

Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups



Love is a pre-condition for Learning and Development

LIFE SKILLS Training Manual



Community Systems Strengthening for Health

Programme funded by the
EUROPEAN UNION

About Training for Transition (TFT)

TFT has an overall vision to contribute towards the scale-up and scale-out of **quality service delivery for vulnerable communities**. It provides training, mentoring and we develop training material for organisations that serve the needs of vulnerable communities.

As such, TFT has key strategic objectives which include:

- To provide higher level training on Project Planning, Project Management, Financial Management, Monitoring and Evaluation strategies for long-term sustainability and independence.
- To train adults to understand how to meet the developmental and safety needs of children living in under-resourced communities.
- To train adults to support children with life-skills to progress beyond limiting conditions.
- To network with other organisations with similar objectives.
- To mentor identified community-based activists for this training.

Mission

The mission of TFT is to technically assist community-based organisations to access quality training, relevant material, access peer networks, mentoring, coaching and develop systems for information sharing. In the three years of the **community systems strengthening** program, TFT intends to champion the creation, management and coordination of an improved standard of learning, sharing and problem-solving.

TFT uses experienced, independent consultants to provide training and mentoring in their areas of specialty in either gender education, child protection, violence reduction or specific health areas; will ensure program sustainability and continuity of learning, using knowledge on 'Best Practice' in similar conditions; provides ongoing support to scale-up of these services and delivering high-quality interventions.

Partnership

In the **Community Systems Strengthening** initiative, the TFT primary partnership is with the **Cape Metro Health Forum** health committee members, **Women on Farms** and **UCT's School of Public Health** and its role is that of a development partner, in the form technical training, mentoring and content development and training for four programme areas namely; child protection, peace building, access to food and nutrition and health education broadly.

TFT provides curriculum development, training, documentation of process, dissemination of learning and mentoring within a comprehensive monitoring and evaluation framework. TFT, over the implementation period will continue to focus on developing strong partnerships with government and other service providers – to share material and resource development and to share learning. All TFT products, when complete, will be open-source.

Program goal

TFT's program goal is to create, manage, support and bring to scale a local, integrated model of service delivery to address the needs of under-resourced communities; it includes documentation of processes and sharing lessons learnt. It also aims to influence the development of high quality, need-led training material and effective support systems. The intention is to disseminate shared learning to influence positive practice in under-resourced communities.



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Open Source Learning Material

Community Systems Strengthening Partnership



TFT TRAINING CONSULTANCY



Capacity Development for Organisations Working with Vulnerable Groups.



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Introduction

In the **Community Systems Strengthening** initiative the focus on Peace Building seeks to address the social determinants of health, which lead to excessive violence. A basic training, introductory programme looks at the causes of violence, conflict resolution and peace building efforts for hard-pressed communities.

The participants who emerge from this training then go on to do a **Training-of-Trainers** course that will prepare them for working with young people.

The **Lifeskills training manual** is the course material and helps the Peace Builders to understand a range of challenges faced by young people who grow up in social dysfunction and more easily fall prey to its many pitfalls, than other young people.

The course material looks at ways of assisting young people to examine and negotiate the terrain within which they find themselves. By raising consciousness, we attempt to let young people know that within this harsh environment, they can still make positive choices and in doing so could steer themselves out of the 'inevitable' course of growing up in harsh conditions and with little money to transcend it through education or other career pathing opportunities.

Learning Objectives

This course material will assist participants to;

- Understand what makes up self-concept
- Help participants understand that self-concept can change
- Look at a range of different life challenges that require appropriate life skills
- Assist participants with making sound choices
- Understand the legislative environment

Chapter 1.

1.1. Self-Concept

Outcome: Participants will recognise that self-concept is based on internal and external messages and can be changed by informed and caring adults.

Activity 1: Who Am I?

30 minutes

Method: Individual Work

Procedure: Each person gets a sheet of paper and a range of coloured pens to do an outline of a person and right up the different aspects of themselves.

1.1. Understanding self-concept: **Self-concept** or **self-identity** refers to the understanding a person has of him or herself. It pre-supposes - but **can be distinguished from self-consciousness**, which is an awareness of one's self. It is also **more general than self-esteem**, which is the purely evaluative element of the self-concept. The **self-concept** is composed of relatively **permanent** self-assessments including;

- ✓ personality
- ✓ knowledge of one's skills and abilities
- ✓ one's occupation and hobbies and
- ✓ awareness of one's physical attributes.

For example, the statement, "*I am lazy*" is a self-assessment that contributes to the self-concept. In contrast, the statement "*I am tired*" would not normally be considered part of someone's self-concept, since being tired is a temporary state. Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and re-assessment.

The self-concept is not restricted to the present. It includes past selves and future selves. e.g. A person who drank heavily in the past could still say; "*I am an alcoholic*" Future selves or 'possible selves' represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. e.g. "*I am going to fail.*" Or "*I am going to be a doctor.*"

Self-concept, in this way, correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives behavior modification e.g. "*I want to be a soccer player, I have to practice and be disciplined.*" and they also provide an evaluative and interpretive context for the current view of self. It becomes clear that identity formation is based, to a large extent on the information that we retain about ourselves at a conscious level. Let's review.

Activity 2: Who are you?

30 minutes

Method: Buzz session

Procedure: Each person writes up 5 different aspects of the other person in relation to;

- a) personality,
- b) knowledge of skills and abilities
- c) occupation and hobbies and

d) awareness of the other person's physical attributes.

Activity 3: Timeline

1 hour

Method: Group work

Procedure: Working in groups, draw a timeline with ten year intervals. Each person, using a different coloured marker, will indicate their self-concept at 10, 20, 30 and 40.

When working with adolescents, change the time intervals to five years.

A Child's Self-Concept

A. A good self-concept is developed when a child feels:

- Accepted by others
- Competent
- Confident
- Secure
- Loved
- Valued
- Moral
- Independent
- Accepting of self

Activity 4: Unpacking the Meaning

30 mins

Method: Plenary

Procedure: Using a brainstorm, the facilitator goes through each of the above words so that participants generate a common understanding of what the words mean.

A child who feels good about her/himself is satisfied with life and thinks the world is a pretty good place to live in. A good self-concept enables a child to accept responsibility, to achieve success in school, and to grow into a productive member of society.

Her view of life is, *"I'm alright and you are alright"*

B. Poor Self-concept: A child who does not have good feelings about herself may see herself as:

- Rejected by others
- Incompetent
- Doubtful by self
- Insecure
- Unloved
- Unwanted
- Bad
- Dependent
- Dislikes self

Activity 5: Unpacking the Meaning**30 mins****Method:** Plenary**Procedure:** Using a brainstorm, the facilitator goes through each of the above words so that participants generate a common understanding of what the words mean.

A child who doesn't feel good about himself - is dissatisfied with life and thinks the world is not a good place to live in and will act in relation to this belief.

C. Consequences of poor self-concept: A poor self-concept leads to difficulty in accepting responsibility, fear, apathy, anxiety, defensiveness, and lack of success in school. It may even lead to juvenile delinquency and excessive use of alcohol and drugs but it is not a given. Many children succeed regardless of circumstances. It is, however, the responsibility of adults to limit the possibility of damage to a child's self-concept.

A. What adults do and say to the child is important;

Positive	Negative
<ul style="list-style-type: none"> • Smiles • Pats • Hugs • Kind words • Encouragement • Support 	<ul style="list-style-type: none"> • Scowls • Angry and humiliating remarks • Discouragement • Swears • Slaps • punches

B. Parenting Methods

C. When parents are supportive, give choices, and use democratic methods.	When parents are too strict or too permissive.
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Activity 6: Creating Fairness**30 mins****Method:** Plenary**Procedure:** Using a brainstorm, participants generate examples of the following;**C. Realistic expectations: when adult expectations are in line with the child's abilities.**

Vs. when adults expect too much or too little.

C. Fair and appropriate rewards and consequences:

Vs. when they are unfair, too much, or too little.

D. Consistent Affection and Care: when the need for love, security, and belonging are met.

Vs. when the child gets too little attention and feels neglected and unwanted.

Method: Individual work

Procedure: The facilitator shares copies of the Daily assessment sheet for practical application when working with young people.

Daily Assessment Sheet

Name: _____

Date: _____

Signs that the child is happy:

- Happy facial expression
- Easy, alert body posture
- Warm voice
- Language-pleasant
- No nervous habits
- Accepts others
- Faces new situations easily
- Knows how to handle angry, unhappy feelings

Signs that the child is not happy:

- Sad or hostile expression
- Slumped or tense body posture
- Whiny voice
- Insulting language
- Nervous habits: hair twisting, nail biting, clothes twisting.
- Withdraws from others
- Extremely frightened of new situations
- Frequently expresses angry and unhappy feelings with aggressive acts.
- Unresponsive

How Can Adults Help?

Remember, most importantly: Self-concept is learned. Since it is learned, adults have the responsibility of helping children to develop healthy views of themselves.

Children who receive a lot of praise and positive re-enforcement by significant adults, are more likely to display positive behaviours.

The Role of the Adult in Developing Good Self-concept in children.

1. Build the Child's sense of Trust

Let her know that you accept, respect and trust her and seek to earn her acceptance, respect and trust. Adults are able to exert a positive influence on the development of the child's self-concept only if they are valued by the child.

2. Learn why the child acts the way he does.

There are almost always valid reasons when children misbehave. A caring adult takes the time to enquire. Is he jealous of the new baby? Tired or irritable because he is sleeping too little? Frustrated by a too difficult task? Bored? Angry? Sad? Scared?

Talk at the child's eye level:
"You seem angry. Can you tell me why?"

If the child does not yet have sufficient language to express themselves, let them draw how they are feeling.



3. Be yourself: Children can withstand some bad experiences without suffering damaging consequences to their self-concepts, as long as the adults around them are honest, providing age appropriate information. **However, if adults continually 'lose their cool' and display negative attitudes, they need to examine their own emotional health.** Children learn more from what they see than what they are told.

4. Accept the child's unpleasant emotions: The child needs to know that everyone has angry, unhappy feelings at times. We can't help how we feel, but we can help how we express our feelings. Bad feelings need not give the child a bad self-concept.

5. Teach the child how to deal with angry, unhappy feelings: Children need to learn to express their feelings in socially acceptable ways. 'Bad' feelings may be expressed through words. Ask the question; *"How does that make you feel?"* A child can say, *"That hurts"* when another child hits him or her. Teach her to express how she feels. Help the child talk through bad feelings, express it

through art or work it out through vigorous activity like running, digging, and playing in sand or water.

6. Provide ways for the child to feel successful: Give him jobs which aren't too easy or too difficult. A three-year old can be very proud of himself when he sets the table. When the child feels that he is a capable and competent person he has good feelings about himself.

8. Respond to the child's actions immediately: If the child performs a job well, tell her so right away, not next week. Praise the act, not the person. Say "*You certainly did a good job of setting the table,*" not "*You are such a good girl.*" If the child behaves well on a trip to the grocery store, tell him so immediately. Say "*You were very helpful today when we went to the grocery store.*" He is much more likely to repeat desired behavior if he receives immediate recognition.

9. Teach and demonstrate respect for your own & other cultures & ethnic groups: Children from different ethnic and lower socio-economic groups, children with handicaps and girl children need special attention from caring adults in order to prevent them from developing the idea that certain opportunities or activities are not open to them. Help children to feel pride in their cultural background and accept those from different backgrounds. Also, help children learn about other sub-cultures in our society. Unless taught otherwise, children think everybody lives just like they do. A growing esteem of others is basic to a healthy self-esteem.

10. Give the child plenty of praise, warmth, & physical signs of affection: Children thrive in a climate of love. They need lots of pats, smiles, hugs, and praise. Feelings of acceptance and love are necessary for a healthy self-concept.

11. Encourage exploration: Give the child as many different experiences as possible - to see grandmother, to the park, to the library, to the fire station. Give him opportunities to test his body - climbing, running, jumping. The more varied a child's experience, the more opportunities she has for developing her self-concept as a person who says 'I can' rather than 'I can't'.

12. Take photographs of the child: Let them compare their size in photographs, one or two years apart.

13. Display the child's artwork and achievements: Tape her pictures on the refrigerator door or the kitchen wall. Let her know that you value her creations.

Feelings are built up over a period of years . . . If, on the whole, day after day and month after month, the child experiences more joy than unhappiness, more comfort than discomfort, more balance than imbalance, more attention than lack of it, his feelings will be in the direction of seeing himself and the world as a good place to be in.

If all children are helped to develop a positive self-concept, the course of the world could be changed for the better. (Source: Virginia State University).

Now that we have explored self-concept at length, let's look at the different aspects of ourselves and our identity that makes up our self-concept.

Positive re-enforcement is essential for growing children. When a child is particularly good at something, it is also important for care-givers to acknowledge this and never ever ridicule the child.

Here are some examples;

1. *"Jabu, you are a really fast runner." Or "Let Jabu do it, he runs like the wind."*
2. *"Fatima, I love the way you care for animals, can I help you with the bird cage?"*
3. *"Tsholofelo is a great helper. Tsholofelo, I appreciate that you are always helping out."*
4. *"Mark, you are such a deep thinker. I think someday you will be a great leader."*
5. *"Jacob, you are such a good story teller. Your conversations make everybody feel at home."*

All children have something that you can praise. It might not align with your value system or ideas of what is important, but it is the responsibility of adults to praise the obvious gifts that children have.

1.2. Body Image

Beauty and Body Image in the Media



Images of female bodies are everywhere. Women—and their body parts—sell everything from food to cars. Standards of beauty are being imposed on women.

Youth is increasingly promoted, along with thinness, as an essential criterion of beauty. According to the industry; age, dimples and wrinkles are disasters that needs to be dealt with, rather than natural processes.

Clearly women's bodies are major money spinners for several industries such as magazines, beauty products, clothing, weight reduction products etc. Many women accept marketing as fact rather than seeing that it as marketing tools to sell products from anti-ageing to soap powders. It benefits industries to keep women stereotyped.

Activity 1: Defining Beauty

30 mins

Method: Plenary

Procedure: Using a brainstorm, participants

- ✓ What is Beauty?
- ✓ Who determines?
- ✓ Using what criteria?

Mostly the media determines for us what beauty is. It is the responsibility of care-givers to ensure that every child sees their own beauty. This requires that primary care-givers constantly remind the child.

"Oh you look lovely today."

"I really love your smile."

"You have such a beautiful complexion, hair, eyes" etc. regardless of the skin tone or the hair texture.

Purpose of advertising

Experts say the key to advertising is not in the message, but how the consumer interprets it. That's why companies spend so much money to make sure their product's "promise" is clearly understood by their target audience.

When we get messages from the media – e.g. an advertisement for rum – we receive it two ways: logically and emotionally. Our logical side asks, *"Is this message realistic?"* and *"Is this message correct?"* Our emotional side asks, *"Do I like what this message is telling me?"*

Coming up with a logo or brand is only the first step in promoting a product. What else do advertisers have to do? Advertisers need to give their product or brand maximum exposure.

And, as we can see from the "3Ps," advertisers also need to create "messaging" in order to make their product stand out. Most ads for beer and alcohol aren't straightforward at all. Instead of selling products, they sell images, fantasies and life styles. "Drink this," many alcohol ads seem to say, "and you can be glamorous, or sexy, or rebellious, or athletic, or popular, or cool."

Activity 2: Understanding Messaging in Advertisements

30 mins

Method: Group work

Procedure: The facilitator brings magazines and would have asked participants to bring some in order to examine different advertisements. Each group gets a theme e.g. alcohol, beauty products, cereal, cellphones etc.

- **Let's take a look at this kind of ad from a logical point of view.**
- First, what do you think is the message in this ad?
- What is it promising consumers?
- Do you think this message is realistic?
- Is this the result when they use the product?
- **Now take a look at the people in this ad.**
- How would you describe them?
- Do normal people look like this?

These are logical questions. Now, let's look at this message from an emotional perspective: Do you like what this message is telling you? Why or why not?

Whether or not we let ourselves be influenced by a media message depends on our thoughts, our feelings and our expectations about the behaviour being promoted. We ask ourselves, "*What will happen if I imitate what the people in this ad are doing?*" If you have internalized and accepted the message in the advertisement, you will most likely consider positive consequences. In the case of an alcohol advertisement; "*If I drink this rum, I am going to be popular and party lavishly and have a good time.*"

Sometimes, we might be conscious of the purpose of the message and that it is targeting us specifically, but the onslaught of seeing the same message over and over, can also eventually overpower us. It becomes a subliminal message.

1.3. Identity Formation Theories

Identity answers the question “Who am I?”

Identity is made up of;

- ego identity
- social identity
- cultural identity
- family identity
- gender identity

Understanding the Theory

We can explore the many aspects that contribute to personal identity. It is therefore important that we look at the formation of identity over time to fully understand how self-concept is made up by the many **socio-cultural-educational-gender** constructed messages that we get over time.

Exploration and Commitment.

Although the self is distinct from identity, the literature of self-psychology can offer some insight into how identity is maintained. James Marcia developed theories on identity status.

Children need to be exposed (exploration) to a range of diverse experiences. The central idea is that any individual's sense of identity is determined in large part by the explorations and commitments that he or she makes regarding certain personal and social traits. Some children need to explore different areas in order to commit to an area of interest. Other children have an intrinsic knowledge from a young age. It follows that the core of the research here, investigates the degrees to which a person has made certain explorations, and the degree to which he or she displays a commitment to those explorations.

In other words, if as an individual, you have made a commitment to following a spiritual or religious path, or a commitment to excelling at sport, this will make up a large part of your identity. A person may display either relative weakness or relative strength in terms of both exploration and commitments.

Achievement is when a person makes identity choices and commits to them.

Activity 1: Identify yourself

Method: Buzz session

Procedure: Using a brainstorm, participants generate examples of the following;

Area of exploration	No interest	Commitment
Dance: E.g. ballroom, gumboots, hip hop or ballet. We all express ourselves in different ways.		

Academic work: can include writing, math, science or any other academic field.		
Sports: Includes athletics, soccer, golf, baseball, netball, swimming or even mountain hiking		
People: Includes teaching, radio dj, counselling, helping others, coaching or health care.		
Other: List your own areas of exploration and commitment		

Group Identity

At a general level, self-psychology is compelled to investigate the question of how the personal self relates to the social environment. There are individuals who have a strong sense of self without being part of a group.

More people, however, have a positive sense of self as a consequence of their group identity, which furthers a sense of community and belonging. Positive group activities are therefore crucial for developing **self-esteem**. Children need to participate in cultural activities from a young age. These activities could be in relation to the person's birth culture or other artistic, cultural activities.

Most people feel safer when we are able to align with a known culture and ways of being. There are, however, always the exceptional individuals who choose to move beyond accepted norms and create their own social milieu. There is no right or wrong in any of these choices.

The lone wolf has as much right to her or his positive sense of self, as the pack dog. In the end, they both howl at the moon.

Discrimination

When group norms lead to violence or discrimination, however, we need to start questioning the values of the group. When a group of people regard themselves as superior and more entitled in society, it goes against democratic practices.

What makes us discriminate against other people?

Researchers have attempted to address the question of why people engage in discrimination, i.e., why they tend to favour those they consider a part of their "*in-group*" over those considered to be outsiders.

Both questions have been given extensive treatment by Henri Tajfel and John C. Turner's social identity theory. Their theory focuses mainly on the role of self-categorization and attempts to show

how a simple sense of distinctiveness can lead people to act in a discriminating way. Moreover, social identity theory shows that merely crafting cognitive distinction between 'in' and 'out' groups can lead to subtle effects on people's evaluations of others.

Activity 2: Discrimination

20 min

Method: Plenary

Procedure: Using a brainstorm, participants generate examples of the following;

What are the ways that people in your country discriminate? In the following table tick next to the areas where discrimination is practiced often. Explain how this shows itself in society.

Type of Prejudice	Yes/no	How is this evident?
Against women		
Against foreigners		
People who speak a different language		
Hair texture		
Poor people		
Rich people		
Skin colour		
People with disabilities		
Gay people		
Insert your own		

Activity 3: Group work

Method: Plenary

Procedure: Using a brainstorm, participants generate examples of the following;

- Discuss what you understand by the term group identity and provide examples.
- Brainstorm the kinds of cognitive beliefs that lead to discrimination.
- Reflect on discriminatory practices in relation to our group identity.

These different explorations of 'identity' demonstrate how difficult a concept it is to pin down. Some researchers have sought to introduce alternative concepts in an attempt to capture the dynamic and fluid qualities of human social self-expression. Hall (1992, 1996), for example, suggests treating identity as a process, to take into account the reality of diverse and ever-changing social experience.

Ultimately though, the construction of an individual's sense of self is achieved by personal choices regarding who and what to associate with. Such approaches are liberating in their recognition of the role of the individual in choosing social interaction and the choice we have in constructing our identity.

Identity and historical sociology

In sociology, social identity can also be examined from the perspective of social and historical change. Some works, like that of Berger and Luckmann, argue that all aspects of social reality are actually social constructions created by historical facts. Nevertheless, they emphasize that these constructs have real consequences upon the lives and behaviors of human beings. (Cote 2002:37)

Activity 4: Environment and identity

30 min

Method: Plenary

Procedure: Using a brainstorm, participants generate examples of the following;

- ✓ Discuss the history of your community.
- ✓ Discuss the history of your province.
- ✓ Discuss the history of your country.
- ✓ Discuss the history of Africa.

Write up how this impacts on identity formation.

Activity 5: Environment and identity

30 min

Method: Plenary

Procedure: Using a brainstorm, participants generate examples of the following;

Read the following points of view and decide whether it is true or false.

Comment	True or False
When people know who they are they have better self-esteem because they know what they are capable of.	
" <i>Know thyself</i> " Is a good philosophy to live by.	
We develop and maintain our self-concept through the process of taking action and reflecting on what we have done.	
It is possible to change the self-concept. It depends on the ability to self-reflect.	

We decide how powerful or insignificant we want to be.	
No matter how good your self-concept, oppression in various forms can determine how far we go in life.	

Further Components of Self-Conception

- **Physical:** what we wear, the car we drive, the home we live in, sex, height, weight etc.
- **Academic:** how well we do in school, which schools we attend, level of education, what we read, who we inter-act with intellectually.
- **Social and trans-personal:** The social self-concept describes how we relate to other people socially and the transpersonal self-concept describes how we relate to the super-natural or the unknown, which includes our religious or spiritual beliefs.

Self-Concept is dynamic. To understand the active nature of self-concept, it helps to imagine as a process of pointing to the "true north" of a person's perceived existence.

This guidance system not only shapes the ways a person views themselves, others, and the world, but it also serves to direct action and enables each person to take a consistent 'stance' in life.

Rather than viewing self-concept as the cause of behavior, it is better understood as the compass of human personality, providing consistency in personality and direction for behavior.

The world and the things in it are not just perceived; they are perceived in relation to one's self-concept.

- Self-concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life.
- Individuals strive to behave in ways that are in keeping with their self-concepts, no matter how helpful or hurtful to self or others.
- Self-concept usually takes precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.
- Self-concept continuously guards itself against loss of self-esteem, for it is this loss that produces feelings of anxiety.
- If self-concept must constantly defend itself from assault, growth opportunities are limited.

Activity 6: Self-exploration

15 min

Method: Individual

Procedure: Participants generate examples of the following;

Write down 3 activities that you enjoy doing;

- 1.
- 2.
- 3.

When was the last time you did one of the above or something that filled you with joy?

What was it?

Do you still do it or can you do it now?

Write down where you want to be in 5 years in your;

Personal life:

Work:

Studies:

Creative and/or social interests:

Passion:

Spiritual life:

1.4. Messages from the Environment

Peer Messages

Peer pressure is a term describing the **pressure** exerted by a **peer** group in encouraging a person to change their attitude, behavior and/or morals, to conform to, for example, the group's actions, fashion sense, taste in music and television, or outlook on life. Social groups affected include membership groups, when the individual is "formally" a member (for example, a political party or trade union), and social cliques.

Example of peer pressure

"Now!" whispered Snuki. "*Quick, while the clerk's not looking.*" Heart pounding, Leo leaned against the store's unattended cell-phone display and slid two ipods into his pocket. He looked bored and detached as he followed his friend Snuki out of the store, but inside he felt panicked. "*I can't believe you made me do that,*" Leo said.

"Relax," said Snuki. "*Everybody does it sometimes. And I didn't make you do it.*"

He said nothing, but Leo knew he wouldn't have done that on his own. He'd just had a big dose of peer pressure.

Talking to children about Peer Pressure?

Activity 1: Peer Pressure

15 min

Method: Plenary

Procedure: Participants take turns reading the following passages.

"When you were little, your parents usually chose your friends, putting you in play-groups or arranging play-dates with certain children they knew and liked. Now that you're older, you decide who your friends are and what groups you spend time with.

Your friends — your peers — are people your age or close to it who have experiences and interests similar to yours. You and your friends make decisions every day, and you influence each other's choices and behaviors. This is sometimes positive — it's human nature to listen and learn from other people, especially the leaders in your age-group.

As you become more independent, your peers naturally play a greater role in your life. As school and other activities take you away from home, you may spend more time with peers than you do with your parents and siblings. You'll probably develop close friendships with some of your peers, and you may feel so connected to them that they are like an extended family. Also, what your peers say, sometimes become more important than what your parents say.

People are influenced by peers because we all want to fit in, be like people that we admire, do what others are doing, or have what others have."

Peer group positives.

- **Friendship.** Among peers you can find friendship and acceptance, and share experiences that can build lasting bonds.
- **Positive Examples.** Peers set plenty of good examples for each other. Having peers who are committed to doing well in school or to doing their best in a sport can influence you to be more goal-oriented, too. Peers who are kind and loyal influence you to build these qualities in yourself. Even peers you've never met can be role models! For example, watching someone your age compete in the Olympics, give a piano concert, or spearhead a community project might inspire you to go after a dream of your own.
- **Feedback and Advice.** Your friends listen and give you feedback as you try out new ideas, explore belief, and discuss problems. Peers can help you make decisions, too: what courses to take; whether to get your hair cut, let it grow, or dye it; how to handle a family argument. You might turn to your peers for all sorts of advice — even about intimate or potentially risky decisions like whether to have sex or try drugs.
- **Socializing.** Your peer group gives you opportunities to try out new social skills. Getting to know lots of different people — such as classmates or teammates — gives you a chance to learn how to expand your circle of friends, build relationships, and work out differences. You may have peers you agree or disagree with, compete with, or team with, peers you admire, and peers you don't want to be like.
- **Encouragement.** Peers encourage you to work hard to get the solo in the concert, help you study, listen and support you when you're upset or troubled, and empathize with you when they've experienced similar difficulties.
- **New Experiences.** Your peers might get you involved in clubs, sports, or religious groups. Your world would be far less rich without peers to encourage you try sushi for the first time, listen to a CD you've never heard before, or to offer moral support when you audition for the school play.
- **Good Advice.** Peers often give each other good advice. Your friends will be quick to tell you when they think you're making a mistake or doing something risky.

Peer group Negatives

Sometimes, though, the stresses in your life can actually come from your peers. They may pressure you into doing something you're uncomfortable with, such as shoplifting, doing drugs or drinking, taking dangerous risks when driving a car, or having sex before you feel ready. This pressure may be expressed openly "*Oh, come on — it's just one beer, and everyone else is having one*" or more indirectly — simply making beer available at a party, for instance.

Most peer pressure is less easy to define. Sometimes a group can make subtle signals without saying anything at all — letting you know that you must dress or talk a certain way or adopt particular attitudes toward school, other students, parents, and teachers in order to win acceptance and approval.

The pressure to conform (to do what others are doing) can be powerful and hard to resist. A person might feel pressure to do something just because others are doing it (or say they are). Peer pressure can influence a person to do something that is relatively harmless — or something that has more serious consequences. Giving in to the pressure to dress a certain way is one thing — going along with the crowd to drink or smoke is another. Pressure to harm others, of course, has the worst consequences. It is this kind of company that has to be avoided at all costs, even if you have to back a bag and live with a grumpy relative because it could have life-changing consequences.

People may feel pressure to conform. Some people are forced to engage in destructive peer activities. When people are unsure of what to do in a social situation, they naturally look to others for cues about what is and isn't acceptable. The people who are most easily influenced, will follow someone else's lead first. If others go along too, it creates a submissive environment; "*It must be alright. Everyone else is doing it.*" Before you know it, many people are going along with the crowd — perhaps on something they might not otherwise do.

Responding to peer pressure is part of human nature — but some people are more likely to give in, and others are better able to resist and stand their ground. People who are low on confidence and those who tend to follow rather than lead could be more likely to seek their peers' approval by giving in to a risky challenge or suggestion. People who are unsure of themselves, new to the group, or inexperienced with peer pressure may also be more likely to give in.

Using alcohol or drugs increases anyone's chances of giving in to peer pressure. Substance use impairs judgment and interferes with the ability to make good decisions. If there is life or death consequences for not participating in activities, it is better to pack a bag and leave town. Don't wait for the worst case scenario to happen. Leave as soon as possible. Your life has to be more important than the person exerting the pressure.

Pressure Pointers

Nearly everyone ends up in a sticky peer pressure situation at some point. No matter how wisely you choose your friends, or how well you think you know them, sooner or later you'll have to make decisions that are difficult and could be unpopular. It may be something as simple as resisting the pressure to spend your hard-earned babysitting money on the latest MP3 player that "everybody" has. Or it may mean deciding to take a stand against an abusive practice.

These situations can be opportunities to figure out what is right for you. There's no magic to standing up to peer pressure, but it does take courage — yours:

- **Listen to your gut.** If you feel uncomfortable, even if your friends seem to be alright with what's going on, it means that something about the situation is wrong for you. This kind of decision-making is part of becoming self-reliant and learning more about who you are.
- **Plan for possible pressure situations.** If you'd like to go to a party but you believe you may be offered alcohol or drugs there, think ahead about how you'll handle this challenge. Decide ahead of time — and even rehearse — what you'll say and do. Learn a few tricks. If you're holding a bottle of water or a can of soda, for instance, you're less likely to be offered a drink you don't want.
- **Arrange a "bail-out" code** phrase you can use with your parents without losing face with your peers. You might call home from a party at which you're feeling pressured to drink alcohol and say, for instance, *"Can you come and drive me home? I have a terrible earache."*
- **Learn to feel comfortable saying "no."** With good friends you should never have to offer an explanation or apology. But if you feel you need an excuse for turning down a drink or smoke, think up a few lines you can use casually. You can always say, *"No, thanks, I've got a belt test in karate next week and I'm in training,"* or *"Hey man, no way — my uncle just died of cancer of the liver."*
- **Hang out with people who feel the same way you do.** Choose friends who will speak up with you when you're in need of moral support, and be quick to speak up for a friend in the same way. If you're hearing that little voice telling you a situation's not right, chances are others hear it, too. Just having one other person stand with you against peer pressure makes it much easier for both people to resist.
- **Blame your parents:** *"Have you met my mother? If My father will find out, he has his spies everywhere."* Or just stick to your guns, *"Sorry guy, not today."*
- **If a situation seems dangerous, don't hesitate to get an adult's help.**

Good Leaders stand up for what is right

It's not always easy to resist negative peer pressure, but when you do, it is easy to feel good about it afterwards. You may even be a positive influence on your peers who feel the same way — often it just takes one person to speak out or take a different action to change a situation.

Your friends may follow if you have the courage to do something different or refuse to go along with the group.

Consider yourself a leader, and know that you have the potential to make a difference.

1.5. Culture and Identity

Activity 1: What is Culture and Ethnicity?

15 min

Method: Group work

Procedure: Working in groups, participants write up the words Culture and Ethnicity and come up with a common definition.

Ethnicity - belonging to a group that shares the same characteristics, such as country of origin, language, religion, ancestry and culture. Ethnicity is a matter of biological and historical fact and is not changed by the culture in which a person grows up.

Ethnic identity refers to a person's sense of belonging to an ethnic group. Ethnic identity is drawn from the realisation that a person's thoughts, perceptions, feelings and behaviours are consistent with those of other members of the ethnic group. Ethnic identity recognises that a person belongs to a particular group that shares not only ethnicity but common cultural practices.

Culture - describes what people develop to enable them to adapt to their world, such as language, customs and traditions that define values and organise social interactions, religious beliefs and rituals, and dress, art, and music to make symbolic and aesthetic expressions. Culture determines the practices and beliefs that become associated with an ethnic group and provides its distinctive identity.

Activity 2: Developing a common definition?

15 min

Method: Plenary

Procedure: Facilitator clarifies definition and then proceeds with other forms of identification.

Personal identity is the way in which a person defines themselves in terms of their individuality and difference to others. This might include factors such as age, gender, nationality, culture, religious affiliation, disability, sexuality, interests, talents, personality traits, and family and friendship networks. The way in which a person sees themselves in relation to those around them, and what makes them unique, are all aspects of personal identity.

Part of our personal identity is given to us at birth, such as gender, nationality and genetic history. Other aspects of our personal identity are formed during our early years of development and continue to develop during our life as we grow, mature, make choices, forge relationships and build an evolving identity for ourselves.

Social identity is how we function within many different social situations and relate to a range of other people. Social groups may involve family, age, ethnic communities, cultural connections, nationality, friends and work. They are an important and valued part of our daily life. How we see ourselves in relation to our social groupings defines our social identity.

Children who have been separated from their family or country of origin may become confused about their personal and social identities. They may have experienced a number of moves, been cared for by different people in different places, lost important contacts and relationships from their past, been separated from family, friends and their ethnic and cultural networks.

Feeling or being made to feel different is a major issue for children who have been adopted, particularly for children from diverse cultural backgrounds or with a disability. For the adopted child, the stigma of not living with their birth family, living as a cultural or ethnic minority and becoming accustomed to what it means to be adopted, are lifelong adjustments.

Activity 3: Personal Experiences

10 min

Method: Buzz session

Procedure: With a partner, discuss the following. Each person gets a turn to speak.

- What is the dominant ethnic group in your community?
- Which culture do you follow?
- Describe what a minority culture is.
- Which ethnic group in your community is more visible? How does this affect the behaviour of less dominant groups?
- What are three positive aspects of group identity and three negative aspects?
- Does a particular ethnic group get more resources and opportunities than others? Why?

Activity 4: Identity and Vulnerable Children

Method: Plenary

Procedure: Participants brainstorm the kinds of experiences that could have a negative impact on the identity of vulnerable children.

Activity 5: Gender Identity

Method: Group work

Procedure: Participants discuss the statement *"It's a boy!"* made with pride in all cultures and communities. Unpack what this pride is based on and write these up to present in plenary.

Discuss:

- How does this cultural norm impact on the identity formation of girls?
- Is there a need to empower young girls?
- Do families and communities provide different opportunities for girls and boys?

There are a number of ways to identify whether a need for the empowerment of girls still exist.

Activity 6: Treatment of Girls – Locally and Globally

Method: Group work

Procedure: Participants draw two columns, one headed 'boy' and another headed 'girl'.

- In your neighbourhood identify the number of recreational facilities that cater to the needs of boys and men. E.g. soccer club, beer hall etc.
- Identify the same for women and girls.
- Now do the same for the home. List the privileges that girls have and the privileges that boys have. Here are some examples and add your own, if needed

Girls	Boys
Community Resources	Community Resources
Home Privileges	Home Privileges
Daily Chores	Daily chores

Internationally

Generally, we seem to have made some progress in the world, but girls are still being discriminated the world over for no other reason, except that they are girls.

- Girls as young as eight to fourteen are married off to adult men from countries as far a-field as Kenya, Pakistan, Ghana, Bangladesh and India. The same does not happen to boy children.
- Girls are encouraged into 'soft' and 'maternal' careers.
- Sexual abuse, coercion and violence against women and girls are increasing.
- Women are objectified as objects for sex in posters, music videos, magazines and films.
- Even 'democratic' countries that do not have cultural beliefs as an excuse, have high levels of sexual abuse.

1.6. Family and Identity

Activity 1: Family Culture

Method: Buzz session

Procedure: Discuss with a partner what your family culture is.

What is Family Culture? Shared Identity and a sense of love & belonging. It includes;

- Activities we do to hold the family together.
- Pleasurable activities that make children WANT to spend time with the family.
- Family motivation and support to work through things through with their siblings and with parents.

It requires planning and effort:

1. **Consciously create a family identity.** Obviously, you want this identity to be positive and expansive, not limiting. Is yours an athletic family? Do you all follow current events? Talk about who's reading what? Most families have several identities. Here are some examples

2. **Eat dinner together whenever possible.**

3. **Seize any excuse to celebrate and have fun together.**

4. **Find ways to enjoy each other.** Listening to music, a stroll on the beach, a braai without alcohol.

5. **Honor each other's passions.** Take an interest in each other's fascinations. If you started dating someone whose ruling passion was antiques, you'd probably want to understand what they loved about old things, and maybe read a book or accompany them on an antiquing foray. Your son's obsession with comics may seem like a waste of time ("Why isn't he reading a library book?") but your interest in hearing about the plots, even if they all sound the same to you, will go a long way toward making him feel comfortable talking with you about what's important to him when something else is bothering him.

6. **Keep the tone loving.** Every household has an emotional tone, which changes but tends toward a particular range of notes. Some families are loud and others are quiet. Some families love parties and others like a walk in the park. Pay attention to what created discord and avoid that.

7. **Develop family rituals.** Rituals, through their repetition, reinforce particular feelings and values. They may be the single most effective tool in creating family culture.

Activity 2: A Mission Statement

Method: Individual work

Procedure: Participants work individually and write up their personal mission statement which includes a vision for themselves.

Activity 3: Family Mission Statement

Method: Home work

Procedure: Participants are encouraged to do the same activity with their family to share at the next training.

- Our family vision is...
- Our mission statement includes ...
- Roles and responsibility of different family members by name and age

Example: Mission Statement

The mission statement should be a clear outline of the family's purpose for existence. It should incorporate meaningful and measurable criteria and expectations of growth.

How Specific Should You Be?

Normally, the Mission Statement should represent the broadest perspective of the family's mission e.g.

Vision

'Each member of our family is valued and supported in their academic, artistic or personal endeavours'

'We live with love and goodwill to each other.'

'Our family mission is to live peacefully and we do not allow or support violent words or behaviour.'

'Live in a safe environment'

Mission

"To solve unsolved problems innovatively"

"To give unlimited opportunity to the women in our family."

"To improve our intellectual status."

"Live with honesty and integrity."

"Save 10% of our combined income."

The broad mission statement can then be followed up with clear, measurable goals. E.g.

Vision: "Improved intellectual status."

Mission

- Siphon to complete matric.
- Enroll to do my honours in Social Work.
- Jabu to complete CA requirements.

Activity 4: Diverse Families and Identity

Method: Plenary

Procedure: Facilitator generates feedback on different types of families and writes these up.

Family structures have changed over time. There are a lot of new concepts such as 'merged' families and 'two dad' families and the 'nuclear' family is not the norm in all neighbourhoods. Many neighbourhoods have 'single parent' family as the norm.

- There are many and various family structures which include the '**nuclear**' family.
- A '**single parent**' family would refer to **only one** parent, grandparent or primary care-giver caring for the children.
- '**Extended**' families are very common in the African context where families include grandparents, aunts and uncles sharing the same home and a range of responsibilities.



- Name other kinds of families.

Activity 5: Single Parent Family and identity formation

Method: Group work

Procedure: Participants generate a range of reasons for why 'single parenting' is an increasing phenomenon, to share in plenary.

- **Discuss:** What 1) economic, 2) emotional, 3) identity formation impact does it have on a child.

1.7. Assertiveness Skills

Activity 1: Personal Rating in Assertiveness

Method: Individual

Procedure: In the table below, tick off your personal assertive rating assessment and write why you have chosen this rating.

Area	Rating: 1 being very weak and 10 very strong									
Stand up for myself	1	2	3	4	5	6	7	8	9	10
Why										
Stand up for strangers if needed										
Why										
Stand up for my/young children										
Why										
Defend myself against wrong										

The purpose of assertiveness skills is to;

- Deal with your own feelings.
- Set boundaries for others.
- Present clear messages.
- Gain confidence.
- Practice the art of saying 'no' or standing your ground.
- Manage conflict.
- Move from awkward situations.

As a communication style and strategy, assertiveness is distinguished from aggression and passivity. How people deal with personal boundaries; their own and those of other people, helps to distinguish between these three concepts.

Passive communicators do not defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them in the wrong direction. They are also typically not likely to risk trying to influence anyone else.

Aggressive people do not respect the personal boundaries of others and thus are liable to harm others or try to influence them negatively.

A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. They are also willing to defend themselves against aggressive incursions.

An **assertive style of behavior** is to interact with people while **standing up for your rights**. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants.

The result of being assertive is that;

- 1) You feel good about yourself
- 2) Other people know how to deal with you and there is nothing vague about dealing with you.

Assertive people have the following characteristics:

- They feel free to express their feelings, thoughts, and desires.
- They know their rights.
- They have more control over their anger. They address the problem instead of reacting with emotion.
- They have a good understanding of the feelings of the person with whom they are communicating.

A popular technique advocated by assertiveness experts is the **broken record** technique. This consists of simply **repeating your requests** every time you are met with illegitimate resistance. However, a disadvantage with this technique is that when resistance continues, your requests lose power every time you have to repeat them. If the requests are repeated too often it can backfire on the authority of your words. In these cases it is necessary to have some sanctions on hand.

Another technique is called **Fogging**, which consists of finding some limited truth to agree with in what an antagonist is saying. More specifically, one can *agree in part* or *agree in principle*.

Negative inquiry consists of requesting further, for reasons for non-cooperation. Negative assertion however, is agreement with criticism without letting up demand.

'I' statements can be used to voice one's feelings and wishes without expressing a judgment about the other person or blaming one's feelings on them.

Mahatma Gandhi's struggle for India's independence, along with the communication strategy and actions he used for this, are a good example of assertiveness. He used a people's movement which he called "Satyagraha" which used **non-violent means** to achieve his objective.

He kept communicating the Indians' right to rule themselves to the colonial British, irrespective of what the British thought about Indians. Gandhi was sent to jail several times and in many cases was asked to pay a fine for opposing British rule. He never agreed to pay the fine, saying that he had the right to say what he thinks is correct. After several decades of this struggle, India became independent.

It came at a cost of a lot of personal suffering.

Activity 2: Personal Rating in Assertiveness

Method: Individual Homework

Procedure: Three times in the next week you must change your behavior. Select three different situations/relationships in which you would normally respond;

- i) aggressively
- ii) passive-aggressively
- iii) passively or non-assertively.

Change your behavior to assertiveness in these situations. Demonstrate a purposeful, calm tone of voice. Be calm and in control of your body. Use the assertiveness language we have reviewed in class.

Provide feedback:

- a. Describe the situation and the behavior you would normally use that is no longer effective. What would have been your usual response?
- b. Describe what you changed in your own behavior, verbally and non-verbally.
- c. What were the consequences?

Parental Behaviour:

Aggressive Behavior is the act of a parent emotionally over-reacting or becoming defensive in a situation. Assertive Behavior is the act of a parent declaring this is what I am, what I think and feel and what I want.

1.8. Self-Control and Anger Management

By learning self-control, children can make appropriate decisions and respond to stressful situations in ways that can yield positive outcomes.

Here are a few suggestions on how to help children learn to control their behavior:

Toddlers get frustrated by the large time gap between the things they want to do and what they're able to do. They often respond with temper tantrums.

- prevent outbursts by providing toys, books, musical instruments, dolls or other such activities
- arrange for stimulating activities like water play, gardening, washing the dog (under supervision)

For outbursts:

- try a brief time-out in a designated area — like a kitchen chair or bottom stair — to show the consequences for outbursts and teach that it's better to take some time alone, instead of throwing a tantrum. This must be done with parental assertiveness and not anger.
- **Ages 3 to 5:** Praise the child when she is demonstrating desired behaviour. You can continue to use timeouts, but rather than enforcing a specific time limit, end timeouts once your child has calmed down. This helps children improve their sense of self-control. And praise your child for not losing control in frustrating or difficult situations.
- **Ages 6 to 9:** It is important to talk to children and listen to their responses. As children enter school, they're better able to understand the idea of consequences and that they can choose good or bad behavior. It may help your child to imagine a stop sign that must be obeyed and think about a situation before responding. Encourage your child to walk away from a frustrating situation for a few minutes to cool off instead of having an outburst.
- **Ages 10 to 12:** Older children usually better understand their feelings. Encourage them to think about what's causing them to lose control and then analyze it. Explain that sometimes the situations that are upsetting at first don't end up being so awful. Urge children to take time to think before responding to a situation.
- **Ages 13 to 17:** By now children should be able to control most of their actions. But remind teens to think about long-term consequences. Urge them to pause to evaluate upsetting situations before responding and talk through problems rather than losing control, slamming doors, or shouting. If necessary, discipline your teen by taking away certain privileges to reinforce the message that self-control is an important skill.

When Children Are Out of Control

Many times children are demonstrating behaviour that they learned from their parents. Set a good example for your children by demonstrating healthy ways to react to stressful situations. As difficult as it may be, resist the urge to shout when you're disciplining your child. Instead, try to be firm and matter of fact.

Make sure that there is no medical reason for the behaviour. If there is, speak to knowledgeable professionals about ways to assist your child.

During your child's meltdown, stay calm and explain that shouting, throwing a tantrum, and slamming doors are unacceptable behaviors that have consequences — and say what those consequences are.

Your actions can show that tantrums aren't viable ways for children to get the upper hand. For example, if your child gets upset in the grocery store after you've explained why you won't buy sweets. Never reward bad behaviour.

If your child frequently loses control and is continually argumentative, antisocial, or impulsive or if tantrums last for more than 10 minutes, talk to someone about it. It is better to get help in the early stages of behavioural problems.

And talk to the doctor/school counselor etc. if your school-age child's tantrums are accompanied by:

- restlessness
- impulsiveness
- defiance
- difficulty in concentrating
- low self-esteem
- declining performance in school

Consider speaking to your child's teachers about classroom settings and appropriate behavioral expectations. Also, look at your own actions to see if you are managing stressful situations as well as you can. If not, you might want to ask your doctor about whether family counseling sessions may help.

Anger as Help and Hindrance

Anger is a natural emotion which can sometimes be useful in motivating people to deal with things that are not right in their lives or the lives of those around them. However sometimes people can develop patterns of anger that are unhelpful and interfere with their relationships with others or their ability to get on with people at work etc.

If left unchecked, this sort of anger can become entrenched and serious damage can be done to relationships or even job security or in extreme cases can lead to problems with the law and physical harm to the person or others.

Problems with anger can be exacerbated by the use of alcohol or other drugs.

Anger can be caused by a range of factors from inherited tendencies, traumatic events, attention deficit dis-orders, poor role models or through substance use.

Besides gaining an idea of the causal factor of angry outbursts, parents or counselors should also discuss any problem that is bothering the individual and try to share experiences which can help the teen to think and act positively. Understanding the cause of anger and discussing their problems helps parents or other counselors to suggest and advise teenagers to react to those anger-stimulating factors in some alternate ways.

Anger as an emotion is beyond the control of every human being, and especially teenagers who try and cope up with many pressures in their lives; however, expressing anger in socially acceptable and desirable way, is what teen anger management all about.

Meditation Techniques: overcoming anger

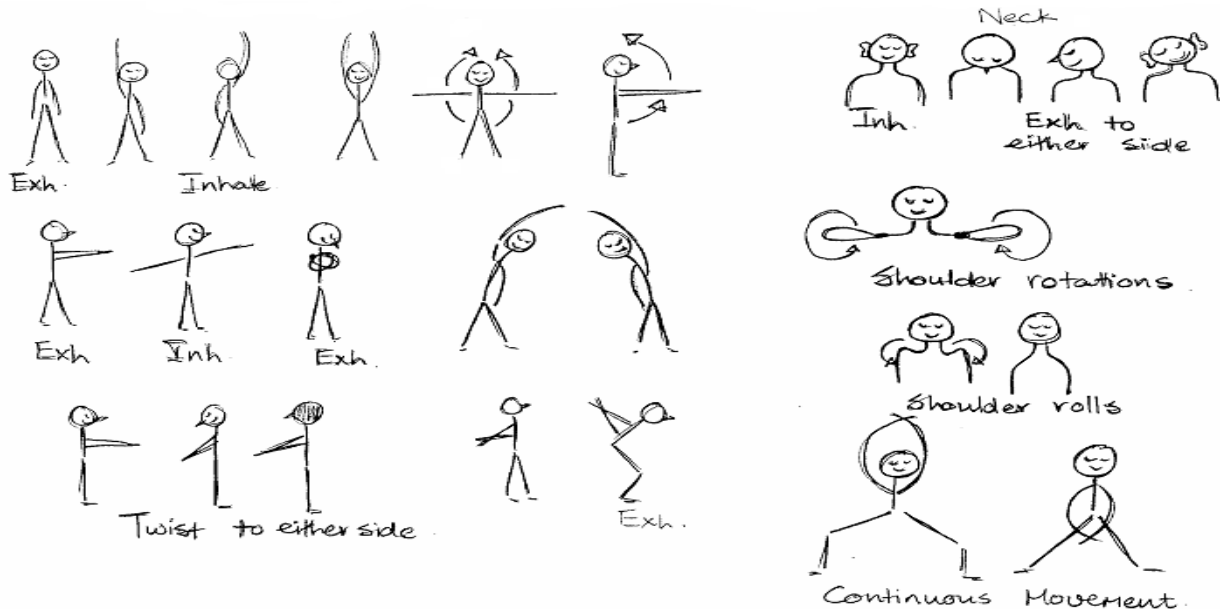
Anger will take away your peace and leave you feeling empty and discontent. Meditation facilitates the healing process through positive thought suggestions and inner relaxation.

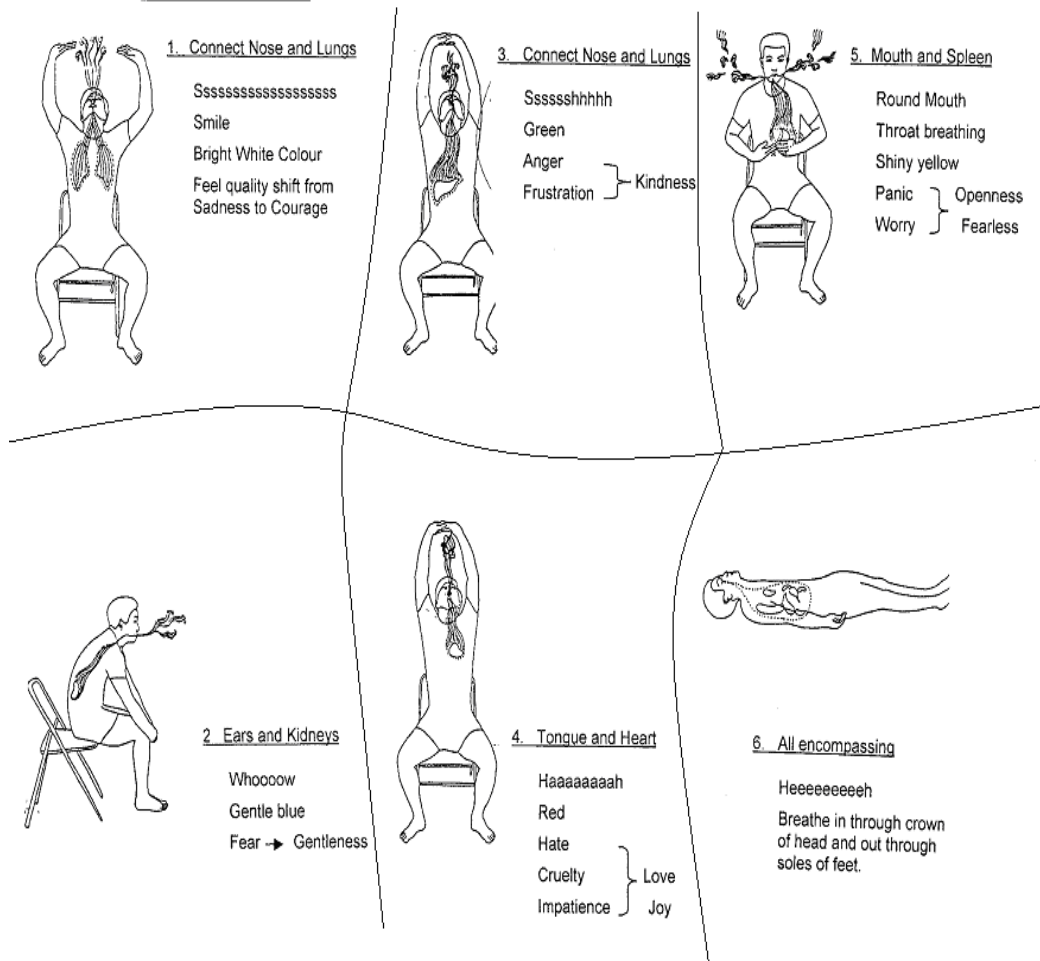
We are born to interact with others and the more we seek the positive company of like-minded people the happier our mind will become.

"Human beings are intrinsically, necessarily and by definition social beings who - beyond being "gregarious creatures" - cannot survive and meet their needs other than through social co-operation and association" - Karl Marx

Activity: Learning to Cope with Stress
Method: Plenary
Procedure: Facilitator demonstrates some stretching, breathing & meditation techniques.

Stretching Exercises





Breathing Exercises

Learning to Meditate

- Sit on a cushion on the floor or on a chair with feet firmly on the ground.
- Hands should be relaxed facing upward, eyes closed.
- Imagine a clear, calm sky with soft clouds drifting slowly
- Breathe in and think; *"I am breathing in."*
- Breathe out and think; *"I am breathing out."*
- Replace these with a statement of your choice e.g. *"I am very calm"* (in)
- *"I am letting go of fear"* (out)

Do for at least 10 minutes.

Chapter 2. Life Planning

Outcome: Participants will recognize that life consists of a series of goals which can and should be planned for.

“Life planning is about knowing your goal and then combining the goal with the journey.”

2.1. Goal setting

Two important things emerge in goal-setting;

- a) We have to know where we want to be.
- b) We have to commit to it.

What does this mean? It means that as individuals we are in control of and responsible for everything in relation to our lifestyle including what we eat, clothing, future plans and need to manage this responsibility.

In the previous chapter on self-concept we spoke about exploration and commitment. Childhood is really about exploration we play and learn continuously through the things that we do. This might be the joy of reading, artwork, dancing, mountain-climbing or playing in the river. Through various forms of exploration, we discover our passion. It is when we discover our passion that we make a decision to commit.

We decide;

- a) I want to become a dancer or a scientist or open a home-bakery.
- b) We investigate what our needs are to meet this goal.
- c) We commit finances and time to ensuring that we meet this goal.

Goal setting is really about the exploring and committing process to ensure that we reach this goal.

Activity 1:

Method: Individual

Procedure: In two columns list the things that a) give you joy b) you would like to do as a job.

Joy

Job

Now ask yourself the following question.

1. Why do I choose this path?

Once you have written your answer review it to ensure that your job plan is aligned with your life plan. In other words, if under the column 'Joy' you have listed; 'talking to my friends', 'karaoke singing' and 'doing community drama' and under the column job you have 'dentist'...? Clearly your job plan is not aligned with your life plan, unless you plan to talk and sing to your patients while they are under anesthetic. If your joys are talking, singing and community drama then your job plans should be radio presenting or acting or something that will allow you to express yourself naturally.

If you are becoming a dentist because your father wants you to join the family business then it might mean that you have to review your goal. Goals should be based on those things that **you** want to do with your life, not simply what others expect of you. Although it is great if you do have others to guide you, remember, this is guidance and not instruction.

The third question should simply be to establish whether this is something you want to do because you love it, have an interest in it and are willing to commit to getting there.

Activity 2:

Method: Individual

Procedure: In a chart that indicates time-frames, please list the things you need to do in order to achieve your primary 'job' goal that you indicated in activity one.

In other words, you might have listed more than one job e.g. medical doctor and kiro-practitioner. You now have to decide which one you will pursue first. Then investigate and write down the steps you need follow in order to pursue this job indicating your age and year of completion.

E.g.	Medical Doctor	Age	Done
1.	Matriculate with exemption	18 years	2017
2.	Secure a bursary	18 years	2017
3.	Investigate university options	18 years	2017
4.	Start studying	19 years	2018

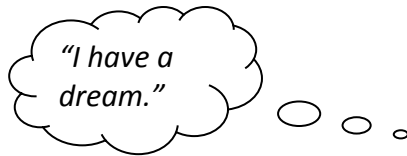
Now paste this on your bedroom wall or your mirror where you can see it every day. These goals can now be broken into activities; In other words what do you need to do in order to matriculate with an exemption.

Goals

1. Matriculate with exemption.
2. Secure a bursary.
3. Investigate university options.
4. Study for 7 years.

Activities

1. Set aside two hours per day to study.
2. Get extra math tuition to improve marks.
 1. Contact various universities for their bursary lists.
 2. Complete and submit applications.
1. Email all local universities for enrolling criteria and cost.
 1. Secure hostel accommodation.



Everybody has a dream. We all start out with a long term vision. Some people develop theirs over time. Mostly the vision that we develop for our future is in relation to our interests, passion, skills and abilities.

Sometimes a vision can be crushed by words from an uncaring adult or simply incredulous laughter. It is therefore important to always encourage children to fulfill their dreams, even though it may seem impossible to us.

It is true however, that some children live in circumstances that do not allow for hope. The brain, therefore, being as resilient as it is, does not allow the dream to emerge. If we tell ourselves that we can and if we tell ourselves that we cannot, we are equally right. Remember, our thoughts create our reality. When working with vulnerable children, we have to keep the dream alive.

Activity 3: Find your Field

Method: Individual

Procedure: The facilitator writes up elements of each category on a sheet of paper. Participants write their names on flash cards and walk around examining where their interest lies.

Each participant will then paste their name next to the elements that apply to them. Give each person three flash cards so that they do not limit themselves in terms of their interests. They can collect more if needed. Cards can also be colour-coded for easier identification. When they are done, let them count up how many elements they have in each category. This will give them an idea of possible career options.

Category	Elements
Physical	<ol style="list-style-type: none"> 1. Enjoy running, jumping, swimming, tennis, cricket, hiking, soccer to the point where it occupies your thoughts and time often. 2. Enjoy competing and pushing yourself to higher limits. 3. Often get chosen to be in the sports team. 4. Often come in the first three in individual sports. 5. Contribute well in team sports and understand what it means to be a team player. 6. Take care of your body and watch what you eat. 7. Love to move.
Creative	<ol style="list-style-type: none"> 1. Feel like you see things differently such as light, colour and shadows. 2. Love looking at and being in nature.

	<ol style="list-style-type: none"> 3. Recognize beauty beyond the conventional sense. 4. Have a need to move as a form of expression. 5. Love entertaining people. 6. Feel like you are an independent thinker. 7. Often shift into the realm of fantasy and creative imagination. 8. Natural ability to draw, dance or write. 9. Love writing poetry, short stories or simply as a form of expression. 10. Love music, art, writing, creating or movement.
Leadership	<ol style="list-style-type: none"> 1. Leading comes naturally and other children look to you for guidance. 2. Good at guiding people in the right direction. 3. Take initiative for any event being planned. 4. Want to change society into a better place. 5. Often chosen for leadership positions. 6. Have a deep knowledge of being able to achieve beyond what you were given.
Administrative/Service	<ol style="list-style-type: none"> 1. Loves being of assistance to others. 2. Organized and meticulous. 3. Ensure that things are in order and in the right place. 4. Friendly, polite and supportive. 5. Like to help to get a job done for which you do not always get the credit. E.g. arranging an event, doing the bookings, ordering the food, ensuring the tables are attractive. 6. Love sorting, labeling, arranging in an understandable sequence. 7. Love problem-solving.
Practical	<ol style="list-style-type: none"> 1. Love knitting or sewing or woodwork etc. 2. Enjoy turning 'nothing' into 'something'. 3. Make whistles, cars, dolls clothing, toys such as guns, <i>kettie</i>, or bow and arrow just for the fun of it. 4. See the potential in un-shaped wood, a roll of wire, beads or a ball of wool. 5. Love working with your hands. 6. Easily able to follow instructions to put things together.
Social	<ol style="list-style-type: none"> 1. You love working with people in order to assist

	<p>them.</p> <ol style="list-style-type: none"> You have compassion for people in need of help. You want to make a difference in the lives of desperate people. You like to help people with their problems. People often come to you for help. Have a sense of accomplishment when assisting the sick or the needy. Have a heart for children who do not have adequate care and support. Love helping the elderly.
Numerical	<ol style="list-style-type: none"> Love calculations. Answers come easily to you. Normally get more than 70% in mathematics. Easily able to calculate accurately. Can do mental sums quickly. No fear of math tests. Understand budgeting.
Scientific	<ol style="list-style-type: none"> A natural interest in nature, chemicals, the body and how they work. Always reading up on unexplained phenomena to try and understand it. Wonder what makes things work i.e. the body, the universe, seasons, volcanoes etc. Question what you are taught by teachers and parents. Curious about the nature of life, the existence of God, a need to have things proven.
Spiritual	<ol style="list-style-type: none"> Have strong beliefs in your particular faith. Would like to share this with others. Often reflect inwards and have a need to share the feelings that are associated with a spiritual life. Would like to see the world shift from being material to being spiritual.
Communication	<ol style="list-style-type: none"> Enjoy writing for an audience and communicating your ideas. Easily able to express yourself through words and movement. Other people enjoy listening to you and find value in what you say. Love to sing, talk, and address meetings.

Technical		<ol style="list-style-type: none"> 1. Love working with engines, taking things apart to see how they work and putting them back together. 2. Enjoy watching people who fix radios, cars, computers, electrical appliances in order to understand. 3. Love computers and their inner workings. 4. Enjoy experimenting and creating things.

Participants can be encouraged to add elements.

Now that we have identified the elements and hence the category ... what are my study options?

It is probably not possible to list all the job options. Below is a list of possible options which relate to a range of categories.

Activity 4: Find your True North

15 minutes

Method: Buzz session

Procedure: The facilitator hands out stars and participants discuss with each other, before putting a star on their area of interest. Add yours to a category, if it is not already listed.

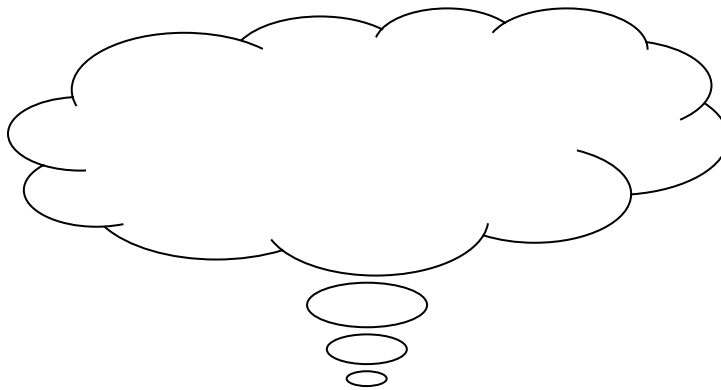
Physical	Creative	Leadership	Administrative/S ervice	Practical
Dancer, Professional soccer player, cricketer, ballerina, Physical Education teacher, Coach, karate instructor	Professional dancer, artist, writer, journalist, script writer, actor or actress, dress designer, craftsman or woman, photographer, sound engineering, singer, musician	Own business, commerce, politics, teaching, management, community organization initiatives, religion, and adult education.	Chef, cook, waiting, personal assistant, administrator, buying and selling, own business, cashier, telephonist, bookkeeper, bank teller	Own business, toy or garment specialist, electrician, carpenter, mechanical designer, photographer, sound engineering, IT, computers
Social	Numerical	Scientific	Communication	Technical
Teaching, politics, social worker, community worker, nurse, trade union organizer, therapist, psychologist,	Accountant, retail business, shop owner, teacher, small business, buying and selling, banking, stock broker, statistics	Teaching, writing, veterinary doctor, medical doctor, laboratory work, archaeologist, astrology, university lecturer, gardening,	Radio announcer, television presenter, acting, university lecturer, teacher, writing, journalism, religion, advertising,	Electrician, woodwork, plumbing, designing, IT, computers

psychiatrist, adult education.		forestry, water technician, natural sciences, medicine, nature, wildlife conservation, farming, gardening, marine biology	theatre acting.	
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Activity 5: I have a Dream

Method: Individual

Procedure: Write your dream in the bubble and draw yourself in the space below, in that role.



Relationships and Family Planning.

Yes you can and should plan your relationships and your family. They don't just happen. You don't just fall for the first person who 'loves' you. Evaluate carefully what you want out of a relationship. List it. If somebody declares love, look at your list! Of course there are areas that you can compromise on, but there are also areas that you cannot compromise on.

Activity 1: My ideal mate.

Method: Individual

Procedure: Write down a list of ten things that you believe will make up an ideal partner. Once you have your list of ten, tick off those that you are willing to compromise on.

Make sure you have covered the following, unless it really does not matter to you. Be honest with yourself.

1. hobbies
2. physical appearance
3. age group
4. violent/peaceful
5. jealous/possessive
6. good future plans
7. income
8. car
9. personality
10. dress style
11. friendliness/humour
12. polite/respectful
13. music choice
14. interests such as traveling, farming, family life, sports
15. friends
16. considerate
17. religious beliefs
18. dreams/ambition
19. intellect
20. education level

Now look at your list and evaluate each item as to whether it is realistic, practical and reasonable. Re-do your list if necessary. When you have a final list, put it up in a place where you can see it every day.

Spend some time thinking about where you are likely to meet such a person.

- a) Dance club
- b) sports club
- c) university

- d) church
- e) youth group
- f) hip hop dance lessons
- g) family gatherings
- h) rural community
- i) airports

Don't laugh! Be pro-active about your life. Socialize in those circles or enroll in a club where you might meet your ideal partner.

2.6. Morals, Values and Ethics

Understanding morality requires investigating what people value and why.

There are three principle types of values which humans can have:

1. preferential values
2. instrumental values and
3. intrinsic values

Each plays an important role in our lives.

Values are rules. People's values define what they want personally.

Values are the goals towards which you aspire. They largely define the core of your identity. More importantly still, they are the source of your motivation to improve yourself. If you did not value self-improvement, for example, you would not be reading this book right now.

It is important to develop a good understanding of your values, because of how influential your values are in determining and motivating your behavior. If you don't understand your values, you won't understand how to orient yourself in a direction that is likely to be satisfying. Your behavior, your actions will be more oriented towards putting out fires (satisfying your immediate needs), and less oriented towards developing your long term potential. You won't have a plan. You will instead, just be reactive. Because if you don't understand what they are you don't know what motivates you. Or what could motivate you - towards becoming a better person.

Activity 20: What are my values?

Write a list of 5 things that you value;

In yourself	In Others	In life

Morals are how we judge others. Morals define what society around people want.

People's values define what they want personally, but morals define what the society around those people want for them. Certain behaviors are considered to be desirable by a given society, while others are considered to be undesirable. For the most part, however, morals are not written in stone, or proclaimed by God above, but instead reflect local sensibilities. Different societies have different ideas about what is acceptable and not acceptable. There are only a relative few behaviors (usually including murder, and various forms of abuse, including incest and adult-child sexual contact of any sort) that are pretty much universally despised by stable societies.

People are not born understanding their society's morals. Instead, these understandings develop and mature over time. Psychologist Lawrence Kohlberg's famous work has provided us with a developmental mapping of how moral understanding tends to progress through childhood and early adulthood.

Children's values

- According to Kohlberg, infants have little or no moral sense, because they are not born with an understanding of the nature of human relationships. As children reach school age, they enter into the first major stage of moral understanding, known as the "pre-conventional" stage. Pre-conventional children are essentially selfish in orientation. They do not think about what behaviors will serve the greater good, but rather think in terms of what will most benefit them. They respond primarily to power, and think of morality as a matter of following rules so as to avoid punishment.
- As children grow into adulthood, they typically enter into the stage of "conventional" moral understanding. Some children will be developmentally delayed in this regard and become adults who have the moral understanding of children; we call them sociopaths, narcissists, and anti-social personalities. The majority of people that do make it to the conventional moral understanding start thinking in terms of duty; a duty to do what is necessary to promote the greater good. They orient towards behaviors that are most likely to gain other people's respect and admiration. Part of conventional morality is the duty to behave lawfully. Some people take this duty further and understand it as a duty to conform to what other influential people around them want.
- Most adults never actually achieve the final stage of morality, known as post-conventional morality, mostly because in order to get there, people have to throw off their sense of duty to what others around them want, and reinvest their moral sense in higher principles, such as (but not limited to) "honesty", "reciprocity", and "social welfare". Such people become willing to take unpopular stances and make unpopular decisions simply because those decisions represent the right thing to do. For example, a post-conventional CEO might decide to offer full medical coverage for all employees because it is the right thing to do (to use the company to raise up all participants), even though to do so would anger shareholders who might see this as a drain on profits. It is very difficult to achieve a post-conventional morality in what is largely a conventional world. The CEO in our example would probably not last long, unfortunately.

Ethics are professional standards

Values, morals and ethics

What are the differences between values, morals and ethics? They all provide behavioral rules, after all. It may seem like splitting hairs, but the differences can be important when persuading others.

Values

Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another.

Dictionary.com defines values as: n: beliefs of a person or social group in which they have an emotional investment (either for or against something); "he has very conservative values"

Morals

Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly on morals than values. A person can be described as immoral, yet there is no word for them not following values.

Dictionary.com defines morals as: n: motivation based on ideas of right and wrong

Ethics

You can have professional ethics, but you seldom hear about professional morals. Ethics tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Thus you have medical ethics. Ethics are thus internally defined and adopted, whilst morals tend to be externally imposed on other people. If you accuse someone of being unethical, it is equivalent of calling them unprofessional and may well be taken as a significant insult and perceived more personally than if you called them immoral (which of course they may also not like).

Dictionary.com defines ethics as: A theory or a system of moral values: "An ethic of service is at war with a craving for gain". The rules or standards governing the conduct of a person or the members of a profession or place of employment.

Ethics of principled conviction asserts that intent is the most important factor. If you have good principles, then you will act ethically. *Ethics of responsibility* challenges this, saying that you must understand the consequences of your decisions and actions and answer to these, not just your high-minded principles. The medical maxim 'do no harm', for example, is based in the outcome-oriented ethics of responsibility.

So what?

Understand the differences between the values, morals and ethics of the other person. If there is conflict between these, then they probably have it hidden from themselves and you may carefully use these as a lever. Beware of transgressing the other person's morals, as this is particularly how they will judge you. Talking about professional ethics puts you on a high moral platform and encourages the other person to either join you or look up to you.

Activity 23: Discuss with a partner. The difference between values, morals and ethics is...

2.6. A Balanced Life

Living a balanced life is a culmination of all the intrinsic life-skills; appropriate information, proper nutrition, recognizing healthy relationships, understanding the balance between responsibility and getting rid of creative energy through play, hobbies and living our passion. In other words, it is about living a balanced life.

These skills in adulthood is based on exposure to love, patience, humour, forgiveness, sufficient and appropriate food, guidance, discipline and time to play to name a few, in childhood.

Children who grow up with this balance and with adults of moderate temperate, rather than extremes of anger, sadness, drug or alcohol abuse and neglect, stand a much better chance of being balanced adults. Here are some tips to ensure that the children in your care are exposed to balance;

1. Try to remain calm.

When we turn to our family and friends to tell us we are ok, rather than validate ourselves, we may find ourselves doing and saying things to others that we wish we could take back. By holding your own OK-ness you remain in control of yourself and not needing to control others as much.

2. Consistency and Follow-through Builds Trust.

When parents are consistent in their response and follow through in their behavior, children learn to count on that parent and actually feel more secure in their environment. If you tell your children you will pick them up at a specific time, be there. If you tell your kids they can't have candy, do not change your mind. If you promise a reward for good behavior, give it. If you "ground" your teenager, follow through. Try to act, not react to your child's behaviors. Give yourself time to consider what you want to say and do. By being consistent in your actions and behaving in a manner your children can model, children learn the importance of self-respect and recognize the value of trust. Of course this means you must give serious consideration to what you say you are going to do. If you are one who changes your mind often or tends to retract decisions because you "promised" before you knew you could deliver, you will lose an essential element of effective parenting... your child's trust.

3. Provide Choices and Promote Responsibility.

Including children in the decision process enhances self-esteem. Give children a choice when possible. A good approach is to offer two alternatives that are both acceptable to you as the parent. Your child then feels included, shares in the responsibility and will tend to cooperate because she/he feels powerful. Additional ways to promote responsibility is to ask your children for their advice and perspective, include them in daily activities like preparing meals or helping you shop. Be aware that we often do things for children because it is less hassle for us... This fails to promote feelings of importance and responsibility.

4. Rubber Fences.

Setting limits for children provides them with a feeling of security while often teaching family values. Limits, however, need to have some give and take, like a fence made of rubber. The limits must flex

when pushed on without giving way to pressure. Occasionally, the fence needs mending, the holes repaired and the weak links strengthened or expanded. If your child pushes gently against the fence, perhaps it's just a test... If they burst through the limit... perhaps there is a need to look for the deeper reason... At these times...simply strengthening the limit with warnings or punishments may be missing the point.

5. Focus on Quality Not Quantity.

All families are too busy these days... Having enough time to be with the kids is a parent's ongoing dilemma. So it is important to know that your children's self-esteem is rooted not in the amount of time you spend with them, but the quality of that time. Studies have shown that spending even 15-20 minutes of quality time with your child every day provides feelings of security and well-being. When you are with your child... be there 100%. Set time aside from the phone calls, from the TV, from your own preoccupations. Focus on your child's interests. Get on the floor and play, let them set the pace and offer them the opportunity to show you who they are and what they like to do. Remember to be positive, validate their feelings and most of all remember your goal is to have fun...

Break With Tradition as Role Models

Obviously as parents our children take after us... We certainly want our kids to develop positive values and form healthy relationships. However, breaking with tradition can sometimes be an advantage. For example... Mothers who share traditional feminine skills like cooking and gardening with their sons can help balance the emphasis our world puts on sports and winning for boys... Conversely, fathers who encourage their daughter's interest in athletic achievements, help to promote independent thinking and assist their girls in overcoming more passive female stereotyping. A balanced individual, whose life is broadened by a variety of experiences... will develop more empathy for others and a better sense of self...

Whose Turn Is It To Say...? "I'm Sorry..."

Children and adults all do things we wish we hadn't... If you, as the parent, make a mistake ... or say something you wish you could take back... it's important to apologize to your child. Keep it simple..."I'm sorry, I guess I'm grouchy today." Children already know that people, especially parents, get angry. It is important they are shown how to say "I'm sorry", because we all make mistakes...

Activity 24:

1. Name 3 aspects on life planning that you need to work on e.g. budgeting, relationships, nutrition etc.
2. For each of those three, talk to a partner about how you could change your three aspects of life planning. Give each other advice.
3. Individuals write down their intentions for each aspect chosen.

Chapter 3

Outcome: Participants will be able to share information on a range of scenarios, to support abuse prevention.

1.1. Healthy and Unhealthy Relationships

This is another area of our life that requires a lot of life planning. If we just go along with whatever comes our way, we might end up making wrong choices or find ourselves in economic trouble, because we had not planned. The same thoughtful attention is required in forming relationships, as we do with financial or educational planning.

Dating

The first part of relationships, is to recognize healthy from unhealthy relationships. Look at the list below and see which applies to you.

Activity 6: Dangerous Liaisons

Recognise relationships that spell danger. Below is a checklist. Tick off those that apply to your relationship. Evaluate whether this can be resolved or not. If you have more than four ticks, you probably need to walk away.

1. He initiates all your dates and is not available when you need him.
2. He *disses* you in front of his friends but is nice to you in private.
3. You have never been invited to his home.
4. He makes you do sexual things that you are not ready for.
5. He puts you down about your physical appearance.
6. He threatens physical violence, sometimes playfully.
7. He does not return your calls.
8. He is very jealous about other friends.
9. He takes your money.
10. He uses money to control you.
11. He tells you to be quiet when you talk.
12. He engages in illegal activity
13. He is not faithful.
14. He shows no respect for your family norms and values. E.g. curfews.
15. He hits you.
16. He refuses to wear a condom when engaging in sex.
17. He exchanges money or gifts for sex.

DANGER DANGER DANGER DANGER DANGER DANGER

The question to ask yourself is not; “How did I get into this relationship?” or “Why is he doing this to me?” The question to ask is “How do I get out?”

The most intelligent thing to do when you find yourself in an abusive relationship, whether it is mild or severe abuse, is to get out.

1.2. Sexual Abuse in South Africa

Activity 29: Examine the statistics below. Brainstorm what would make that amount of men commit acts of sexual violence toward such young children. Discuss how we can change this.

REPORTED RAPE CASES BY PROVINCE

Rape and attempted rape	0-11 years	12-17 years	Adults	Total
Eastern Cape	1 014	1 787	4 122	6 923
Free State	454	860	2 181	3 495
Gauteng	1 727	2 572	8 081	12 380
KwaZulu-Natal	1 994	2 848	4 574	9 417
Mpumalanga	637	888	2 033	3 558
North West	640	1 250	2 849	4 739
Northern Cape	164	341	1 034	1 539
Northern Province	375	1 165	2 171	3 711
Western Cape	893	1 829	4 088	6 788
Total	7 898	13 540	31 112	52 580

SAPS statistics. January to December 2000. Reported cases.

Discuss the following in plenary:

- What is rape?
- Why does it happen?
- Who does it happen to?
- How do we change it?

Abuse Prevention

- What is child abuse?
- Who are abusers?
- Socialisation Activities?
- Unpacking Power Inequalities

Definitions:

- Patriarchy
- Feminism
- Chauvinism
- What is Equal Rights?
- What are Human Rights?

1.3. Abuse prevention

Starts in the home.

Parents need to recognise healthy development in children in order to respond appropriately.

Sexual development of children:

Infant (birth – 1 year)	Toddler (1-3 years)	Pre-school (3-4 years)	5 years upward
<ol style="list-style-type: none"> 1. Satisfaction is felt during sucking, holding, touching, rocking. 2. A favourite toy or blanket can provide comfort 	<ol style="list-style-type: none"> 1. Kissing and hugging people who are important and safe. 2. Becomes more aware of genitals. 3. Curious about feelings experienced when genitals are handled. 4. Beginning awareness of genital differences between females and males. 5. Becoming curious about the genitals of others. 	<ol style="list-style-type: none"> 1. Identification of sensation during genital play is more defined. 2. Fascination with bathroom matters. 3. Development and usage of bathroom language is funny to the child but may be embarrassing to the adult. 4. Curious about sex and asks where babies come from. 5. Increased need for privacy, especially around excretion. 6. Need to urinate when stressed or excited. 	<ol style="list-style-type: none"> 1. Becomes more modest, open genital display decreases. 2. Increased imitation of adult behaviour. 3. Understands where babies come from. 4. Aware of psychological sex differences. 5. Play with peers includes gender assigned roles based on role model exposure e.g. marriage, doctor, baby on the back etc.

- Ask participants what the difference is between sex and sexuality.
- Sex is biological and sexuality is an expression of how we feel about ourselves and reflect it in our ways of being.

- During the discussion ensure that all participants know that sex and sexuality are natural and normal aspects of our development.
- Care-givers can be asked to explain which exercises they use during sexuality education with care-givers and children.

Empowerment of Girls

How do we empower girls through positive socialization?

- Encourage girls to be active and use their bodies normally for climbing trees, swimming, jumping and running. Often when girls do this, we limit them by saying; *“Stop acting like a boy!”* This is not boy behaviour. This is child-like behaviour.
- Encourage girls to be ambitious. *“You can be anything you like; a doctor, a scientist, a gardener or a karate champion.”*
- Let boys and girl share domestic chores, e.g. taking turns doing the dishes or taking out the garbage.
- Inform all children, including girls, that they have a right to say ‘no’.
- Encourage them to talk to you if they feel unsafe.
- Do not force young girls to kiss there ‘uncles’. If they do not want to do it, trust them.
- Actively challenge assumptions about entitlement. If a ‘family friend’ touches the growing breasts of a young girl in a joking manner, interrupt it with a firm, no-nonsense tone.
- Let young girls know that they alone have power over their bodies and it is there right to protect themselves.
- Inform young children that sometimes even trusted adults do things that are wrong. They should tell immediately regardless of whether it is there dad, a priest, the teacher or mom’s boyfriend.

The empowerment of girls is also crucial for the development of a positive self-concept, both in what we teach them and what we role-model. It is pointless telling children to stand up for their rights, while we practice cowering and submissive behaviour in their presence. Children learn more from what they see than what they are told.

Well then, how do recognize a safe relationship? What are the signs to watch out for?

Activity 7:

Recognizing healthy relationships. Below is a checklist. Tick off those that apply to your relationship.

1. She/he is loyal and respectful.
2. She/he is concerned about you and your feelings, not just about sexual activity.
3. She/he is proud to introduce you to her friends and family.
4. She/he respects your wishes and is also willing to give her views.
5. She/he talks about a problem, rather than react violently.
6. The relationship is not full of emotional and verbal conflict.
7. She apologizes when she has hurt you unintentionally.
8. You have fun together.
9. You engage in safe activities.

1.4. Teenage Pregnancy

Why would teenage pregnancy fall under abuse prevention? Is it an assumption that when teenagers fall pregnant it is not based on mutual consent and commitment? Let's examine all the aspects of teenage pregnancy so that we can be sure that any such decisions are based on a full understanding of all the aspects of decision-making and its consequences.

Body Changes

When children reach adolescence (10-14 yrs, it varies from child to child), the body goes through tremendous changes. This is called puberty. The hormones are growing and changing rapidly with very serious and physically evident consequences on the body.

Girls	Boys
Rapid body growth	Rapid body growth
Breasts start growing (sometimes one before the other)	Voice breaks and then deepens
Body becomes more curvaceous	Develop facial hair such as beard, moustache and sideburns.
Hair starts growing under the arms and in the pubic area.	Hair starts growing under the arms and in the pubic area.
Become more sexually aware of members of the opposite sex and attracted to members of the opposite sex.	Become more sexually aware of members of the opposite sex and attracted to members of the opposite sex.
Mood swings	Mood swings
Likes to be alone in room	Likes to be alone in room
Attention shifts from family to peer group	Attention shifts from family to peer group
Start menstruation (The body develops an egg which can be fertilised and if fertilised through sexual interaction) becomes a baby. If the egg is not fertilised, the body releases it as blood on a monthly basis. This is called menstruating.	Start having 'wet dreams'. Involuntary ejaculation happens when dreaming. Boys develop sperm which, when emitted during sexual intercourse, fertilises the egg of a girl, which results in pregnancy.
Strong sexual feelings and urges may develop	Strong sexual feelings and urges may develop
Increased fantasizing	Increased fantasizing

Activity 16: Ask participants to add to the list. Use this as an opportunity to de-bunk myths e.g. If boys do not have sex they will go mad. When participants generate things like ‘develop pimples’, this provides the facilitator with an opportunity to give advice such as “*drink lots of water to flush your system, approximately 8 glasses per day.*”

Now that the link between body changes and falling pregnant has been established create a forum for participants to speak openly about puberty and adolescence.

Nature has a wonderful way of ensuring procreation of the species. The male peacock opens his feathers to form a splendid fan of colour to ensure that it attracts a female partner.

Female dogs let off a body odour, which we call ‘being on heat’, that lets the male dog know that they are ready for procreation.

Human beings go through the period that we call puberty. Our bodies become physically attractive and ready for reproduction. This is ideally the period in which we start dating and ‘fall in love’ with someone. This is nature’s way of ensuring that we are able to attract a mate.

Falling pregnant, however, does not mean that we are ready to care for a baby. For this reason there are laws in place to ensure that both girls and boys are sufficiently matured before they engage in sexual activity.

Caring for a baby has practical considerations;

1. Sufficient income to purchase all the babies daily requirements such as clothing, cereal, medication, doctors’ fees, cot to sleep in, developmental toys, cot linen etc.
2. Sufficient time to ensure that the baby will get appropriate care during the day. Babies require 24 hour attention for approximately six months till they start sleeping throughout the night and are able to crawl and sit without support. They require regular bathes and breastfeeding.
3. Babies require ongoing care and affection. The interaction between the parents and the baby help to form confidence, a bond, teaches the baby to respond to human interaction, develops joy and a sense of safety.
4. Safety is an enormous consideration. Ideally babies are safest within the home environment with a protective, informed and caring adult.
5. Emotional maturity is an enormous consideration. Are both parents ready for the enormous life-long responsibility of emotional and physical care of a child?

Most animals become independent within a year. Some, like snakes are independent from birth. The human baby takes 16-20 years to become independent. Very often, when teenagers become pregnant, some other family member is left with the care and responsibility of the child. Caring for a baby requires a complete change in lifestyle. Teenagers have a lot to consider before engaging in unprotected sex; these include;

Activity 17: Ready to Care

Answer the following on a separate piece of paper providing justification for your answers.

1. Am I ready to care for a baby?
2. Will it affect my ability to finish school?
3. Will it interrupt my future plans such as attending college or university?
4. Do I have sufficient money to care for a baby?
5. Do I have the space such as my own home to care for a baby?
6. Will my partner support me in raising this child?
7. Do I want to be a single mom or would I prefer to be married?
8. Will my baby be a planned pregnancy or a mistake?
9. Is my partner ready to care for a baby?

Now that you have evaluated your readiness to care for a baby let's examine what the options are;

1. **Adoption:** Should you fall pregnant 'accidentally' and you are unable to care for the baby, adoption remains an option to ensure that the child has parents who are willing and able to care for it. This option requires serious consideration as it is a legal arrangement and you are unable to fetch your child from adoptive parents once your situation has changed, unless you are able to agree to an 'open' adoption.
2. **Abortion:** Abortion is legal in South Africa and can be performed within the first six weeks of pregnancy. This is a very personal decision to make as only the person who makes the decision to keep the baby or abort, will live with the consequences of such a decision.
3. **Prevention:** If you or your partner are not yet ready to care for a baby, preventing pregnancy remains the best option. Preventing pregnancy happens through abstaining from sexual activity or using a condom. Clinics can also advise you of other prevention techniques such as 'the loop' or going on 'the pill'. It is very important to get advice from a medical professional on the latter two options as they do not always provide 100% protection.

Activity 18: Whose responsibility?

Tick off on the list below, who is responsible for caring for a child.

1. Your mother
2. The pre-school center
3. The baby's dad
4. Your grandmother
5. The baby's mom
6. The neighbour
7. Your aunt
8. Your grandfather
9. Your sister
10. Your dad
11. Both parents

Group work: When boys abuse girls

Sometimes teenage pregnancy, occurs as a result of violence, abuse or co-ercion. In the following stories identify what is happening.

Activity 19: Read the following and discuss the following questions

A group of school friends, Thuli, Vusi and Lerato go to the beach after school. They buy alcohol and sit behind a rock so that nobody can see them drinking. After a while Vusi play-kisses Lerato's cheek. She quickly jumps up but he pulls her back down. *"I was only joking."* he says as he pulls her closer. Thuli says, *"C'mon Lerato, it will be our secret."* He holds her down and because she is unable to fight against both of them they over-power her and have sex with her.

1. Did Lerato 'deserve it' for going to the beach with them?
2. Did Lerato 'deserve it' for having a drink with them?
3. Is this 'manly' behaviour.
4. If Lerato is pregnant, which boy has to take responsibility for the baby?

3.3. Drug and Alcohol Abuse

Never before have we seen so many young people succumb to drugs and alcohol. It is an epidemic that is destroying many young people in South Africa.

Starting off at cigarettes we see young people escalating to marijuana, cocaine, *tic*, crack and a host of other mind-altering drugs that seems to be more and more accessible. Many children pick up these destructive habits from what they see in their home and environment. Some children, however, succumb to peer or adult pressure and yet others are tricked into taking drugs, making it easier to get them hooked.

Let's talk about drinking. Drinking is often a common neighbourhood activity in many communities in South Africa. We witness adults in our immediate environment binge drinking to the point that they lose control over their behaviour and their ability to protect children in their care.

Activity 20: Discuss in groups and provide feedback

In groups list 10 consequences of binge-drinking.

When is drinking acceptable?

What causes young people to start drinking?

"Loving your child and giving him or her a positive self-esteem is the biggest form of drug-abuse prevention." Discuss this statement.

What about drugs? Do we have sufficient knowledge to help us understand the dangers of taking drugs? These are some of the consequences of drug taking;

- Become violent and aggressive
- Willing to do anything to get a 'hit' such as stealing and sexual favours.
- Affects ability to concentrate.

- Leads to delusions where ‘voices’ or ‘personalities’ take over your brain.
- Stop eating normally.
- Leads to irritable and irrational behaviour.
- Don’t take responsibility for own actions, always someone else to blame.
- Constantly making excuses about inappropriate behaviour.
- Create bad relationships with family members which could be irreversible.
- Start choosing bad company over good company.
- Lose faith in your ability to cope with life.
- Causes depression and thoughts of suicide.
- Drop out of school or work.
- Lose friends.
- Causes brain damage.
- Leads to hallucinations.

Once you start using drugs, the physiological need for drugs is so strong that the user will do anything to get more. Some drugs are more addictive than others and some do more medical harm than others. The best life choice to make is to stay away from drugs completely.

Why do we use drugs?

Sometimes people use drugs because they are feeling angry or sad and believe that the drugs will dull these feelings.

Sometimes people use drugs to show that they are anti-establishment, but in the end the user is the only loser.

Some people take drugs to take revenge on their family.

Some people take drugs to help them ‘relax’.

Some people take drugs because they are forced to by associates.

Sometimes young people use drugs because everyone else around them is doing it. This is called peer pressure.

It is the young people who are able to withstand peer pressure who become leaders in their own life.

1.5. Children's Rights and Responsibilities.

Children have a number of rights covered under legislation. It spells out that children have the right to play, proper nutrition, protection, shelter and safety from abuse to name a few. It is the responsibility of adults to ensure that these rights are adhered to.

In addition to rights, children have responsibilities too. The rights and responsibilities have to be balanced.

Child protection is a fundamental right of each child. South Africa has high rates of physical and sexual violence towards children.

Make sure that each child in your care has the following information. Write this up as a Protection Plan.

1. Knows her/his name and address, especially the toddlers need to be taught this rote fashion. Let them repeat it till you are confident of their knowledge.
2. Knows someone they can talk to if they are feeling unsafe. Establish a safe person if none exists. Let children know that they can talk to this person at any time about any problem they might have, especially if someone has done something that they feel is not right.
3. They have the right to say 'NO!' Let the child repeat this. *"I have a right to say 'no' even to my teacher, my father, the priest or any person that is asking me to do something that seems wrong"*.
4. Teach children about their body rights. Teach them a song; *"My body's nobody's body but mine. You run your own body. Let me run mine. My body's mine from my head to my toe. Leave me alone when you hear me say 'no!'"*
5. Hit, kick or scream if you feel you are in danger and tell immediately. Do not keep secrets like this as it will increase the danger.
6. Give children a positive sense of themselves so they know the difference between love and sex.
7. Keep telling until someone believes you.

Chapter 4. Legislation

Outcome: Participants will reference material regarding the protection of children from any form of abuse or neglect and appropriate laws that address these.

It is important to know your rights and responsibilities in relation to legislation. Study the following **extracts** from S.A. Legislation and respond to the questions below;

Appendix 1. Domestic Violence Act (20 November 1998).

Act: To provide for the issuing of protection orders with regard to domestic violence; and for matters connected therewith.

Preamble

RECOGNISING that domestic violence is a serious social evil; that there is a high incidence of domestic violence within South African society; that victims of domestic violence are among the most vulnerable members of society; that domestic violence takes on many forms; that acts of domestic violence may be committed in a wide range of domestic relationships; and that the remedies currently available to the victims of violence have proved to be ineffective;

AND HAVING REGARD to the Constitution of south Africa, and in particular, the right to equality and to freedom and security of the person; and the international commitments and obligations of the State towards ending violence against women and children, including obligations under the United Nations Conventions on the Elimination of all Forms of Discrimination Against Women and the Rights of the Child;

IT IS THE PURPOSE of this act to afford the victims of domestic violence the maximum protection from domestic abuse that the law can provide; and to introduce measures which seek to ensure that the relevant organs of State give full effect to the provisions of this Act; and thereby to convey that the State is committed to the elimination of domestic violence.

Definitions

iii. *“Complainant”* means any person who is or has been in a domestic relationship with a respondent and who is or has been subjected or allegedly subjected to an act of domestic violence, including any child in the care of a complainant;

vii. *“Domestic relationship”* means a relationship between a complainant and a respondent in any of the following ways;

C. they are the parents of a child or are persons who have parental responsibility for that child.

viii. *“Domestic violence”* means

- i. physical abuse
- ii. sexual abuse
- iii. emotional, verbal and psychological abuse
- iv. economic abuse
- v. intimidation

- vi. harassment
- vii. stalking
- viii. damage to property
- ix. entry into complainant's residence without consent, where the parties do not share the same residence; or
- x. Any other controlling or abusive behaviour towards a complainant, where such conduct harms, or may cause imminent harm to the safety, health or well-being of the complainant.

Duty to Assist and Inform Complainant of Rights

1. Any member of the police service must at the scene of an accident of domestic violence or as soon thereafter as is reasonably possible or when the incident of domestic violence is reported _
 - a. render such assistance to the complainant as may be required in the circumstances, including assisting or making arrangements for the complainant to find a suitable shelter and to obtain medical treatment;
 - b. if it is reasonably possible to do so, hand a notice containing information as prescribed to the complainant in the official language of the complainant's choice; and
 - c. if it is reasonably possible to do so, explain to the complainant the content of such notice in the prescribed manner, including the remedies at his or her disposal in terms of this Act and the right to lodge a criminal complaint, if applicable.

Arrest by a peace officer without warrant

2. A peace officer may without warrant arrest any respondent at the scene of an incident of domestic violence whom he or she reasonably suspects of having committed an offence containing an element of violence against a complainant.

Appendix 2: Application for Protection Order

4.1. Any complainant may in the prescribed manner apply to the court for a protection order.

4.3. Notwithstanding the provision of any law, the application may be brought on behalf of the complainant by any other person, including a counsellor, health service provider, member of the South African police service, social worker or teacher, who has a material interest in the well-being of the complainant: provided that the application must be brought with the written consent of the complainant, except in the circumstances where the complainant is –

- a) a minor
- b) mentally retarded
- c) unconscious; or
- d) a person whom the court is satisfied is unable to provide the required consent.

3. Notwithstanding the provision of any law, any minor, or any person on behalf of the minor, may apply to the court for a protection order without the assistance of a parent, guardian or any other person.
4. The application referred to...may be brought outside the ordinary court hours on the day which is not an ordinary court day, if the court is satisfied the complainant may suffer undue hardship if the application is not dealt with immediately. (At a police station).
5. Supporting affidavits by persons who have knowledge of the matter concerned may accompany the application.

Activity 1: In pairs respond to the following questions;

1. Who has to report domestic violence?
2. What is the responsibility of a police officer when domestic violence has been reported?
3. Are minors able to apply for a protection order?
4. Who is legally allowed to be a 'complainant' in a domestic violence dispute?

Appendix 3. Extracts from the Constitution

Founding Provisions Republic of South Africa.

1. The Republic of South Africa is one, sovereign, democratic state founded on the following values:
 - a. Human dignity, the achievement of equality and the advancement of human rights and freedoms.
 - b. Non-racialism and non-sexism.
 - c. Supremacy of the constitution and the rule of law.
 - d. Universal adult suffrage, a national common voter's role, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness.

Supremacy of the Constitution

2. This Constitution is the supreme law of the Republic; law or conduct inconsistent with it is invalid and obligations imposed by it must be fulfilled.

Citizenship

- 1.6. There is a common South African citizenship
- 1.7. All citizens are –
 - a. equally entitled to the rights, privileges and benefits of citizenship; and
 - b. equally subject to the duties and responsibilities of citizenship

Rights

1. This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.
2. The state must respect, protect, promote and fulfill the rights in the Bill of Rights.

Equality

- 9.1. Everyone is equal before the law and has the right to equal protection and benefit of the law.
- 9.2. Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination may be taken

9.3. The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

Appendix 4. Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49 Preamble

The States Parties to the present Convention, Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom.

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding.

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children.

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth."

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict.

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration.

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child.

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries.

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, **a child means every human being below the age of eighteen years** unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her

well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Activity 4: S.A is a signatory to the Convention on the Rights of the Child. Please read the articles below and discuss which articles we as a country might not comply with, if any. Provide reasons.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (order public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national

security or public safety, public order (order public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent

treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other

person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right

and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age.

In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that: (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees: (i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence; (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians; (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality; (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law; (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used; (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A

variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if re-nominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights;
 - (a) Within two years of the entry into force of the Convention for the State Party concerned;
 - (b) Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international cooperation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention

Appendix 5: Criminal Law
SEXUAL OFFENCES (AND RELATED MATTERS) AMENDMENT ACT, 2007

Signed by the President. - Assented to 13 December 2007.

ACT

- To comprehensively and extensively review and amend all aspects of the laws and the implementation of the laws relating to sexual offences, and to deal with all legal aspects of or relating to sexual offences in a single statute, by—
- repealing the common law offence of rape and replacing it with a new expanded statutory offence of rape, applicable to all forms of sexual
- penetration without consent, irrespective of gender;
- repealing the common law offence of indecent assault and replacing it with a new statutory offence of sexual assault, applicable to all forms of
- sexual violation without consent;
- creating new statutory offences relating to certain compelled acts of penetration or violation;
- creating new statutory offences, for adults, by criminalising the compelling or causing the witnessing of certain sexual conduct and certain parts of the human anatomy, the exposure or display of child pornography and
- the engaging of sexual services of an adult;
- repealing the common law offences of incest, bestiality and violation of a corpse, as far as such violation is of a sexual nature, and enacting
- corresponding new statutory offences;
- enacting comprehensive provisions dealing with the creation of certain new, expanded or amended sexual offences against children and persons
- who are mentally disabled, including offences relating to sexual exploitation or grooming, exposure to or display of pornography and the creation of child pornography, despite some of the offences being similar to offences created in respect of adults as the creation of these offences aims to address the particular vulnerability of children and persons who are -"
- mentally disabled in respect of sexual abuse or exploitation;
- eliminating the differentiation drawn between the age of consent for different consensual sexual acts and providing for special provisions
- relating to the prosecution and adjudication of consensual sexual acts between children older than 12 years but younger than 16 years;
- criminalising any attempt, conspiracy or incitement to commit a sexual offence;
- creating a duty to report sexual offences committed with or against children or persons who are mentally disabled;
- providing the South African Police Service with new investigative tools when investigating sexual offences or other offences involving the HIV status of the perpetrator;
- providing our courts with extra-territorial jurisdiction when hearing matters relating to sexual offences;
- providing certain services to certain victims of sexual offences, *inter alia*, to minimise or, as far as possible, eliminate secondary traumatisation, including affording a victim of certain sexual offences the right to require

- that the alleged perpetrator be tested for his or her HIV status and the right to receive Post Exposure prophylaxis in certain circumstances;
 - establishing and regulating a National Register for Sex Offenders;
 - further regulating procedures, defences and other evidentiary matters in the prosecution and adjudication of sexual offences;
 - making provision for the adoption of a national policy framework regulating all matters in this Act, including the manner in which sexual offences and related matters must be dealt with uniformly, in a co-ordinated and sensitive manner, by all Government departments and institutions and the issuing of national instructions and directives to be followed by the law enforcement agencies, the national prosecuting authority and health care practitioners to guide the implementation, enforcement and administration of this Act in order to achieve the objects of the Act;
 - making interim provision relating to the trafficking in persons for sexual purposes; and
 - to provide for matters connected therewith.
- PREAMBLE
 - WHEREAS the commission of sexual offences in the Republic is of grave concern, as it has a particularly disadvantageous impact on vulnerable persons, the society as a whole and the economy; WHEREAS women and children, being particularly vulnerable, are more likely to become victims of sexual offences, including participating in adult prostitution and sexual exploitation of children;
 - WHEREAS the prevalence of the commission of sexual offences in our society is primarily a social phenomenon, which is reflective of deep-seated, systemic dysfunctionality in our society, and that legal mechanisms to address this social phenomenon are limited and are reactive in nature, but nonetheless necessary;
 - WHEREAS the South African common law and statutory law do not deal adequately, effectively and in a non-discriminatory manner with many aspects relating to or associated with the commission of sexual offences, and a uniform and co-ordinated approach to the implementation of and service delivery in terms of the laws relating to sexual offences is not consistently evident in Government; and thereby which, in too many instances, fails to provide adequate and effective protection to the victims of sexual offences thereby exacerbating their plight through secondary victimisation and traumatisation;
 - WHEREAS several international legal instruments, including the United Nations Convention on the Elimination of all Forms of Discrimination Against Women, 1979, and the United Nations Convention on the Rights of the Child, 1989, place obligations on the Republic towards the combating and, ultimately, eradicating of abuse and
 - violence against women and children; AND WHEREAS the Bill of Rights in the Constitution of the Republic of South Africa, 1996, enshrines the rights of all people in the Republic of South Africa, including the right to equality, the right to privacy, the right to dignity, the right to freedom and security of the person, which incorporates the right to be free from all forms of

violence from either public or private sources, and the rights of children and other vulnerable persons to have their best interests considered to be of paramount importance,

CHAPTER 1

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2. Objects

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SEXUAL OFFENCES

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3. Rape
4. Compelled rape

Part 2: Sexual assault, compelled sexual assault and compelled self-sexual assault

5. Sexual assault
6. Compelled sexual assault
7. Compelled self-sexual assault

Part 3: Persons 18 years or older: Compelling or causing persons 18 years or older to witness sexual offences, sexual acts or self-masturbation, exposure or display of or causing exposure or display of genital organs, anus or female breasts ("flashing"), child pornography to persons 18 years or older or engaging sexual 20 services of persons 18 years or older

8. Compelling or causing persons 18 years or older to witness sexual offences, sexual acts or self-masturbation
9. Exposure or display of or causing exposure or display of genital organs, anus or female breasts to persons 18 years or older ("flashing")
10. Exposure or display of or causing exposure or display of child pornography to persons 18 years or older
11. Engaging sexual services of persons 18 years or older

Part 4: Incest, bestiality and sexual acts with corpse

12. Incest
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14. Sexual acts with corpse

CHAPTER 3

SEXUAL OFFENCES AGAINST CHILDREN

Part 1: Consensual sexual acts with certain children

15. Acts of consensual sexual penetration with certain children (statutory rape)

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Part 2: Sexual exploitation and sexual grooming of children, exposure or display of or causing exposure or display of child pornography or pornography to children and using children for pornographic purposes or benefiting from child pornography.

17. Sexual exploitation of children

18. Sexual grooming of children

19. Exposure or display of or causing exposure or display of child pornography or pornography to children

20. Using children for or benefiting from child pornography

Part 3: Compelling or causing children to witness sexual offences, sexual acts or self-masturbation and exposure or display of or causing exposure or display of genital organs, anus or female breasts ("flashing") to children.

21. Compelling or causing children to witness sexual offences, sexual acts or self-masturbation

22. Exposure or display of or causing of exposure or display of genital organs, anus or female breasts to children ("flashing").

CHAPTER 4

SEXUAL OFFENCES AGAINST PERSONS WHO ARE 20 MENTALLY DISABLED

Sexual exploitation and sexual grooming of, exposure or display of or causing exposure or display of child pornography or pornography to persons who are mentally disabled and using persons who are mentally disabled for pornographic purposes or benefiting there-from;

23. Sexual exploitation of persons who are mentally disabled.

24. Sexual grooming of persons who are mentally disabled.

25. Exposure or display of or causing exposure or display of child pornography or pornography to persons who are mentally disabled.

26. Using persons who are mentally disabled for pornographic purposes or benefiting there from.

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28. Services for victims relating to Post Exposure Prophylaxis and compulsory HIV testing of alleged sex offenders.

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31. Consideration of application by magistrate and issuing of order.

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32. Application by investigating officer for HIV testing of alleged offender.

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54. Obligation to report commission of sexual offences against children or persons who are mentally disabled.

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- 57. Inability of children under 12 years and persons who are mentally disabled to consent to sexual acts.
- 58. Evidence of previous consistent statements.
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CHAPTER 125. DEFINITIONS AND OBJECTS

Definitions and interpretation of Act

1. (1) In this Act, unless the context indicates otherwise—

"**care giver**" means any person who, in relation to a person who is mentally disabled, takes responsibility for meeting the daily needs of or is in substantial contact with such person;

"**child**" means—(a) a person under the age of 18 years; or (b) with reference to sections 15 and 16, a person 12 years or older but under the age of 16 years, 35 and "**children**" has a corresponding meaning; "**child pornography**" means any image, however created, or any description or presentation of a person, real or simulated, who is, or who is depicted or described or presented as being, under the age of 18 years, of an explicit or sexual nature, whether such image or description or presentation is intended to stimulate erotic or aesthetic feelings or not, including any such image or description of such person—

- (a) Engaged in an act that constitutes a sexual offence;
- (b) Engaged in an act of sexual penetration;
- (c) Engaged in an act of sexual violation;
- (d) Engaged in an act of self-masturbation;
- (e) Displaying the genital organs of such person in a state of arousal or stimulation;
- (f) Unduly displaying the genital organs or anus of such person;
- (g) Displaying any form of stimulation of a sexual nature of such person's breasts;
- (h) Engaged in sexually suggestive or lewd acts;
- (i) Engaged in or as the subject of sadistic or masochistic acts of a sexual nature;
- (j) Engaged in any conduct or activity characteristically associated with sexual intercourse;
- (k) Showing or describing such person—
 - (i) Participating in, or assisting or facilitating another person to participate in; or
 - (ii) Being in the presence of another person who commits or in any other manner being involved in, any act contemplated in paragraphs (a) to (j); or (l) showing or describing the body, or parts of the body, of such person in a manner or in circumstances which, within the context, violate or offend the sexual integrity or dignity of that person or any category of persons under or is capable of being used for the purposes of violating or offending the sexual integrity or dignity of that person, any person or group or categories of persons;

"complainant" means the alleged victim of a sexual offence;

"Director of Public Prosecutions" means a Director of Public Prosecutions contemplated in section 19(l)(b) of the Constitution of the Republic of South Africa, 1996, and appointed in terms of section 13 of the National Prosecuting Authority Act, 1998 (Act No. 32 of 1998), acting in accordance with any directives issued under this Act by the National Director of Public Prosecutions, where applicable, or in accordance with any other prosecution policy or policy directives contemplated in section 21 of the National Prosecuting Authority Act, 1998;

"genital organs" includes the whole or part of the male and female genital organs, and further includes surgically constructed or reconstructed genital organs;

"Minister" means the cabinet member responsible for the administration of justice;

"National Director of Public Prosecutions" means the person contemplated in section 179(l)(a) of the Constitution of the Republic of South Africa, 1996, and appointed in terms of section 10 of the National Prosecuting Authority Act, 1998 (Act No. 32 of 1998);

"person who is mentally disabled" means a person affected by any mental disability, including any disorder or disability of the mind, to the extent that he or she, at the time of the alleged commission of the offence in question, was—

- (a) unable to appreciate the nature and reasonably foreseeable consequences of a sexual act;
- (b) able to appreciate the nature and reasonably foreseeable consequences of such an act, but unable to act in accordance with that appreciation;
- (c) unable to resist the commission of any such act; or

(d) unable to communicate his or her unwillingness to participate in any such act;

"pornography" means any image, however created, or any description of a person, real or simulated, who is 18 years or older, of an explicit or sexual nature that is intended to stimulate erotic feelings, including any such image or description of such person—

(a) engaged in an act that constitutes a sexual offence;

(b) engaged in an act of sexual penetration;

(c) engaged in an act of sexual violation;

(d) engaged in an act of self-masturbation;

(e) displaying the genital organs of such person in a state of arousal or stimulation;

(f) unduly displaying the genital organs or anus of such person;

(g) displaying any form of stimulation of a sexual nature of the female breasts;

(h) engaged in sexually suggestive or lewd acts;

(i) engaged in or as the subject of sadistic or masochistic acts of a sexual nature;

(j) engaged in any conduct or activity characteristically associated with sexual intercourse; or

(k) showing or describing the body, or parts of the body, of that person in a manner or in circumstances which, within the context, violate or offend the sexual integrity or dignity of that person or any other person or is capable of being used for the purposes of violating or offending the sexual integrity or

dignity of that person or any other person;

"Republic" means the Republic of South Africa;

"Sexual act" means an act of sexual penetration or an act of sexual violation;

"Sexual offence" means any offence in terms of Chapters 2, 3 and 4 and sections 10 and 71(1), (2) and (6) of this Act;

"Sexual penetration" includes any act which causes penetration to any extent whatsoever by—

(a) The genital organs of one person into or beyond the genital organs, anus, or mouth of another person;

(b) Any other part of the body of one person or, any object, including any part of the body of an animal, into or beyond the genital organs or anus of another person; or

(c) The genital organs of an animal, into or beyond the mouth of another person, and **"sexually penetrates"** has a corresponding meaning;

"Sexual violation" includes any act which causes—

(a) Direct or indirect contact between the—

(i) genital organs or anus of one person or, in the case of a female, her breasts, and any part of the body of another person or an animal, or any object, including any object resembling or representing the genital organs or anus of a person or an animal;

(ii) mouth of one person and—

(aa) the genital organs or anus of another person or, in the case of a female, her breasts;

(bb) the mouth of another person;

(cc) any other part of the body of another person, other than the genital organs or anus of that person or, in the case of a female, her breasts, which could—

(aaa) be used in an act of sexual penetration;

(bbbj) cause sexual arousal or stimulation; or

(ccc) be sexually aroused or stimulated thereby; or

(dd) any object resembling the genital organs or anus of a person, and in the case of a female, her breasts, or an animal; or

(iii) mouth of the complainant and the genital organs or anus of an animal;

(b) the masturbation of one person by another person; or

(c) the insertion of any object resembling or representing the genital organs of a person or animal, into or beyond the mouth of another person, but does not include an act of sexual penetration, and "**sexually violates**" has a corresponding meaning; and

"**this Act**" includes any regulations made under this Act, including the regulations made under sections 39, 53 and 67.

(2) For the purposes of sections 3,4,5(1), 6,7, 8(1), 8(2), 8(3), 9, 10, 12,17(1), 17(2), 17(3)(a), 19,20(1), 21(1), 21 (2), 21 (3) and 22, "consent" means voluntary or un-coerced agreement.

(3) Circumstances in subsection (2) in respect of which a person ("B") (the complainant) does not voluntarily or without coercion agree to an act of sexual penetration, as contemplated in sections 3 and 4, or an act of sexual violation as contemplated in sections 5(1), 6 and 7 or any other act as contemplated in sections 8(1), 8(2), 8(3), 9,10,12,17(1), 17(2), 17(3)(a), 19,20(1), 21 (1), 21 (2), 21 (3) and 22 include, but are not limited to, the following:

(a) Where B (the complainant) submits or is subjected to such a sexual act as a result of—

(i) the use of force or intimidation by A (the accused person) against B, C (a third person) or D (another person) or against the property of B, C or D; or

(ii) a threat of harm by A against B, C or D or against the property of B, C or D;

(b) where there is an abuse of power or authority by A to the extent that B is inhibited from indicating his or her unwillingness or resistance to the sexual act, or unwillingness to participate in such a sexual act;

(c) where the sexual act is committed under false pretences or by fraudulent means, including where B is led to believe by A that— 10

(i) B is committing such a sexual act with a particular person who is in fact a different person; or

(ii) such a sexual act is something other than that act; or

(d) where B is incapable in law of appreciating the nature of the sexual act, including where B is, at the time of the commission of such sexual act—

(i) asleep;

(ii) unconscious;

(iii) in an altered state of consciousness, including under the influence of any medicine, drug, alcohol or other substance, to the extent that B's consciousness or judgement is adversely affected; (iv) a child below the age of 12 years; or

(v) a person who is mentally disabled.

Objects

2. The objects of this Act are to afford complainants of sexual offences the maximum and least traumatising protection that the law can provide, to introduce measures which seek to enable the relevant organs of state to give full effect to the provisions of this Act and to combat and, ultimately, eradicate the relatively high incidence of sexual offences committed in the Republic by:

(a) Enacting all matters relating to sexual offences in a single statute;

(b) criminalising all forms of sexual abuse or exploitation;

(c) repealing certain common law sexual offences and replacing them with new and, in some instances, expanded or extended statutory sexual offences, irrespective of gender;

(d) protecting complainants of sexual offences and their families from secondary victimisation and trauma by establishing a co-operative response between all government departments involved in implementing an effective, responsive and sensitive criminal justice system relating to sexual offences;

(e) promoting the spirit of *batho pele* ("*the people first*") in respect of service delivery in the criminal justice system dealing with sexual offences by—

(i) ensuring more effective and efficient investigation and prosecution of perpetrators of sexual offences by clearly defining existing offences, and creating new offences;

(ii) giving proper recognition to the needs of victims of sexual offences through timeous, effective and non-discriminatory investigation and prosecution;

(iii) facilitating a uniform and co-ordinated approach by relevant Government departments in dealing with sexual offences;

(iv) entrenching accountability of government officials; and

(v) minimising disparities in the provision of services to victims of sexual offences;

(f) providing certain services to victims of sexual offences, including affording victims of sexual offences the right to receive Post Exposure Prophylaxis in certain circumstances; and

(g) establishing a National Register for Sex Offenders in order to establish a record of persons who are or have been convicted of sexual offences against children and persons who are mentally disabled so as to prohibit such persons from being employed in a manner that places them in a position to work with or have access to or authority or supervision over or care of children or persons who are mentally disabled.

CHAPTER 2. SEXUAL OFFENCES 5

Part 1: Rape and compelled rape

Rape

3. Any person ("A") who unlawfully and intentionally commits an act of sexual penetration with a complainant ("B"), without the consent of B, is guilty of the offence of rape. 10

Compelled rape

4. Any person ("A") who unlawfully and intentionally compels a third person ("C"), without the consent of C, to commit an act of sexual penetration with a complainant

("B"), without the consent of B, is guilty of the offence of compelled rape.

Part 2: Sexual assault, compelled sexual assault and compelled self-sexual assault 15

Sexual assault

5. (1) A person ("A") who unlawfully and intentionally sexually violates a complainant ("B"), without the consent of B, is guilty of the offence of sexual assault.

(2) A person ("A") who unlawfully and intentionally inspires the belief in a complainant ("B") that B will be sexually violated, is guilty of the offence of sexual assault.

Compelled sexual assault

6. A person ("A") who unlawfully and intentionally compels a third person ("C"), without the consent of C, to commit an act of sexual violation with a complainant ("B"), without the consent of B, is guilty of the offence of compelled sexual assault.

Compelled self-sexual assault

7. A person ("A") who unlawfully and intentionally compels a complainant ("B"), without the consent of B, to—

(a) engage in—

(i) masturbation;

(ii) any form of arousal or stimulation of a sexual nature of the female breasts; or

(iii) sexually suggestive or lewd acts, with B himself or herself;

(b) engage in any act which has or may have the effect of sexually arousing or sexually degrading B; or

(c) cause B to penetrate in any manner whatsoever his or her own genital organs or anus, is guilty of the offence of compelled self-sexual assault.

Part 3: Persons 18 years or older: Compelling or causing persons 18 years or older to witness sexual offences, sexual acts or self-masturbation, exposure or display of or causing exposure or display of genital organs, anus or female breasts ("flashing"), child pornography to persons 18 years or older or engaging sexual services of persons 18 years or older Compelling or causing persons 18 years or older to witness a sexual offences, sexual acts or self-masturbation.

8. (1) A person ("A") who unlawfully and intentionally, whether for the sexual gratification of A or of a third person ("C") or not, compels or causes a complainant years or older ("B"), without the consent of B, to be in the presence of or watch A or C while he, she or they commit a sexual offence, is guilty of the offence of compelling or causing a person 18 years or older to witness a sexual offence.

(2) A person ("A") who unlawfully and intentionally, whether for the sexual gratification of A or of a third person ("C") or not, compels or causes a complainant years or older ("B"), without the consent of B, to be in the presence of or watch— (a) A while he or she engages in a sexual act with C or another person ("D"); or (b) C while he or she engages in a sexual act with D, is guilty of the offence of compelling or causing a person 18 years or older to witness a sexual act.

(3) A person ("A") who unlawfully and intentionally, whether for the sexual gratification of A or of a third person ("C") or not, compels or causes a complainant years or older ("B"), without the consent

of B, to be in the presence of or watch A or C while he or she engages in an act of self-masturbation, is guilty of the offence of compelling or causing a person 18 years or older to witness self-masturbation.

Exposure or display of or causing exposure or display of genital organs, anus or female breasts to persons 18 years or older ("flashing")

9. A person ("A") who unlawfully and intentionally, whether for the sexual gratification of A or of a third person ("C") or not, exposes or displays or causes the exposure or display of the genital organs, anus or female breasts of A or C to a complainant 18 years or older ("B"), without the consent of B, is guilty of the offence of exposing or displaying or causing the exposure or display of genital organs, anus or female breasts to a person 18 years or older.

Exposure or display of or causing exposure or display of child pornography to persons 18 years or older

10. A person ("A") who unlawfully and intentionally, whether for the sexual gratification of A or of a third person ("C") or not, exposes or displays or causes the exposure or display of child pornography to a complainant 18 years or older ("B"), with or without the consent of B, is guilty of the offence of exposing or displaying or causing the exposure or display of child pornography to a person 18 years or older.

Engaging sexual services of persons 18 years or older

11. A person ("A") who unlawfully and intentionally engages the services of a person 18 years or older ("B"), for financial or other reward, favour or compensation to B or to a third person ("C")—
(a) for the purpose of engaging in a sexual act with B, irrespective of whether the sexual act is committed or not; or
(b) by committing a sexual act with B, is guilty of engaging the sexual services of a person 18 years or older.

Part 4: Incest, bestiality and sexual acts with corpse

Incest

12. (1) Persons who may not lawfully marry each other on account of consanguinity, affinity or an adoptive relationship and who unlawfully and intentionally engage in an act of sexual penetration with each other, are, despite their mutual consent to engage in such act, guilty of the offence of incest.

(2) For the purposes of subsection (1)—

(a) the prohibited degrees of consanguinity (blood relationship) are the following:

(i) Ascendants and descendants in the direct line; or

(ii) collaterals, if either of them is related to their common ancestor in the first degree of descent;

(b) the prohibited degrees of affinity are relations by marriage in the ascending and descending line; and

(c) an adoptive relationship is the relationship of adoption as provided for in any other law.

(3) (a) The institution of a prosecution of a person who is a child at the time of the alleged commission of the offence referred to in subsection (1) must be authorised in writing by the National Director of Public Prosecutions.

(b) The National Director of Public Prosecutions may not delegate his or her power to decide whether a prosecution in terms of this section should be instituted or not.

Bestiality

13. A person ("A") who unlawfully and intentionally commits an act—

(a) which causes penetration to any extent whatsoever by the genital organs of—

(i) A into or beyond the mouth, genital organs or anus of an animal; or

(ii) an animal into or beyond the mouth, genital organs or anus of A; or

(b) of masturbation of an animal, unless such act is committed for scientific reasons or breeding purposes, or of masturbation with an animal, is guilty of the offence of bestiality.

Sexual act with corpse

14. A person who unlawfully and intentionally commits a sexual act with a human corpse, is guilty of the offence of committing a sexual act with a corpse.

CHAPTER 3

SEXUAL OFFENCES AGAINST CHILDREN

Part 1: Consensual sexual acts with certain children

Acts of consensual sexual penetration with certain children (statutory rape)

15. (1) A person ("A") who commits an act of sexual penetration with a child ("B") is, despite the consent of B to the commission of such an act, guilty of the offence of having committed an act of consensual sexual penetration with a child.

(2) (a) The institution of a prosecution for an offence referred to in subsection (1) must be authorised in writing by the National Director of Public Prosecutions if both A and B were children at the time of the alleged commission of the offence: Provided that, in the event that the National Director of Public Prosecutions authorises the institution of a prosecution, both A and B must be charged with contravening subsection (1).

(b) The National Director of Public Prosecutions may not delegate his or her power to decide whether a prosecution in terms of this section should be instituted or not.

Acts of consensual sexual violation with certain children (statutory sexual assault)

16. (1) A person ("A") who commits an act of sexual violation with a child ("B") is, despite the consent of B to the commission of such an act, guilty of the offence of having committed an act of consensual sexual violation with a child.

(2) (a) The institution of a prosecution for an offence referred to in subsection (1) must be authorised in writing by the relevant Director of Public Prosecutions if both A and B were children at the time of the alleged commission of the offence: Provided that, in the event that the Director of Public Prosecutions concerned authorises the institution of a prosecution, both A and B must be charged with contravening subsection (1).

(b) The Director of Public Prosecutions concerned may not delegate his or her power to decide whether a prosecution in terms of this section should be instituted or not.

Part 2: Sexual exploitation and sexual grooming of children, exposure or display of or causing exposure or display of child pornography or pornography to children and using children for pornographic purposes or benefiting from child pornography Sexual exploitation of children

17. (1) A person ("A") who unlawfully and intentionally engages the services of a child complainant ("B"), with or without the consent of B, for financial or other reward, favour or compensation to B or to a third person ("C")—

(a) for the purpose of engaging in a sexual act with B, irrespective of whether the sexual act is committed or not; or

(b) by committing a sexual act with B, is, in addition to any other offence which he or she may be convicted of, guilty of the sexual exploitation of a child.

(2) A person ("A") who unlawfully and intentionally offers the services of a child complainant ("B") to a third person ("C"), with or without the consent of B, for financial or other reward, favour or compensation to A, B or to another person ("D")—

(a) for purposes of the commission of a sexual act with B by C;

(b) by inviting, persuading or inducing B to allow C to commit a sexual act with B;

(c) by participating in, being involved in, promoting, encouraging or facilitating the commission of a sexual act with B by C;

(d) by making available, offering or engaging B for purposes of the commission of a sexual act with B by C; or

(e) by detaining B, whether under threat, force, coercion, deception, abuse of power or authority, for purposes of the commission of a sexual act with B by C, is guilty of an offence of being involved in the sexual exploitation of a child.

(3) A person ("A") who—

(a) intentionally allows or knowingly permits the commission of a sexual act by a third person ("C") with a child complainant ("B"), with or without the consent of B, while being a primary care-giver defined in section 1 of the

Social Assistance Act, 2004 (Act No. 13 of 2004), parent or guardian of B; or

(b) owns, leases, rents, manages, occupies or has control of any movable or immovable property and intentionally allows or knowingly permits such movable or immovable property to be used for purposes of the commission of a sexual act with B by C, with or without the consent of B, is guilty of the offence of furthering the sexual exploitation of a child.

(4) A person ("A") who intentionally receives financial or other reward, favour or compensation from the commission of a sexual act with a child complainant ("B"), with or without the consent of B, by a third person ("C"), is guilty of an offence of benefiting from the sexual exploitation of a child.

(5) A person ("A") who intentionally lives wholly or in part on rewards, favours or compensation for the commission of a sexual act with a child complainant ("B"), with or without the consent of B, by a third person ("C"), is guilty of an offence of living from the earnings of the sexual exploitation of a child.

(6) A person ("A"), including a juristic person, who—

(a) makes or organises any travel arrangements for or on behalf of a third person ("C"), whether that other person is resident within or outside the borders of the Republic, with the intention of

facilitating the commission of any sexual act with a child complainant ("B"), with or without the consent of B, irrespective of whether that act is committed or not; or
(b) prints or publishes, in any manner, any information that is intended to promote or facilitate conduct that would constitute a sexual act with B, is guilty of an offence of promoting child sex tours.

Sexual grooming of children

18. (1) A person ("A") who—

(a) manufactures, produces, possesses, distributes or facilitates the manufacture, production or distribution of an article, which is exclusively intended to facilitate the commission of a sexual act with or by a child ("B");

(b) manufactures, produces, possesses, distributes or facilitates the manufacture, production or distribution of a publication or film that promotes or is intended to be used in the commission of a sexual act with or by "B";

(c) supplies, exposes or displays to a third person ("C")—

(i) an article which is intended to be used in the performance of a sexual act; (ii) child pornography or pornography; or

(iii) a publication or film,

with the intention to encourage, enable, instruct or persuade C to perform a sexual act with B; or

(d) arranges or facilitates a meeting or communication between C and B by any means from, to or in any part of the world, with the intention that C will perform a sexual act with B, is guilty of the offence of promoting the sexual grooming of a child.

(2) A person ("A") who—

(a) supplies, exposes or displays to a child complainant ("B")— (i) an article which is intended to be used in the performance of a sexual act;

(ii) child pornography or pornography; or

(iii) a publication or film, with the intention to encourage, enable, instruct or persuade B to perform a sexual act;

(b) commits any act with or in the presence of B or who describes the commission of any act to or in the presence of B with the intention to encourage or persuade B or to diminish or reduce any resistance or unwillingness on the part of B to—

(i) perform a sexual act with A or a third person ("C");

(ii) perform an act of self-masturbation in the presence of A or C or while A or C is watching;

(iii) be in the presence of or watch A or C while A or C performs a sexual act or an act of self-masturbation;

(iv) be exposed to child pornography or pornography;

(v) be used for pornographic purposes as contemplated in section 20(1); or

(vi) expose his or her body, or parts of his or her body to A or C in a manner or in circumstances which violate or offend the sexual integrity or dignity of B;

(a) "commercial carrier" includes a company, or the owner, operator or master of any means of transport, that engages in the transportation of goods or people for commercial gain; and

(b) "trafficking" includes the supply, recruitment, procurement, capture, removal, transportation, transfer, harbouring, sale, disposal or receiving of a person, within or across the borders of the Republic, by means of—

- (i) a threat of harm;
- (ii) the threat or use of force, intimidation or other forms of coercion;
- (iii) abduction;
- (iv) fraud;
- (v) deception or false pretences;
- (vi) the abuse of power or of a position of vulnerability, to the extent that the complainant is inhibited from indicating his or her unwillingness or resistance to being trafficked, or unwillingness to participate in such an act; or
- (vii) the giving or receiving of payments, compensation, rewards, benefits or any other advantage, for the purpose of any form or manner of exploitation, grooming or abuse of a sexual nature of such person, including the commission of any sexual offence or any offence of a sexual nature in any other law against such person or performing any sexual act with such person, whether committed in or outside the borders of the Republic, and "**trafficks**" and "**trafficked**" have a corresponding meaning.

Trafficking in persons for sexual purposes

71. (1) A person ("A") who trafficks any person ("B"), without the consent of B, is guilty of the offence of trafficking in persons for sexual purposes.

(2) A person who—

(a) orders, commands, organises, supervises, controls or directs trafficking;

(b) performs any act which is aimed at committing, causing, bringing about, encouraging, promoting, contributing towards or participating in trafficking; or

(c) incites, instigates, commands, aids, advises, recruits, encourages or procures any other person to commit, cause, bring about, promote, perform, contribute towards or participate in trafficking, is guilty of an offence of involvement in trafficking in persons for sexual purposes.

(3) For the purpose of subsection (1), "consent" means voluntary or un-coerced agreement.

(4) Circumstances in which B does not voluntarily or without coercion agree to being trafficked, as contemplated in subsection (3), include, but are not limited to, the following—

(a) where B submits or is subjected to such an act as a result of any one or more of the means or circumstances contemplated in subparagraphs (i) to (vii) of the definition of trafficking having been used or being present; or

(b) where B is incapable in law of appreciating the nature of the act, including where B is, at the time of the commission of such act—

(i) asleep;

(ii) unconscious;

(iii) in an altered state of consciousness, including under the influence of any medicine, drug, alcohol or other substance, to the extent that B's consciousness or judgement is adversely affected;

(iv) a child below the age of 12 years; or

(v) a person who is mentally disabled.

(5) A person who has been trafficked is not liable to stand trial for any criminal offence, including any migration-related offence, which was committed as a direct result of being trafficked.

(6) (a) A commercial carrier commits an offence if the carrier brings a person into or removes a person from the Republic and, upon entry into or departure from the Republic, the person does not have the travel documents required for lawful entry into or departure from the Republic.

(b) A commercial carrier is not guilty of an offence under paragraph (a) if— (i) the carrier had reasonable grounds to believe that the documents that the person has are the travel documents required for lawful entry into or departure from the Republic by that person;

(ii) the person possessed the travel documents required for lawful entry into or departure from the Republic when that person boarded, or last boarded, the means of transport to travel to or from the Republic; or

(iii) entry into the Republic occurred only because of illness of or injury to a child or adult on board, stress of weather or other circumstances beyond the control of the commercial carrier.

(c) A commercial carrier is, in addition to any offence under this section, liable to pay the costs of the trafficked person's care and safekeeping and return from, the Republic.

(d) A court must, when convicting a commercial carrier of an offence under this section, in addition order the commercial carrier concerned to pay the costs contemplated in paragraph (c).

Short title and commencement

72. (1) This Act is called the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007, and, subject to subsection (2), takes effect on 16 December 2007, or an earlier date fixed by the President by proclamation in the *Gazette*.

(2) (a) Chapter 5 of the Act takes effect on 21 March 2008, or an earlier date fixed by the President by proclamation in the *Gazette*. 25

(b) Chapter 6 of the Act takes effect on 16 June 2008, or an earlier date fixed by the President.

Activity 3: Discuss in pairs;

1. What is meant by compelled rape?
2. Which children fall under the protection of the law under 'obligation to report'?
3. What is the definition of child trafficking?
4. Does every care-giver and staff member have a copy of each of the above laws?
5. What is the 'age of consent'.
6. Who is held responsible, the child or the adult?

Acknowledgements

1. Identity and Sociology. Berger and Luckmann
2. Human social self-expression. Hall (1992, 1996),
3. Theories on Identity. James Marcia.
4. Social Identity Theory. Henri Tajfel and John C. Turner's.
5. Developing Self-concept in Children. Source: Virginia State University. Online.
6. Extracts from the Domestic Violence Act
7. Extracts from The Constitution of South Africa
8. Sexual Violence Act.
9. United Nations Convention on the Rights of the Child