affiliates to consider how their work fits into a national parenting project utilising the materials developed in 2009, and is piloting a child participation project.

UCARC reported that they had received training from both the Parent Centre and RAPCAN on positive discipline and that their focus in 2011 would be on positive discipline in schools.

It was clear from the discussion that organisations are using each other's materials widely and successfully – RAPCAN for example, has incorporated Parent Centre materials into their training.

Joint projects

Materials development.

The meeting then considered the development of materials to enhance understanding of the Children's Act and parental responsibilities. It was noted that the Children's Act is a complex piece of legislation, and that several organisations have made their own attempts to simplify the Act; however, it would be useful if materials on the Children's Act spoke "with one voice" and conveyed consistent messages. The Children's (CI) in particular was seen as a potential developer of such materials. It has a reputation for creating very useful and user-friendly tools of various kinds. A recent example would be the guide for health professionals and care-givers that they developed.

Prinslean Mahery agreed to talk to the child rights team at CI and stated that possibly a sub-group of WGPLD members would be needed to work on the drafting. Vuyiswa (RAPCAN), Celeste (Parent Centre), Deidre (Save the Children Sweden) and Annette (independent) were proposed as members of such a sub-group should it be set up. It was also agreed that any product arising from this collaboration would initially be published electronically; only later will hard copy publication be considered.

UNICEF funding of the Today's Children Tomorrow's Parents project.

The delays in the project due to UNICEF not confirming that it would fund the project were also raised and it was agreed that the proposal should be sent to other funders, including the UNODC Victim Empowerment Programme and the World Childhood Foundation.

Central repository for corporal punishment cases in the home and school

It was agreed that anyone finding out about such cases should refer them to Ann Skelton at the Centre for Child Law (Ann.Skelton@up.ac.za). However, those present

stated that they often found that people were reluctant to press charges. As affidavits would be needed from victims, this could pose a problem and training and awareness-raising will be needed to facilitate victims coming forward.

It was felt that the fact that it's still so difficult to proceed in matters like this could be an indication that we are not having as much impact as we would like. There was strong agreement that an assessment of the impact of our efforts to change mind-sets and behaviours could facilitate that we become more strategic in our efforts.

5 Wrap-up and thanks

Thanks to:

- Save the Children (Sweden) for the funding
- RAPCAN for managing the network

The meeting ended at 15h30.



RAPCAN
protecting children's rights