

4.2.2.1. Empowerment

Simply described, empowerment is the “right mixture between the right to make decisions and the ability to make decisions” (Swanepoel et al., 2006:29,30). Rahman (1990) unpacks empowerment further and suggests that empowerment has three main elements or processes: it facilitates the organisation of the disadvantaged into ‘structures under their control’, it creates social awareness, and finally empowerment stimulates self-reliance.

In depth interviews provided insight how staff and beneficiaries see Kuyasa’s operationalization of the principle of empowerment (towards building organisational capacity for implementing a CRBA). Most respondents indicated that from the outset Kuyasa was intentional about empowering beneficiaries, who were frequently recruited from the community. Individuals from within the community, less skilled but talented individuals from within the community, or skilled and talented individuals from a developed setting outside Kayamandi (1) who are relevant within their own context, and (2) who could impact Kayamandi beyond the activities of the organisation.



Further, interviews consistently revealed the encouragement to ‘dream’ about the programmes that the leaders were directing. As one staff member related:

“You are asked to dream within your programme. It is not what the directors want more than what the programme managers see for their programmes, at the end of the day you have to manage your programmes...”

Coupled with the encouragement to envision programmes or activities was accountability and mentorship. Staff members were expected to develop annual plans and budgets for their programmes and produce annual reports on the outputs achieved. In principle, the project

directors or other programme managers mentored staff members, although it seems like this was provided on an ad hoc basis or less consistently when mentors became busy.

Based on their philosophy and experiential learning Kuyasa developed and refined the ‘Kuyasa Leadership Development Model’ to outline their approach to empowerment. See Figure 4.1. The model was briefly described in section 3.3.2 and is present again below to extrapolate potential success factors related to empowerment. Kuyasa operationalize empowerment in the following way:

- Children are moved out of crises (Level One services) and then offered services to develop educationally, spiritually, and psychosocially (Level Two services). From a CRBA these levels are key success factors in terms of the practice of providing ‘multidimensional services’.
- Leadership (empowerment) opportunities are created for children in Level Three services or activities and emerging volunteer leaders are developed (empowered) intentionally at Level Four. From a CRBA these levels are also key success factors in terms of the practice of ‘assigning responsibility’.
- Finally, at Level Five full time staff and interns are given responsibility to ‘dream’, plan and execute activities, while accountability and mentoring keeps things in check. Kuyasa follows a ‘decentralised management system’ to give staff and leaders more autonomy within their programmes (Kuyasa, 2010).

This analysis indicates that Kuyasa structured some of their child rights practices (services) and organisational capacity (management system, administration and budgeting) around the principle of empowerment.



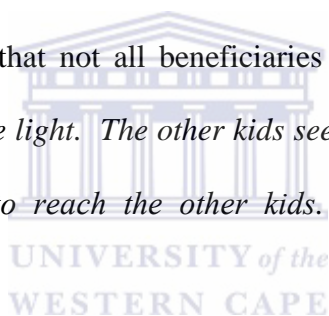
Figure 4.1. 'Kuyasa Leadership Development Model'. (Source: Kuyasa, 2010).

Further analysis also revealed that as Kuyasa implemented their approach to empowerment, the beneficiaries (children and youth) were reported to progress through the three main elements or processes to empowerment described by Rahman (1990). Kuyasa organised children and youth in 'structures under their control' by giving them incremental leadership responsibility for programmes. Children often took responsibility as sub-groups of leaders and so the collective experience created the social awareness to facilitate confidence. What Rahman does not describe, but which was reported by the life skills programme manager as key to empowering beneficiaries, was to facilitate reflection for the children on self-discovery and self-efficacy as children went through the process of executing projects.

Greater social awareness and self-awareness then stimulated self-reliance, which relates to being empowered.

The director of Legacy, another CBO providing services for children in Kayamandi, was interviewed and related that they employed 3 ex-Kuyasa interns as programme leaders in 2013 and has requested 10 more qualified interns for employment in 2014. One of the youth beneficiaries who went on to serve in various leadership roles in the Kayamandi community noted that: *“If I had not been with Hats and Glasses (leadership programme), I would not have been where I am, the person I am today, because wherever I go I get elected as a leader and that gives me an opportunity to speak and give life and share about my life...”*.

The same informant comments that not all beneficiaries become empowered: *“There are only a few that get it, they are the light. The other kids see these are the ones that were with us... so it is easier for them to reach the other kids. But it is very difficult in this community...”*



These outcomes mentioned above are anecdotal and the extent of the impact is unknown. This could become an area of further study, to be verified through an empirical assessment of a representative sample of children.

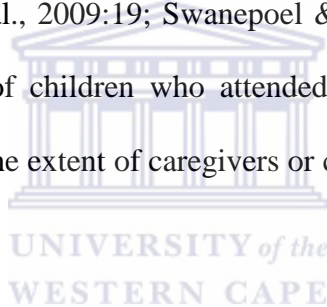
Key success factors or critical constraints

According to staff accounts empowerment was the primary focus and Kuyasa managed to operationalize *empowerment* at every level. The analysis of respondents' feedback revealed key success factors in terms of building organisational capacity for empowerment at every level was (1) a decentralised management system coupled with accountability and (2) the practice of 'assigning responsibility' to beneficiaries and (3) strong financial and administrative systems to support the different programmes and provide cohesion for

Kuyasa's decentralised management system. A critical constrain in terms of building organisation capacity for operationalizing empowerment was (1) lower quality programmes in the instances when Kuyasa employed less skilled yet talented individuals, which were still to be empowered. As reported with multidimensional services, there was (2) attrition of beneficiaries from the process of empowerment due to personal choices or negative peer pressure.

4.2.2.2. *Participation*

Participation can be described as the extent to which a CBO facilitates beneficiary contribution to the decision making process when planning, implementing and evaluating the CBO's programmes (Davids et al., 2009:19; Swanepoel & De Beer, 2006:29). The survey conducted with the caregivers of children who attended Kuyasa's programmes, included questions aimed at determining the extent of caregivers or community members' contribution to the decision making process.



52% of the caregivers indicated that Kuyasa consults with them when they make decisions, while 25% were 'not sure'. 72% of the caregivers indicated that they were 'not sure' if community members or leaders from Kayamandi help to make decisions about Kuyasa's programmes. 68% of the caregivers indicated that they were 'not sure' if community members or leaders from Kayamandi serve on the Kuyasa board that makes decisions about the Kuyasa programmes. These results may indicate that caregivers are encouraged to some extent to participate, but that they are unaware of Kuyasa's broader strategy in encouraging participation from the community *or* that Kuyasa does not facilitate broad participation.

In the early years, Kuyasa engaged in multiple stakeholder meetings to create a platform for decision making around the services being developed. The stakeholder meetings revealed

that to some extent the community members were hoping to access resources for other purposes. At the time “the community misunderstood Kuyasa because they were expecting hand-outs...so they had to sell empowerment”, one staff member (also a Kayamandi community member) relates. These responses indicate a similar experience described by Sibanda (2011) where community members may have conflicting interests that hinder consensus.

Key success factors or critical constraints

A key constraint in terms of participation that was evident in the qualitative analysis is (1) conflicting interests, which hindered consensus in the participation process. A success factor, from Kuyasa leadership’s perspective, (1) is becoming more selective in who they recruit for participation in the decision making process for the organisation and services. Although they do not consult community leaders broadly, they created a platform for *participation in decision making* from the community via their governing board. Their board represents a majority of Kayamandi residents who share a concern for vulnerable children.

4.2.2.3. Ownership

CBOs need to have command of public resources to develop their community (Asian NGO Coalition et al., 1989; Korten, 1990). They also need to “have ownership of their own development” (Swanepoel et al., 2006:30, 31), being the degree to which the CBO is able to lead or drive the OVC programmes in a self-reliant way through utilising organisational resources effectively.

The focus group discussion with staff revealed that, around 2007, Kuyasa was able to expand their services 2-3 fold when they acquired a long-term lease of a municipal facility at minimal cost. This came about via the support of key community leaders. It indicates that

ownership of public resources can strengthen a CBO's capacity as suggested by Korten and others (Asian NGO Coalition et al., 1989; Korten, 1990).

Kuyasa created organisational ownership or "motivation to drive programmes by utilising organisational resources effectively" by employing empowerment and facilitating participation. It was then up to staff and beneficiaries to develop a sense of ownership. A staff member reflected that "...ownership is like gold, because once there is ownership this whole cycle almost becomes self-sustaining and self-perpetuating." Once ownership emerged, staff and beneficiaries were given incremental control over the internal resources (budgets, vehicles, equipment) to direct the agreed upon activities.

Key success factors or critical constraints

The above evidence demonstrates that Kuyasa identified the key success in terms of organisational capacity for ownership as (1) support from key community leaders, which lent them the credibility to secure a public facility at minimum cost and (2) intentionally employing empowerment and participation to generate a sense of ownership with staff, who then directed organisational resources more effectively.

4.2.2.4. Sustainability

CBOs as intermediaries are tasked with supporting beneficiaries towards self-reliance (Oestreich, 1998), but also need to ensure their organisation's sustainability and therefore the services they provide to vulnerable children. In depth interviews provided a valuable source of information into how the staff view Kuyasa's operationalization of the principle of sustainability. Respondents indicated that empowerment as a point of departure, created a cycle of sustainable development. Empowerment would call for the children to participate in decision-making, which would lead to them having to a sense of ownership. Once there was

ownership, the scale and quality of the organisation's programmes became more continuous and sustainable. Beneficiaries now became developed leaders who were self-motivated to develop others, so as leaders left the programmes, there would be new leaders coming in to direct the activities. This ensured sustainability in terms of leadership within their programmes.

In terms of ensuring organisational sustainability, Kuyasa has been successful at fundraising for their various services. Their broad donor base emanated from access to international faith-based donors, support from local faith communities and the fact that they have an experienced performing arts tour group who tour annually in the United States of America to raise child sponsorships.

Kuyasa expressed difficulties in terms of fundraising for salaries, funding being restricted to specific programmes, donors trying to "direct" the organisation or "causing division among staff" and sudden withdrawal of funding (Kuyasa, 2013).

As in the case described by Wilkinson-Maposa (2010), Kuyasa has increased resilience as they have an organisational culture where staff is willing to work for less for short periods of time. As part of their empowerment approach, Kuyasa employed 10 part time interns in 2013, compared with the 17 full time, paid staff members and the 3 international staff members which are self-funded.

Some respondents from the organisation reported that a lack of funding for salaries was a constraint which led to the attrition of talented full time staff. Although staff members are encouraged to dream in terms of their programmes, there are financial constraints as programmes are donors dependent.

Key success factors or critical constraints

The analysis of respondents' feedback revealed key success factors and constraints in terms of building organisational capacity for sustainability. Firstly, Kuyasa found that (1) empowerment as a point of departure created a cycle of sustainable development, as empowered leaders were self-motivated to develop others. Further, Kuyasa's (2) relatively broad donor base was an important factor in terms of sustaining the activities of the organisation. Another key success factor is also their (3) organisational culture where some of the staff are self-funded or apply for internships as it presents a training opportunity. Some constraints in sustaining the organisation were experienced in terms of (1) managing complex or prescriptive donor relationships and (2) retaining staff who, after a few years seek higher salaries.

4.2.2.5. Advocacy

Within a CRBA, CBOs could play an advocacy role on behalf of their beneficiaries by building consensus among their beneficiaries and presenting that consensus to duty-bearers, for example government services, for inclusion into decision-making (Dalal-Clayton, Dent & Dubois, 2003; Jonsson, 2003). Prest-Talbot (2012) suggests that CBOs collaborate with others to systematically insist on particular rights provisions for children.

Kuyasa did not demonstrate the value or specific organisational capacity to build consensus among beneficiaries in order to advocate particular rights provisions for children. This may be related to a deficit in cultivating 'child rights awareness' or to the fact that CBOs are not always skilled nor do not have the time to take on an advocacy role. Owuor (2010) indicates that CBOs' efforts are often more effective and sustained when coordinated by more resourceful, regional development partners. Kuyasa may be more inclined to join an advocacy effort coordinated by a more experienced collaborator than initiate their own.

Key success factors or critical constraints

Not exploring the key issues that may be changed through advocacy as opposed to utilising organisational resources to ameliorate, may be a key constraint in the case of Kuyasa.

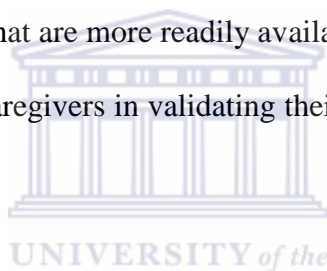
4.2.2.6. Emerging Themes: Mentoring

The survey of a sample of Kuyasa beneficiaries revealed that 20% of children were living in the same household as their father and 85% of children were living in the same household as their mother. Statistics on African children in South Africa show a similar trend, with 27% of African children living with both their parents, 42% of African children living with their mothers but without their fathers, and 27% of all African children not living with either parent. The same authors note: “these figures are striking for the way in which they suggest the limited presence of biological fathers in the domestic lives of large numbers of African children” (Hall & Meintjes, 2013).

From a parenting perspective, children who have a “secure, supportive, reciprocal and sensitive relationship” with both parents are more likely to be well adjusted psychosocially (Lamb, 2004:11). Although children need both their parents, numerous studies have found that children who live with their fathers (in addition to their mothers) are “more likely to have good physical and emotional health, to achieve academically, and to avoid drugs, violence, and delinquent behaviour” (Rosenberg & Wilcox, 2006:30). Dr Michael Lamb (2004:8) sites several authors who found that children who had involved fathers (in addition to mothering) had “increased cognitive competence, increased empathy and a more internal locus of control”.

Feedback from respondents during interviews, the researcher’s observations, and informal conversations indicated that Kuyasa recognised a lack of fathering or positive father figures

in the lives of their beneficiaries. One of the founding members of the organisation referred to the problem of a “fatherless generation” (Carstens, 2013). A thorough inductive analysis of qualitative data revealed that in response to their context, Kuyasa valued the role father figures or mentoring could play in supporting the development of children. Although not overtly operationalized as a distinct *practice*, they developed the *organisational capacity* to operationalize the *principle* of mentoring. Mentoring is based firstly on being a respected and positive role model within the community or organisation and secondly on mentoring relationships that are appropriate, healthy and validate children’s identity, potential and contribution (Carstens, 2013). The premise is to identify, empower and strengthen positive male role models, which are under-represented in children’s lives while also strengthening positive the female role models that are more readily available to them. Mentoring is seen as supportive to the role of single caregivers in validating their children’s identity, potential and contribution.



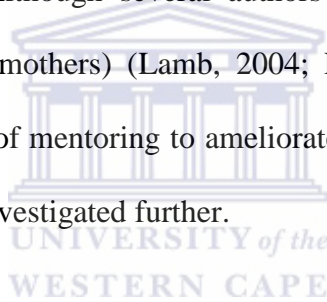
The project director, a Xhosa male in his 30s, introduced more intentional mentoring of staff, both in small groups and in one-on-one sessions (when appropriate). During the in-depth interviews with staff members, some reported personal growth, improved motivation and improved working relationships with others. The idea was that mentoring would filter through all levels of the organisation to beneficiaries.

In the sports programme the coaches were trained to utilise a value-based life skills programme as they coach soccer skills. For example the life skills lesson on ‘teamwork’ is paired with a soccer drill for ‘short passing’. The sports programme manager consistently mentors the coaches (volunteers and staff) in order to strengthen their own life choices and in turn to become more intentional role models for the children they coach. The principle of being a positive role model and mentoring younger leaders in small groups or in one-on-one

settings is also applied to other programmes. The child protection policy sets boundaries of same sex mentoring for children, leading towards appropriate emotional bonding.

Key success factors or critical constraints

In the absence of fathers (and sometimes mothers) in children's lives, Kuyasa views mentoring (on a formal or informal bases) as a key success factor which contributes to the role of single caregivers in validating children's identity, potential and contribution. The potential and distinctness of mentoring as a success factor is diluted when it is related to one of the existing principles of organisational capacity needed to operationalize the CRBA. The principle also emerged during the inductive analysis as a distinct principle in providing right-based services for children. Although several authors point to the positive impact of involved fathers (supported by mothers) (Lamb, 2004; Rosenberg & Wilcox, 2006), the possible impact and mechanism of mentoring to ameliorate absent fathering in a community based setting would need to be investigated further.



4.3. Conclusion

Through a process of deductive analysis this chapter presented the factors that enhanced or constrained services for vulnerable children provided by Kuyasa (a) in terms of the *four* child rights practices and (b) in terms of the *five* organisational capacity principles outlined in the 'CRBA to CBOs Services for Vulnerable Children'. Inductive analysis revealed an emerging practice as well as a new principle, which were both relevant to this case study specifically. The practice of 'assigning responsibility' and the principle of 'mentoring' were introduced as they represent distinct elements that were essential to Kuyasa's approach and capacity to realise children's rights. The suggested introduction of the fifth practice of 'assigning

responsibility’ and the sixth principle of ‘mentoring’ is illustrated in the ‘Amended CRBA to CBOs Services for Vulnerable Children’. See Addendum 3.



CHAPTER FIVE:

CONCLUSION AND RECOMMENDATIONS.

5.1. Overview

CBOs play a critical role, as grassroots-level partners, in providing services for vulnerable children, but their capacity needs to be developed (Kidman, 2007; Mmbando et al., 2009; Schenk & Schenk, 2009; Schenk & Michealis, 2010,). There is limited empirical research on the factors that enhance or constrain CBOs services. This research thus contributes to the body of evidence that informs capacity building for CBOs by describing the factors that enhance or constrain CBOs services.

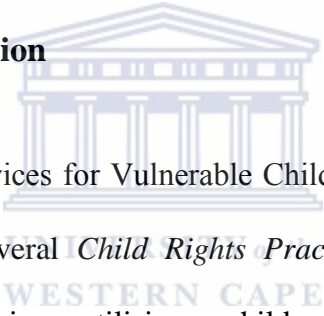
Within the international development community the CRBA has become the accepted norm, setting a benchmark that informs the quality and variety of multidimensional services children require to realise their rights and ensure optimal human development (ACRWC, Article 7; Child Rights Centre, 2013; Dawes et al., 2007; Dinbabo, 2011; Prest-Talbot, 2012; Save the Children, 2005; Theis, 2003; UNCRC, Articles 24, 28, 29, 12) Utilising the CRBA as *theoretical framework*, the ‘CRBA to CBOs Services for Vulnerable Children’ *model* was developed for this study to demonstrate how a CBO can operationalize normative and abstract concepts. CBOs can operationalize the CRBA through 2 major themes: (1) by employing specific Child Rights Practices and, (2) by developing sufficient Organisational Capacity for the CRBA.

Furthermore, the model is also useful for categorising and describing possible ‘success factors’ and ‘critical constraints’ to services provided by CBOs. The aim of this case study was to explore these factors from the perspective of the Kuyasa staff and beneficiaries and to

describe these factors in terms of the two broad themes within the CRBA. The factors were explored through qualitative methods, although a quantitative survey was utilised to complement specific areas.

The findings of the study were presented using a thematic approach and referring to the ‘CRBA to CBOs Services for Vulnerable Children’ model. Generally, the findings indicated that a key success factor was that Kuyasa employed the principle of empowerment as a point of departure for all other practices and principles, which created a cyclical sustainable process of development. This chapter will provide: (1) a thematic conclusion of the research findings, (2) recommendations, and finally (3) suggestions for further research.

5.2. Summary and Conclusion



As per the ‘CRBA to CBOs Services for Vulnerable Children’ model, CBOs operationalize the CRBA by implementing several *Child Rights Practices*, these include: child rights awareness, multidimensional services, utilising a child referral network and strengthening families. In addition, CBOs employ key principles to ensure the organisational capacity needed to operationalize the CRBA. These include: Empowerment, Participation, Ownership, Sustainability, and Advocacy. In the analysis, various ‘success factors’ and ‘critical constraints’ were identified and related to Kuyasa’s child rights practices and organisational principles.

The central finding of this study was that Kuyasa employed the *principle of empowerment* as point of departure for all other practices and principles, which created a cyclical sustainable process of development. Their empowerment approach was clearly articulated in the ‘Kuyasa Leadership Development Model’, which guides all their practices and principles. From the perspective of the respondents and the researcher’s analysis, this principle was

central to Kuyasa's approach towards providing services and the positive results they have had. It was reported that empowerment called for participation in decision making, which led to a sense of ownership for the children. Once there was ownership the scale and quality of their programmes became more continuous and sustainable as more self-reliant leaders (youth beneficiaries/interns/staff) emerged to direct activities. These findings are in line with the theoretical frameworks proposed by Korten (1990) and Rahman (1990) to facilitate empowerment. It is important to point out that the PCDA proposed by Korten and others places the emphasis on 'participation', whereas this case study found that 'empowerment' was the starting point for the developmental process in a CRBA.

According to staff accounts the key success factors in terms of empowerment were: (1) a decentralised management system coupled with accountability, (2) the practice of 'assigning responsibility' to beneficiaries and (3) a strong financial and administrative systems to support the different programmes and provide cohesion for Kuyasa's decentralised management system. A critical constraint was lower quality programmes in the instances when Kuyasa employed less skilled, even though talented, individuals who were still to be empowered.

A key constraint in terms of *participation* evident in the qualitative analysis was conflicting community interests, which hindered consensus in the participation process. This finding concurs with the hindrances to community participation reported by Sibanda (2011). From Kuyasa's perspective, a success factor was being in a position to be more selective with regard to whom they engage in participation towards decision making for the organisation. As a result, the majority of their governing board represents Kayamandi residents who demonstrate a concern for vulnerable children.

Key success factors in terms of *ownership* was: (1) intentionally employing empowerment and participation to generate a sense of ownership for the leaders, which directed organisational resources more effectively and (2) support from key community leaders which helped to secure a public facility they now occupy at minimal cost. These findings agree with the theoretical principles of “ownership of their own development” described by Swanepoel et al. (2006:30), and the local ownership of public resources proposed by the Asian NGO Coalition (1989), Korten (1990), and the OECD Development Assistance Committee (1996).

In terms of *sustainability*, key success factors were: (1) that empowerment as a point of departure created a cycle of sustainable development, as empowered leaders were self-motivated to develop others, (2) a relatively broad donor base, and (3) an organisational culture where some of the staff are self-funded or apply for internships as it presents a training opportunity. Similarly, Wilkinson-Maposa (2010) described increased resilience in CBOs with an organisational culture where staff is willing to work for a reduced pay for short periods and for a specific reason. Some constraints in sustaining the organisation were experienced in terms of: (1) managing complex or prescriptive donor relationships, and (2) retaining full time staff seeking higher salaries.

Advocacy is not prominent in the Kuyasa organisational culture. As a result, not exploring the key issues that may be changed through *advocacy* as opposed to utilising organisational resources to ameliorate problems may be a key constraint for the organisation.

In the absence of fathers (and sometimes mothers) in children’s lives, Kuyasa views *mentoring* as a key success factor in validating children’s identity, potential and contribution. Mentoring contributes to the primary role of single caregivers in validating children in their

care. This principle emerged distinctly during the inductive analysis as providing rights-based services for children. Although several authors point to the positive impact of involved fathers (Lamb, 2004; Rosenberg & Wilcox, 2006), the mechanism of mentoring to ameliorate absent fathering in a community based setting would need to be investigated further.

In terms of child rights practices, Kuyasa demonstrated a deficit in cultivating the practice of *child rights awareness* but it did not prove to be a constraint in identifying a need for other services or practices.

Although the development community recommends the provision of *multidimensional services* by duty-bearers that targets each of the 4 areas of rights provision (survival, protection, development and participation), few CBOs have been able to offer this (Giese, et al., 2002; Kidman, 2007). Kuyasa was successful at developing a variety of multidimensional services that targeted each of the 4 areas of rights provision described by the South African Child Rights Centre (2013), which in turn was informed by the Convention of the Right of the Child (UNICEF, 2011). Respondents reported that key to this success was: (1) offering sequential services that intentionally move children from a point of crisis into developmental programmes and (2) recruiting passionate and talented programme managers to coordinate services in their field of expertise. Although Kuyasa has proved their success in terms of scope and quality of their multidimensional services, critical constraints continue to lead to attrition of children from the programmes or to delayed benefit from programmes. The 2 main constraints were (1) the variety of challenges children encounter in the community, i.e., physical or sexual abuse, peer pressure towards early sexual debut and alcohol abuse, and (2) the challenges out of school youth encounter in accessing higher education or employment.

Related to the practice of maintaining a functional *child referral network*, several staff members indicated that accessing the Kayamandi Network (an existing vibrant referral network of similar CBOs) was a key success factor. These results concur with similar empirical findings by Giese (2003) and UNICEF (2010) that CBOs played an important role as intermediary, referring children to other CBOs and government services.

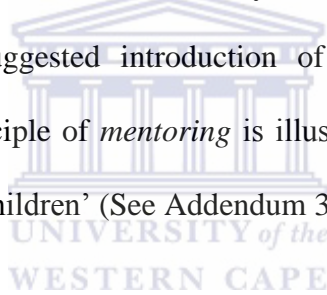
Kuyasa views the practice of *strengthening families* as a key success factor. Supportive of the qualitative analysis, the quantitative data indicated active engagement with 46% to 32% of caregivers and awareness among caregivers of the variety of multidimensional services Kuyasa provide. It can be concluded that (1) the practice of engaging and strengthening families has been a key success factor in providing for physical needs and developing credibility with caregivers. These empirical findings are in line with other studies conducted in Sub-Saharan Africa that showed how strengthening families in various ways was effective (Giese, 2003; Kindal, 2007; Richter, Foster & Sherr, 2006; UNICEF, 2010(1)).

Although not mentioned specifically by Kuyasa as a success factor, (1) *assigning responsibility* emerged during the inductive analysis as instrumental in developing leadership skills and orientating children towards making a contribution to society in adulthood. Child rights theory defines children as rights-holders and adults as duty-bearers (Child Rights Centre, 2013; Dawes et al., 2007; UNDP, 2006). Kuyasa's experience has brought this unilateral approach into question as children could benefit significantly from age-appropriate incremental responsibility for tasks within a community based setting. 'Assigning responsibility' therefore emerged as a practice in providing right-based services for children.

Based on the respondent's reports, the key success factors in the services for vulnerable children provided by the Kuyasa in terms of the CRBA were: (1) their *approach to*

empowerment (which is the point of departure for all their other practices and principles), (2) the scope and sequencing of their *multidimensional services*, (3) the *practice of assigning responsibility* to children to encourage contribution, and the (4) *principle of mentorship* to validate children's potential and contribution in the absence of biological fathers in the domestic lives of their children.

Although the practice of *assigning responsibility* and the principle of *mentoring* are not described within the current CRBA theory, these themes represent distinct elements that were key to Kuyasa's approach and capacity to realise children's rights. It is suggested that these emerging themes be provisionally included within the developing theory base for the CRBA, as it could represent valuable interventions that may be relevant to other CBOs providing services for children. The suggested introduction of the fifth practice of *assigning responsibility* and the sixth principle of *mentoring* is illustrated in the 'Amended CRBA to CBOs Services for Vulnerable Children' (See Addendum 3).



The critical constraints from the perspective of Kuyasa staff and beneficiaries were: (1) the variety of *challenges* children experience *in the community*, i.e., physical or sexual abuse, peer pressure towards early sexual debut and alcohol abuse, (2) the challenges out of school youth encounter in *accessing higher education or employment*, (3) conflicting interests in terms of resources which *hindered* consensus in the *participation process* and (4) managing complex or prescriptive *donor relationships*. Although the findings from this case study are context specific, some of the success factors and constraints could be extrapolated and used to inform many similar organisations operating in similar contexts. The findings also contribute to the body of evidence that informs capacity building for CBOs.

Kuyasa specifically, but other CBOs generally, could benefit from utilising either the CRBA, or the ‘CRBA to CBOs Services for Vulnerable Children’, as a point of reference when developing services that realise children’s rights and fullest potential. It is also hoped that the CRBA model will enable CBOs to interpret and communicate their grassroots perspective to the development community.

5.3. Recommendations

CBOs are key grassroots level partners in realising the multidimensional rights of vulnerable children. Understanding the factors that enhance or constrain CBOs’ services, informs capacity building for CBOs and provides a basis for broader recommendations.

- The CRBA has become the accepted norm, setting a benchmark that informs the quality and variety of multidimensional services children require to realise their rights and ensure optimal human development. It is important to operationalize this sometimes abstract benchmark so that CBOs can easily apply the approach to their services. The ‘CRBA to CBOs Services for Vulnerable Children’ model is recommended as a point of departure from which to further refine the child rights practices and key principles that ensure the organisational capacity needed to operationalize the CRBA.
- Although further refinement and empirical research is needed, it is recommended that the practice of assigning responsibility and the principle of building organisational capacity for mentoring be provisionally included in the operational model. Both these emerging themes represent distinct, valuable interventions, which may be relevant to other CBOs providing services for children. (See Addendum 3 for a presentation of the amended model.)

- Kuyasa specifically, but other CBOs generally, could benefit from framing their services in terms of the CRBA. This represents the broader, international discourse around: (1) the purpose of having rights-based leverage when advocating for greater support from government and funders, and (2) the purpose of sharing their experience with a broader audience by utilising a current theoretical framework within the development world.
- The findings from the case study are context specific, but some of the success factors and constraints can be extrapolated and used to inform many similar organisations operating in similar contexts.
- Finally, the constraining factors identified by this case study cannot be addressed by any CBO in isolation. The challenges children encounter in the community, that out-of-school youth encounter in accessing higher education or employment, or that CBOs encounter in managing complex donor relationships, can only be mitigated through a collaborative and integrated approach. Such collaboration would combine the grassroots level services provided by CBOs with interventions provided by government departments and the development community.

5.4. Areas for Further Research

It is important to continue to build the evidence base that informs capacity building for CBOs, to improve the scope and quality of their services for vulnerable children. It would be valuable to study multiple CBOs, utilizing the CRBA as theoretical framework, to identify crosscutting themes. The ‘CRBA to CBOs Services for Vulnerable Children’ should be informed and refined further with research, but may be useful as point of reference for future studies seeking to operationalize the CRBA.

Beyond describing success factors, critical constraints, child rights practices, or principles of organisational capacity for a CRBA, the outcomes with regard to children need to be correlated to these themes. As Schenk & Michealis (2010) point out, limited empirical evidence exists on the effectiveness of CBOs in improving child wellbeing outcomes.

Areas for further research related to determining child wellbeing outcomes were identified in this case study. For example, further research is needed to ascertain if the practice of strengthening families has led to improved parenting, created multidimensional support at home, and so, improved outcomes for children. In addition, further research is needed to assess the mechanism of mentoring single-parent children in a community based setting, and evaluating its potential impact.



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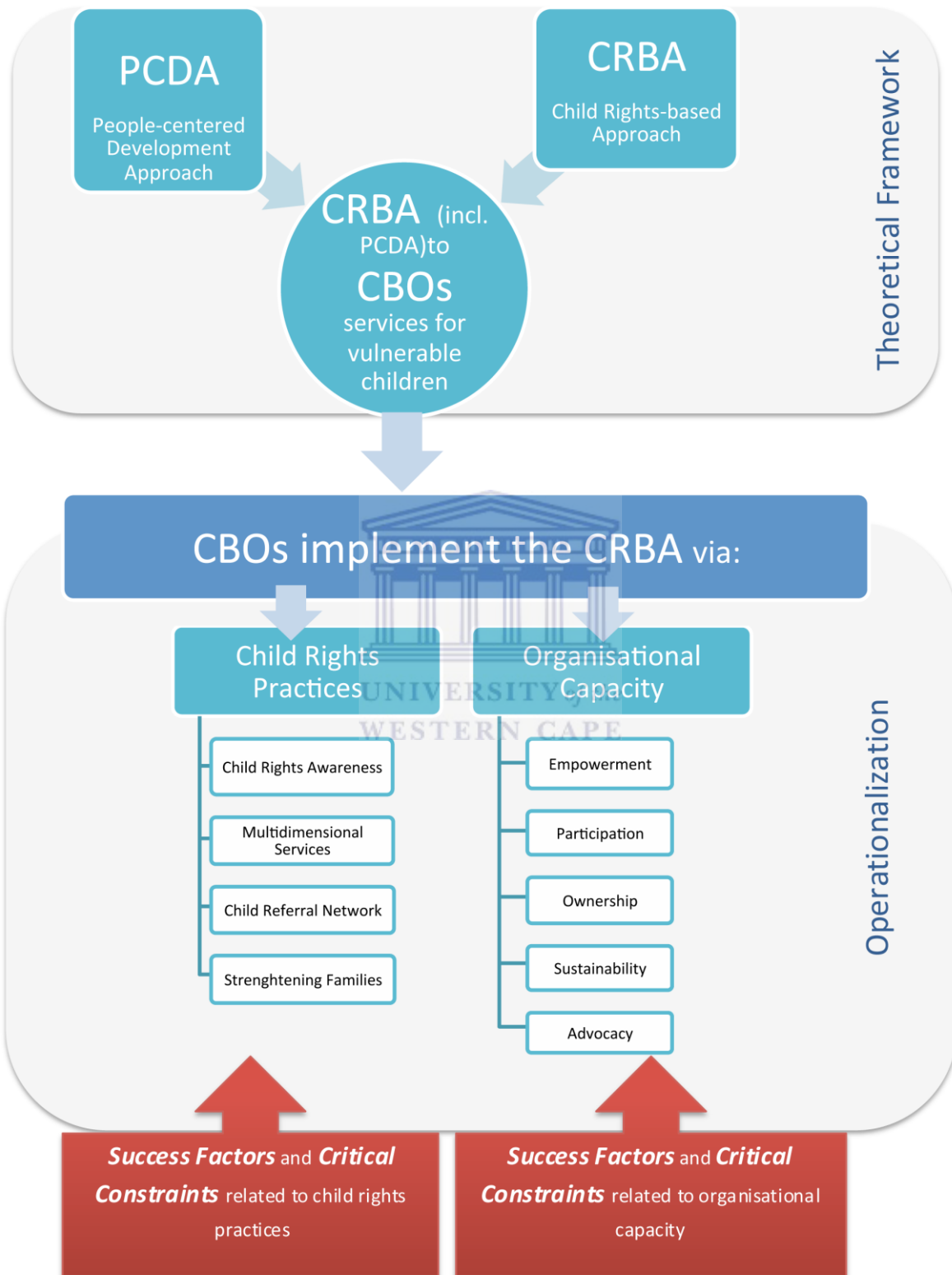
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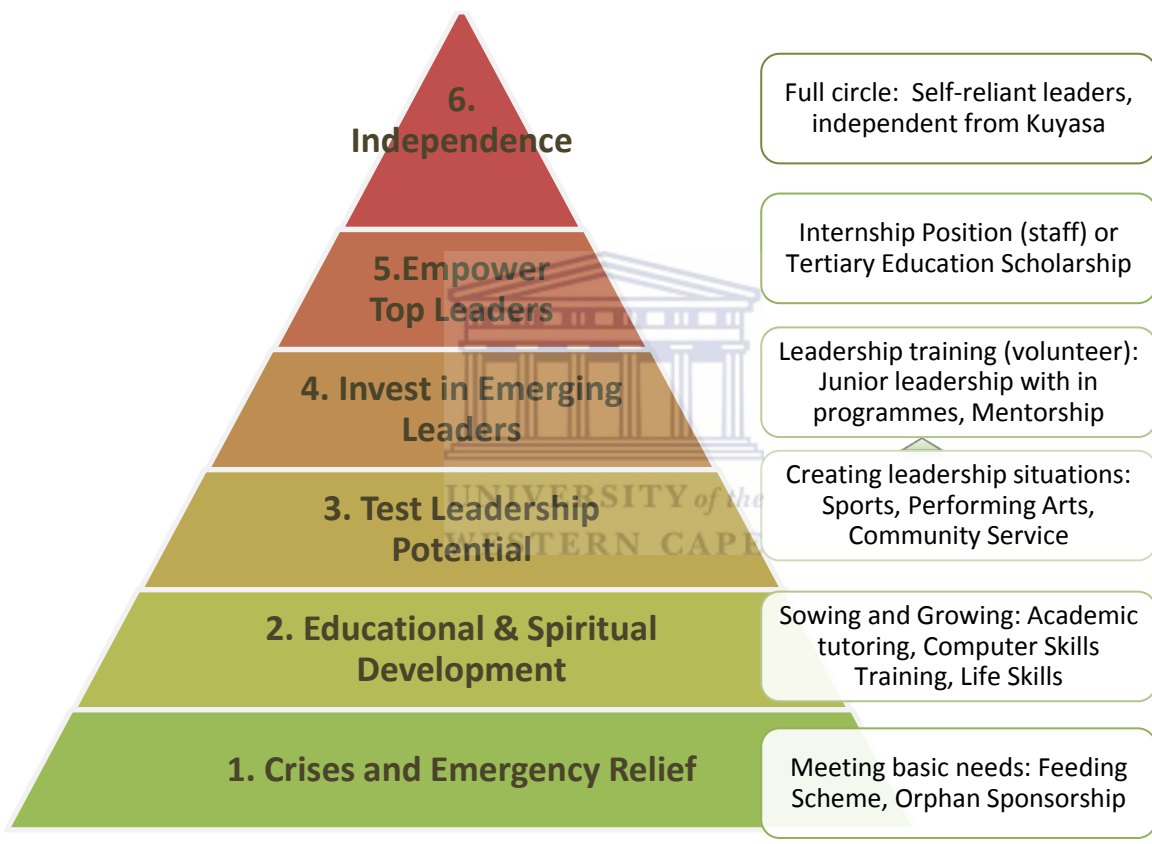
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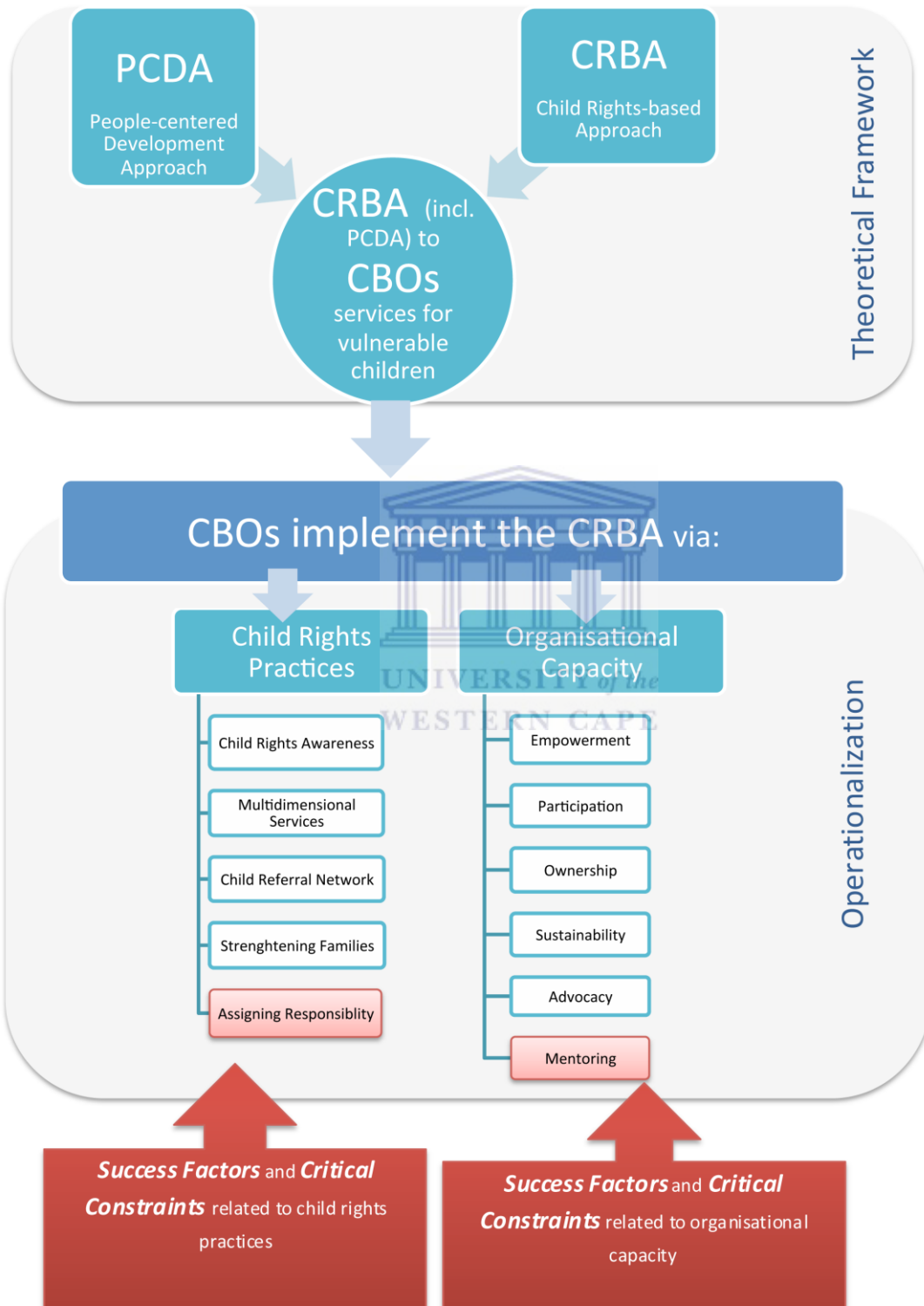
Addendum 1: CRBA to CBOs Services for Vulnerable Children (Source: Own Compilation)



Addendum 2: Kuyasa Leadership Development Model (Source: Kuyasa, 2010)



Addendum 3: Amended CRBA to CBOs Services for Vulnerable Children (Source: Own Compilation)

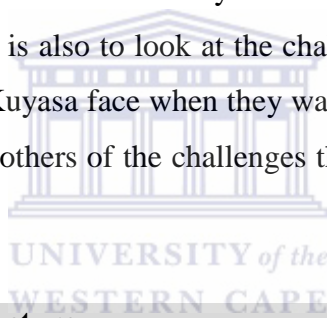


Addendum 4: Schedule of themes and questions for semi-structured interviews and focus group discussions.

Study Title: Community-based organisations (CBOs) and the child rights-based approach (CRBA) in implementing services for vulnerable children: a case study of Kuyasa Horizon Empowerment in Kayamandi, Cape Town, South Africa.

The purpose of this study is to identify the success factors or critical constraints experienced by a CBO in delivering services for vulnerable children. In layman's terms:

- The purpose of this study is to help us understand what are the things that 'makes Kuyasa work' (key success factors, the things strengthening Kuyasa) so that we can use Kuyasa as a model for others when they want to start a similar project.
- The purpose of this study is also to look at the challenges (constraints, hindrances or threats) that a CBO like Kuyasa face when they want to roll out services for children. This will serve to inform others of the challenges that may be ahead and how to deal with these challenges.



1. Kuyasa Organisational structure

Will you help me understand how Kuyasa works? What is the organisational structure of Kuyasa?

- 1.1. Who are the beneficiaries? (Whom do you serve?)
- 1.2. What are the programmes Kuyasa offers? (What are your services?)
- 1.3. In Kuyasa, who are the people or staff who do a lot of the work to deliver the services for children?
- 1.4. In Kuyasa, who are the decision-makers about the types of programmes, how the programmes should run?
- 1.5. Who is responsible for making sure the services are delivered?
- 1.6. Who is accountable when something goes wrong?

- 1.7. Who helps and supports you most to do your work at Kuyasa/when you need help from Kuyasa?
- 1.8. What kind of help do they provide?
- 1.9. Present an organogram: what do you think of this organogram, is it accurate, who do you report to?

2. Key success factors or critical constraints (challenges) to services delivery

- 2.1. What do you think of the services Kuyasa is delivering to children? Tell me more of these services...
- 2.2. Do you think the services are good? What makes Kuyasa work so well (success factors)?
- 2.3. If the programmes are like bricks built into a wall, and the cement is what holds it all together and makes it work ... what is this cement in Kuyasa? (This analogy is known to Kuyasa) Is it relationships, values, resources....?
- 2.4. Do you think the services can improve? What are the challenges in improving the services to children?
- 2.5. Are there challenges in the community towards delivering services for the children from this community?

Theme 1: The CBO's Child Rights Practices.

3. Children's Rights

- 3.1. What do you think of children's rights? Should children have rights? What are their rights?

Internationally they say that all people have rights and responsibilities (to vote, to pay tax, and not commit crimes) and so children have rights and responsibilities too.

- 3.2. Responsibilities of children: What do you think are the responsibilities of children?
- 3.3. Do the children in your community fulfil the responsibilities you mentioned?
- 3.4. And do they fulfil the responsibility of respect for authority, for teachers, for parents, to study, to help elders, to tell an adult if someone is abusing a child?
- 3.5. Present Children's Rights: According to international law children have a right to -

3.5.1. Survival – what do you understand under survival? Can you give an example?

3.5.2. Protection – what do you understand under protection? Can you give an example?

3.5.3. Development - what do you understand under development? Can you give an example?

3.5.4. Participation - what do you understand under participation? Can you give an example?

3.6. What are our rights as a child of God? And what are a child's rights as a child of God?

4. Child's Rights Practices

I would like to ask you about the child rights practices operationalized in Kuyasa as an organisation. Do you use the following child rights practices?

Child Rights Awareness

4.1. Do you refer to CR instruments? Which ones do you know?

4.2. The UNCRC was developed in 1989 by the UN, and is now used as a guideline for all countries as they make their laws for children and develop services for children. (Present an example to trigger recognition). Do you know the UNCRC?

Providing for multidimensional rights and needs

4.3. Can you think of ways in which Kuyasa provides multidimensional services to cater for the following rights or needs of children?

4.3.1. Does Kuyasa deliver any services with a survival focus?

➤ Survival: without these rights children could simply die, so children have a right to

- Food security
- Social security, e.g., grants
- Standard of living: housing, water, sanitation
- Health care

4.3.2. Does Kuyasa deliver any services with a protection focus?

- Protection: children have the right to be protected from violence, abuse, drug use, child labour and severe punishment. They have a right to a safe environment when they negotiate traffic, attend school, etc.
- 4.3.3. Does Kuyasa deliver any services with a developmental focus?
- Development: Children have a right to have their human (intellectual, psycho-social, emotional and cultural) development supported. They have right to
 - Education
 - Cultural recognition
 - Play and recreation
 - Rehabilitation
 - Support for children with disabilities
- 4.3.4. Does Kuyasa deliver any services that facilitate the participation of children?
- Participation: Children have the right to be heard, and say what they feel, contribute ideas and be involved in decisions that are being made about their lives. They have a right to:
 - Freedom of association
 - Expression
 - Access to information
 - Guidance to support values and religious choices

Utilising a child referral network

- 4.4. Sometimes one organisation cannot provide all these services mention above. Does Kuyasa refer children to other services?
- 4.5. Can you give me examples of other services you refer children to?
- 4.6. Do you have a formal list of referral services?

Supporting families as duty-bearers

- 4.7. Sometimes the best strategy is to strengthen caregivers so they can support their children better. How does Kuyasa strengthen or support caregivers?

4.8. Do they empower them to be able to care better for their children without continuous support from Kuyasa?

In summary

4.9. What have been the key elements in the successful implementation of these child rights practices? (If it were not for this we would not have pulled it off.)

4.10. What have been the benefits in implementation of these child rights practices?

4.11. What have been the challenges in implementation of these child rights practices?

Theme 2: The CBO's organisational capacity for implementing a CRBA

5. Kuyasa's organisational capacity for implementing a CRBA, characterised by participation, advocacy, ownership, empowerment and sustainability.

5.1. What is Kuyasa vision or goal?

5.2. What are Kuyasa's values? Values are about the way in which we want to do things, our attitude or our style of doing things...

5.3. If the programmes are like the bricks built into a wall, and the cement is what holds it all together and makes it work ... what is this cement? (This analogy is known to Kuyasa) which values act like cement?

5.4. Which of these values helps to deliver a good service for children?

5.5. Why do you say that? Can you give me an example?

There are other values that may also contribute to an organisation's capacity to deliver services. I would like to ask your opinion on these.

Empowerment:

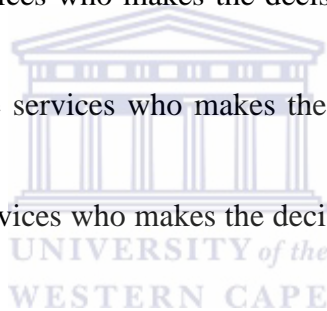
5.6. What do you think empowerment means?

5.7. If empowerment is the 'right mixture between the right to make decisions and the ability to make decisions' or building people's capacity to make informed decisions and then entrusting the right to make decisions in the organisations, how does Kuyasa seek to empower staff?

- 5.8. How does Kuyasa seek to empower parents and children?
- 5.9. To what extent does the leaders in Kuyasa seek new, relevant information to empower themselves to make better decisions for the organisation?
- 5.10. To what extent does Kuyasa seek training opportunities for staff in order to build their capacity to make informed decisions?
- 5.11. Is Kuyasa empowered (have the ability) to solve problems when delivering services for children? Can you give me an example?

Participation:

- 5.12. What do you think participation means?
- 5.13. If participation is the “level of contribution facilitated or instigated by the CBO from ciaries and staff to participate?
- 5.14. When planning the services who makes the decisions? The parents, children, staff, leaders?
- 5.15. When implementing the services who makes the decisions? The parents, children, staff, leaders?
- 5.16. When evaluating the services who makes the decisions? The parents, children, staff, leaders?



Ownership of resources:

- 5.17. What do you think ownership of resources means?
- 5.18. If staff and beneficiaries are to take ownership of the programmes to promote their own development, does Kuyasa have access to public resources, i.e., physical infrastructure and public goods to help deliver services?
- 5.19. Which organisational resources does Kuyasa have to deliver services?
- 5.20. Can you give me an example of how they use these resources to deliver services for children?
- 5.21. Do you think Kuyasa is using their resources effectively?

Sustainability:

- 5.22. What do you think sustainability means?
- 5.23. If sustainability is defined as the CBO's ability to sustain itself and therefore the services provided to vulnerable children in a resource constraint community, how does Kuyasa ensure its sustainability?
- 5.24. Do you fundraise?
- 5.25. How do you recruit and report to donors?
- 5.26. Do you have income generating projects?
- 5.27. Are they providing you with a reliable means of income?

Advocacy:

- 5.28. What do you think advocacy means?
- 5.29. Does Kuyasa play an advocacy role on behalf of their beneficiaries by building consensus among their beneficiaries (rights claims-holders) and presenting that consensus to duty-bearers for inclusion into decision making?
- 5.30. Does Kuyasa have meetings to discuss problems in the community and then take those issues to the government or to others? Can you give me an example?

6. Further appreciative inquiry, in summary of the interview:

- 6.1. So what do you think are the main things that make Kuyasa work?
- 6.2. What are the challenges?
- 6.3. What advice would you give to others wanting to start a project like this?

Addendum 5: Survey Questionnaire (Administered)

Household Information:

The household **head** name: _____

In which area in Kayamandi is the household? _____

Type of house

1	Brick/slab house, good condition and clean	
2	Brick/slab house, not in a good condition or not clean	
3	Shack, good condition and clean	
4	Shack, not in a good condition or not clean	
5	Other: _____	

Section A: Demographic Characteristics

(Please tell us more about the head of your household and your family)

1. Household **head's** age: _____

2. Household **head's** gender:

1	Male	
2	Female	

3. Household **head's** marital status:

1	Married	
2	Single	
3	Widowed	
4	Other	

4. How many people are living in your household:

1	The total number of <u>people</u> living in this household is...	
2	The total number of <u>adults</u> living in this household is...	
3	The total number of <u>children</u> living in this household is...	
4	The total number of <u>people working</u> in this household is...	

Section B: Socio-Economic Characteristics

5. Please indicate the highest level of education the **household head** attained:

	LEVEL OF EDUCATION	
1	Never went to school	
2	Primary school (Grade 1-7)	
3	Secondary School (Grade 8-12)	
4	Tertiary Education (College, university, formal in-service training)	

6. Are you receiving any grants?

1	The number of child support grants this household receives is...	
2	The number of foster care grants this household receives is...	
3	The number of disability grants this household receives is...	
4	The number of older person grants this household receives is...	
	The number of care dependency grants this household receives is...	

7. Total household income from adults working or owning a business (not including grants):

	Income Level	
1	R500-R1000 per month	
2	R1000-R2000 per month	
3	R2000-R5000 per month	
4	R5000-R10 000 per month	
5	R10 000-R20 000 per month	
6	R20 000 and above per month	

Section C: Kuyasa's services for vulnerable children and child rights practices

8. Please let us know if children living in this household are using the Kuyasa services:

	Age	Please circle the appropriate box: this child is living with their father, mother, relatives or friends				Received help from Kuyasa: Was it food, clothes, building material or something else?	If the child is attending a Kuyasa programme: which programme are they attending?
E.g.	<i>3 yrs.</i>	Father	<u>Mother</u>	Relative	Friends	<i>Food and clothes</i>	<i>Learning center</i>
1		Father	Mother	Relative	Friends		

9. Please choose the one you agree with most: (choose only 1 option)

1	People in our community are not aware of children's rights.	
2	Children's rights are something everybody is aware of but it does not help to protect children in our community from abuse or suffering.	
3	Children's rights are something everybody is aware of and it gives children an excuse to behave badly.	
4	Children's rights are something everybody is aware of and it helps to protect children in our community from abuse or suffering.	

10. Please choose the one you agree with most: (choose only 1 option)

1	As long as children have food and shelter they will be ok.	
2	As long as children have food, shelter, and education they will be ok.	
3	As long as children have food, shelter, education, and emotional support they will be ok.	
4	As long as children have food, shelter, education, emotional support and spiritual guidance they will be ok.	

11. Do you know about all the different services offered to children at Kuyasa? Which of the programmes do your children attend?

	Programme or service provided by Kuyasa	I know about this service or programme	
1	Kuyasa sport program	Yes	No
2	Hats & Glasses (Youth leadership development for 13 to 20+ yrs.)	Yes	No
3	Sharing Views (Child support groups for 8 to 13 yrs.)	Yes	No
4	Learning Center (After school tutoring for grade R - 12 learners)	Yes	No
5	Kuyasa Performing arts (Dance, Drama, Music Band)	Yes	No
6	Feeding Project (Daily Meals at 14:30)	Yes	No
7	Child Sponsorship Program (Monthly Support for orphans)	Yes	No
8	The Safe House – Foster care for girls.	Yes	No
9	Computer Skills Training	Yes	No
10	Arts Classes	Yes	No
11	Media Classes (Film and Photography)	Yes	No
12	Adult Education and Skills Training (Woodwork, Sowing)	Yes	No
13	Social Worker	Yes	No

12. Does Kuyasa offer services to support parents or caregivers as they provide care of the children in their household?

1	Yes	
2	No	

13. Strengthening Duty Bearers: *Please let us know about the relationship you have with Kuyasa*

	Programme or service provided by Kuyasa	Please answer	
1	I have received home visits or phone calls by the Kuyasa staff	Yes	No
2	I have received a report from Kuyasa on the progress of my child	Yes	No
3	I have been invited by Kuyasa to attend an event at least once a year	Yes	No
4	I have attended an event at Kuyasa at least once a year	Yes	No
5	I have been invited to a training at Kuyasa on parenting or other topics at least once a year	Yes	No
6	I have attended a training at Kuyasa on parenting or other topics at least once a year	Yes	No
7	I have received support with social services, food, clothes or building material when there was a crisis.	Yes	No

Section D: Kuyasa's organisational capacity to facilitate programmes for children.

14. Participation: In your opinion, to what extent does Kuyasa encourage the community to participate in the work of the organization?

Level of participation by the community		Please answer		
1	Kuyasa consults with (asks advice from) community leaders or pastors when they make decisions.	Yes	No	Not Sure
2	Kuyasa consults with (asks advice from) the caregivers of children when they make decisions.	Yes	No	Not Sure
3	Community members or leaders from Kayamandi help to make decisions about the Kuyasa programmes and funding for the programmes.	Yes	No	Not Sure
4	Community members or leaders from Kayamandi serve on the Kuyasa board that makes decisions about the Kuyasa programmes and funding for the programmes.	Yes	No	Not Sure

15. Empowerment: Empowering means giving children the skills they need to make good choices. In your opinion, has Kuyasa played a role in empowering the children that attend the programmes?

Empowering children to make good choices.		Please answer	
1	Since attending the Kuyasa programmes my child/children has/have been making better choices	Yes	No
2	Please provide an example of how they have been making better choices:		

16. What are the benefits of having an organization like Kuyasa working in the community?

17. What are the things, values, or characteristics that make Kuyasa strong or successful so they can provide services for children in Kayamandi?

18. What are the challenges that a CBO like Kuyasa faces when it wants to roll out services for children?



Addendum 6: List of Informants

Subject No.	Name	Sex	Age	Organisation	Responsibility
In Depth Interviews					
1	Nkosinathi Sixabayi	m	38	Kuyasa Staff	Project Director
2	Jenny Carstens	f	57	Kuyasa Staff	Retiring Project Director
3	Sylvester Nogada	m	21	Kuyasa Staff	Sports Programme Leader
4	Heather McNiel	f	37	Kuyasa Staff	Life Skills Programme Leader
5	Pumla Qalinge	f	46	Kuyasa Staff	Child Sponsorship Programme Leader
6	Mbongeni Mtshali	m	35	Kuyasa Board Member	Performing Arts Programme Leader
7	Charles Boy Ndlebe	m	58	Kuyasa Board Member/Community Leader	Chairman/School Head Master
8	Bhelekazi Mrali	f	61	Kuyasa Board Member/Community Leader	Board Member/Pastor
9	Nomvuyiseko Mtiya	f	26	Kuyasa Beneficiary	Beneficiary of Kuyasa services as a child
10	Shepard Didi	m	21	Kuyasa Beneficiary/Volunteer	Beneficiary of Kuyasa services as a child
11	Karen Viviers	f	50	Community Leader	Living in Kayamandi 15 years
12	Nompiliso Katangana	f	47	Community Leader/CBO employee	Prochorus
13	Louise Fourie	f	53	Community Leader/CBO director	Legacy
Focus Group Discussion					
	8 x Care Givers	8 f		Kuyasa Beneficiary	Care Givers of Children attending Kuyasa
	6 x Kuyasa Youth	3 m, 3 f		Kuyasa Beneficiary	Youth which have been beneficiaries of Kuyasa for more than 1 year
	16 x Kuyasa Staff Members	12 f, 4 m		Kuyasa Staff	