FOUNDATION

Editorial

Our local partner organizations in Southern Africa are doing valuable and visionary work on the ground every day. There is so much we can learn from them. But documentation about their innovative approaches is lacking. In a series of Partner Papers, we make an effort to collect knowledge among our local partners and to bring it into one document. We thank our partners Camfed (Zimbabwe), DAPP (Malawi), Molteno (South Africa), ROCS (Zambia) and ZOCS (Zambia) for their contribution and their willingness to share.

This first edition is covering the astonishing experiences and lessons learnt of children's councils in Africa. Our programmes have shown that the involvement of children in the governance of their schools can have a significant impact on the quality of education. We hope the *Partner Paper* might inspire you to scale children's councils in another context. For any feedback we are most grateful.

Janine Händel, CEO Roger Federer Foundation, September 2017

Table of Content

Acronyms

ACRWC: African Charter on the Rights and Welfare of the Child

AU: African Union

BEM: Boys Education Movement

CRC: Convention on the Rights of the Child

CSTL: Care and Support for Teaching and Learning

GEM: Girls Education Movement

ISH: Integrated School Health

NGO: Non-Government Organization

PTA: Parents Teachers Association

QLTC: Quality Learning and Teaching Committee

RFF: Roger Federer Foundation

SADC: Southern Africa Development Community

SGB: School Governing Body

What are Children's Councils?

There is no one model of a children's council, but rather many different models which share similar objectives and characteristics.

A children's council is any structured group of children within a school, which is child-led, child-owned, and supported by adults. Therefore, any established space and mechanism, which has the objective to identify and address educational, social, economic, and other issues impacting on children, falls under the term "children's council". They address these issues through:

- Establishing social, recreational and cultural spaces as well as facilities for children in schools.
- Child-led advocacy for changes by schools, communities, families, peers, and government decision-makers.
- Awareness-raising initiatives by children on children's rights and responsibilities.
- Supporting the implementation of government, community or school policies and programmes aimed at promoting children's rights and providing support to other children.
- The identification and referral of vulnerable children to adult caregivers.
- The provision of direct support to schools, communities, families and peers, such as the provision of food, clothing, school improvement initiatives, etc.
- Peer support in the form of provision of information, education and tutoring.
- Thematic multi-strategy campaigns targeting at specific issues planned, implemented and assessed by children.

Purpose

Children's councils provide a platform for operationalizing children's participation as an approach rather than as an event through the institutionalization of formalized structures within schools.

They create sustainable platforms that give voice to and promote collective child-led action for change.

Rationale

There are compelling reasons for all affected stakeholders – including children, schools, families, communities, local, provincial and national government, NGOs and development partners – to support the establishment of children's councils in schools.

Platform for systemic children's participation

Children's councils provide an effective vehicle for organized and systematized children's participation in policy, programme dialogues and decisions. Thus, they enable compliance with the duty imposed on all role players, including government departments, agencies and schools to ensure that children are active participants in making decisions that impact on them in terms of Convention on the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the Child (ACRWC), and the General Comment No 12 (2009): The Right of the Child to be Heard (Committee on the Rights of the Child, 2009) and relevant country specific legislation.

Where children's councils are established, they provide a dedicated and existing space that may be used by government departments and others to fulfil their participatory requirements without having to convene children's groups independently or afresh each time they need to consult with children.

Locally responsive decision-making

Grassroots activism and advocacy, including children's activism and advocacy, have the potential to contribute to macro developmental shifts (Schmid, Wilson, & Taback, 2010). Through children's participation, micro-level children's needs in a particular community and context are understood within the context of broader national and provincial policies. This allows for the development of acceptable, responsive and appropriate programmatic and resourcing decisions by government departments, ministries, and schools.

Development of social capital

Children's councils are a vehicle for the development of social capital. They contribute to strengthen community networks and institutions and to create socially aware and active young people (Schmid, Wilson, & Taback, 2010).

Personal development of children, their families and communities

Children grow and develop personally in terms of the skills they acquire and the opportunities they are provided with, such as travelling and networking. Through the interventions of the children's councils, vulnerable children are in turn provided with various forms of support and services.

Adults who support the children's councils experience both personal and professional growth and development. Notable in this regard is their increased knowledge and their promotion of children's rights and their inclusive participatory processes.

Parents of children in schools or communities with children's councils benefit from increased knowledge and awareness of children's rights and issues, such as nutrition, bullying, sexual and reproductive rights, etc.

Schools that implement organised mechanisms for involving children in decision-making, potentially benefit from improvements to school environments, support for children with homework, reduced bullying and teen pregnancies and from the improved identification and support of learners experiencing barriers to learning.

Implementation of government policies

Children's councils provide an effective vehicle for harnessing the participation of children who are ideally situated, in terms of their accessibility and acceptability to implement government and NGO programmes that aim at the identification and provision of support to children in schools and communities.

Features of Success

Based on the experiences of organizations that have established and reported on their successes and challenges, the following are common features of effective and successful children's councils.

Successful children's councils:

- Are child-led and child-owned and they mobilize children as agents of change in their own lives and in their communities with the consistent and appropriate support of adults to guide and enable children's ownership and advocacy.
- Ensure that children's voices are meaningfully heard.
- Provide a positive alternative for children.

- Are governed by democratic principles and inclusive child-led and child-friendly processes.
- Are rights-based, with children who are aware of, and active in promoting their rights and responsibilities.
- Enjoy the support of parents. Parental support of their children's involvement in the council is essential to a successful and sustainable children's council.
- Have buy-in from the local host community – whether it is the school, school principal/head teacher, SGB/PTA, local government or a local leader. This requires a supportive school environment including motivated school principals/head teachers, teaching corps, and members of SGBs/PTAs, who recognize the importance of the children's councils and promote and support them.
- Have an enabling space with appropriate infrastructure to meet regularly. Furthermore, they should have access to sufficient material resources.
- Have well-developed structures and systems that cover essential organizational management and communication functions.
- Have strong and effective relationships with community stakeholders and structures.
- Receive ongoing support from adults who are appropriately trained and capacitated in child-friendly and inclusive techniques and processes to provide the various forms of facilitation and support required by children to run effective and safe children's councils.
- Make available and use guiding/educational materials. Notably useful are guides for facilitators which allow for adoption of a uniform approach to children's councils governing core issues, such as recruitment, rules of participation and attendance, management structure and recording of events.
- Are established organically – that is to say, by an enabling organization such as the RFF Implementing Partner within schools and are supported by a clear and practical exit strategy which will secure the sustainability of the structure without having the need for ongoing external financial and human resources and other forms of support.

Governing Principles

The following principles should be respected, protected and promoted in all steps taken to establish, resource, manage, support, implement and evaluate children's councils. Adherence to the governing principles is necessary to ensure that the children's councils meet the legal and ethical standards governing children's participation and advocacy, and to ensure that they effectively realize the potential benefits and value of such groups.

The following principles are derived from a number of governing legal instruments, such as the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, the General Comment No 12 (2009), as well as the Right of the Child to be Heard (Committee on the Rights of the Child, 2009). Furthermore, the principles emanate from reviewed literature, and from information derived from consultations conducted for the purpose of developing these guidelines as to the features of effective children's councils.

- **Child-leadership and child-ownership:** Children's councils are not external constructs or programmes. Rather, they are structures driven by the children, for the children and of the children – structures that are fun and that children want to do – that further their rights to participation and play and that empower and allow them to grow personally. Child-ownership is a matter of principal and sustainability. Organically-grown children's councils are sustained by the interest and passion of the children, and are accepted by other children as well as community stakeholders.
- **Transparency and access to information:** Information about children's councils should be accessible for children participating in the structures, as well as for children in the broader school population.

- **Voluntary participation and freedom of expression:** Children's participation in structures and events must be voluntary, based on the individual child's decision, and children must be able to cease participation at any stage. During the course of participation, children's rights to freedom of expression shall not be limited by the rules of the children's councils or the conduct of any role player.

- **Respect for children's views and circumstances:** All children who participate in children's councils should be treated with respect and provided with support and opportunities to have the confidence and skills to initiate ideas, to express their views freely, and to have these taken into account. Supporting adults and role players should gain an understanding of the family and the social and cultural context of the children's lives.

- **Democratic governance:** Children's governance structures should be selected and established through transparent and democratic processes, which allow for all children's free and fair participation in the council's decision-making processes to determine all matters relevant.

- **Non-discrimination and inclusive participation:** No child shall be prohibited or excluded from participation in children's councils on the basis of his/her age, race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social status, disability, health, birth status, or because of pregnancy. This requires that the recruitment criteria and participatory rules and practices of children's councils do not exclude children on any of the prohibited grounds, and that they make provision for special measures to ensure the inclusion of marginalized children.

- **Responsiveness and relevance:** It is important to ensure respect for children's views and circumstances. Furthermore, it has to be guaranteed that children's councils are effective advocacy vehicles for addressing social, economic and cultural issues. As children's councils affect children, they shall focus on issues that are relevant to children's lives and local context – as defined by the children themselves. In addition, the children's councils should align with and advance broader national, provincial and local children's policies and programmes.

- **Age and ability appropriate methodologies and approaches:** The methodologies and approaches adopted for making decisions, electing representatives, sharing information and all other related activities of the group should be age-appropriate and should ensure that children with differing abilities can meaningfully participate in all aspects of children's councils.

- **Asset-base and appreciation:** Children's councils should be asset-based and appreciative; they should identify and work with available resources in a school. It is important that the model and operational foundations of the children's councils are not shaped by a "deficit-based view", but that they assume that "despite these difficulties learners, educators and communities have assets which can be mobilized" (Schmid, Wilson, & Taback, 2010).

- **Sustainability:** Children's councils should be established in a manner that fosters their sustainability. This requires, inter alia, that they become an integral part of the school structure, that they comply with, and advance national, provincial and/or local policies, and that they are supported by a strategy to source human and financial resources from within the affected community, school or education system.

- **Child-ownership supported by adults with appropriate capacity:** In recognition of the centrality of the principles of children's rights and participation to children's councils, the role of adult supporters, whilst essential, shall be limited to guiding the children and serving as a resource to them, rather than taking on the role of experts who decide on their behalf. Supportive adults shall be appropriately sensitized, trained, capacitated, and supported to continually improve child-friendly and children's participatory values and practices described in this document.

- **Accountability:** Through communication, participation, feedback, as well as monitoring and evaluation processes, children's councils should know and understand the impact that their activities and events have had on targeted issues; the actions taken by adults and decision-makers in response to their advocacy efforts and how the children's views and inputs have shaped the relevant responses,

decisions and actions. Children should be involved in shaping and implementing evaluation processes, as well as planning for improved processes and outcomes based on the results.

Establishing a Children's Council

The principle of child-leadership and child-ownership of children's councils must be respected at all times. However, the success and sustainability of children's councils depend on their effective nesting within an enabling matrix, which stretches from national down to school- or community-level. This again depends on the active initial activation of children's councils by (adult) stakeholders who either operate at the relevant levels, or have the power to influence role players at these various levels.

In furtherance of the principle of child-ownership, stakeholders, such as partners and schools, should be seen, and see themselves as enablers rather than owners of the groups.

Organizations that are well known by communities are more likely to succeed in securing community and school support for children's councils as they are not perceived as outsiders with external agendas, but rather as actors in the interests of the community.

An enabling organization or partner is one that recognizes the value of the children's councils, and assumes responsibility for putting in place the building blocks, and enables operational frameworks for the establishment, management, support, resourcing, and monitoring and evaluation of the children's councils.

The process that should be followed in establishing a children's council will differ depending on whether the school already has existing children's structures. As a general procedure we suggest the following eleven steps:

Step one: Partner Visits and Working Partnership with the School

A formal and supportive partnership must be established between the partner and the targeted host school. This requires advocacy by the partner targeting at the school principal/head teacher and broader management team in order to motivate for the establishment of a children's council within the school and to secure a commitment from the school management supporting the proposed children's councils.

The objective of this initial process is for the partner to secure a written agreement with the school and to document the roles and responsibilities of the partner and the school. The objective of the advocacy should, inter alia, be to secure that the school principal/head teacher and broader management team:

- Support children's councils and encourage and allow their staff to participate in establishing and supporting the children's council.
- Promote the children's council and its activities as an integral part of the school calendar of events and activities, with dedicated time (and where possible, budget) allocated to meetings and events. The activities should be integrated into the school timetable.

This initial step is important to ensure not only the sustainability of the children's council, but also the provision of effective support and efficacy of the structure. In order to overcome the challenges faced by a number of children's councils where only one or two staff members within a school structure are supportive, a high-level recognition and promotion of the children's council by the relevant leadership/management teams as an integral and valuable component of the host organisation is necessary.

The acceptance of, and commitment to establishing children's councils by the school will be easier to obtain if prior approval is granted confirming the value of children's councils in realising policy and programme

objectives and authorising and promoting their establishment. Therefore, it is advisable for the enabling (partner) organization to first engage in advocacy at a higher level and approach schools.

Step two: Asset Audit

Regardless of the differing contexts, the starting point for the establishment of children's councils will always be the same – that it is asset-based and appreciative. The next step, based on the recognition that all schools have assets and resources that can be mobilized to support children's councils, will be an asset audit conducted by the implementing partner.

The objective of the asset audit is to identify what policies, programmes, financial, human, and organizational resources are potentially available to support a children's council.

The audit should identify, inter alia:

- National, provincial and local government policies and programmes targeting at the provision of support and services to vulnerable children of school-going age through schools and within communities. For example, in the South African context, these programmes are the Integrated School Health (ISH) policy, the Department of Basic Education's Care and Support for Teaching and Learning (CSTL) programme, which is a Southern Africa Development Community (SADC) protocol, the Quality Learning and Teaching and Committee (QLTC), the Community Care Forum, etc. The audit should identify the policies and programmes and how they are aligned with the purpose and objectives of children's groups – how they can support children's groups and how children's councils could support their implementation and realization of their aims and objectives.
- Coordinating structures and committees in schools already established to support implementation of policies and programmes targeting at children. For example, School Governing Body or Parents Teacher Association.
- Children's structures or peer education groups already established in schools. For example, Girls Education Movement (GEM) or Boys Education Movement (BEM) clubs of UNICEF.

Step three: Cultivating a Fertile Enabling Environment in Schools

The preparation of a fertile enabling environment in which children's councils can take root, grow and flourish requires the partner to engage in advocacy targeted at schools to:

- Adopt a child rights framework that is respectful of children's procedural rights to participate, and to be heard. This framework should also assure children's access to information and their substantive rights.
- Mainstream these rights into their respective governing policies, practices, programmes and budgets.
- Recognize the intrinsic value of children's councils to advance their organizational objectives and child rights obligations, and to therefore support the establishment and continuation of children's councils.

Step four: Leadership and Management Structure

Every children's council should have a clearly defined leadership and management structure with positions, roles, and responsibilities and tenure (for example 1 year) clearly articulated and communicated. It is advisable to have a short tenure, so that many children get the opportunity of being a leader. The structure should include, but does not have to be limited to, the following:

- Chairperson – responsible for overseeing meetings, chairing disciplinary processes, preparing annual reports.
- Deputy/vice-chairperson – responsible for fulfilling the chairperson's role in his/her absence and supporting the chairperson in his/her duties.
- Secretary and deputy secretary – responsible for meeting logistics and taking and distributing minutes of meetings.

- Communication/publicity person/advertiser – responsible for communicating information about the children's council to all stakeholders and advertising events.

Qualifying/nomination criteria that should be considered and documented in the design of the nomination process include:

- Availability
- Commitment
- Age
- Cognitive and emotional maturity
- Gender balance
- Representation of marginalized groups, such as children with disabilities
- Previous experience in the role in question
- Potential for leadership
- Communication skills

Candidates for the leadership and management committee should be nominated from among the recruited children's council members and nominations motivated by reference to the nominee's compliance with the relevant nomination criteria. They should be voted into their positions by their children's council peers.

Step five: Introduction to Children and other Stakeholders

A next step is to introduce the children's council to children in schools and to extend an invitation to join. In line with the principle of transparent and informative children's councils, children, parents and school-level supporters and stakeholders should be informed by members of the School Management Team, teachers, members of the School Governing Boy, and Parents Teachers Association, in clear and accessible communication about the existence and value of children's councils, intended objectives and possible activities.

All children in school should be informed through accessible and child-friendly communication about their right to participate in the children's council. In line with the principle of voluntary participation, children's recruitment processes must be accompanied by the provision of sufficient information to enable them to know, understand and make an informed decision to participate. Participation must be voluntary.

Information should be sufficient to enable children to make an informed decision as to whether they would like to participate or not. It should include how they can join, how they will be able to participate in the activities of the children's council, the purpose and functions of the council, the benefits of joining, the responsibilities that they will acquire upon joining, and the impact they will be able to have through their participation.

Where there are existing clubs, the management committee should specifically bring together representatives from the various children's clubs and activities, inform them of the children's council structure, and how this aligns with, and adds value to the existing structures. They should also be motivated to join the overarching children's council which will, to the extent possible, include representatives from all clubs within the overarching leadership structure and provide a forum for collective and synergised planning of all children's events, activities and advocacy within the school. This does not mean the demise of any existing club, such as Debate Club, but rather an opportunity for strengthening their role, value and impact through shared planning and shared resources within the common framework contained in these guidelines.

Step six: Agreements for Physical Spaces and Supportive Resources

Successful children's councils are characterized by, inter alia, the availability of a designated meeting space which is routinely available to enable regular meetings at regular times. The meeting room should provide access to technology and administrative and communication's infrastructure.

The Management Committee with the assistance of an adult should negotiate and conclude agreements with the relevant school structure (such as the School Management Team or the local municipality) and/or other partners, such as a local NGO, for the children's council's use of appropriate meeting space and resources, such as stationery (where applicable computers, printers, and internet connection) for documentation and sharing of information.

The following criteria should be used to guide the identification of *appropriate spaces*:

- Children's councils should have access to regularly available and accessible space within the school.
- The venue should be centrally located and does not mean that children have to travel long and costly distances to attend meetings. The space must be appropriate for children (for example, not in a venue that sells alcohol) and their age.
- It must be a secure construction that does not pose a health or safety hazard to children and provides protection from heat, rain and other climatic conditions.
- It should have basic amenities, such as water, sanitation and electricity.
- It should be accessible to all children, including those with disabilities.

It is advisable to *establish thematic working groups* within the management structure aligned with the strategic plan covering all issues identified during the strategic planning process. The thematic working groups may, for example, be aligned to particular programmes, such as Homework, School Safety, Food and Nutrition, etc.

Thematic groups provide an appropriate vehicle for the collective planning of interventions around common issues by different children's structures, such as peer education groups and others.

Step seven: Founding Documents, Vision and Mission

In furtherance of the principle of child-led and child-owned children's councils, the Chairperson, with the support of other members of the management committee, and some members of the School Management Team, should facilitate a child-friendly process for the development of the children's council's founding documents (constitution), vision, mission and objectives.

This should address and document issues such as the purpose of the children's council, its governance structure tenure, as well as selection and election procedures.

Step eight: Strategic Plan

Once the founding documents have been established, a further child-led strategic planning process should be facilitated by an adult and the management committee. This process should be hosted regularly (at least every two years) and should be contextual and outcome oriented. It should include:

- A mapping exercise that allows children to identify and address issues impacting on them in their schools, families and communities.
- The development of a strategic plan of action which identifies what children would like to change. It should identify the full range of strategies and interventions that they would like to employ in order to address the issues, which are, for example, advocacy, peer support, information sharing, or awareness-raising, multi-strategy campaigns.
- The identification of partners and stakeholders that will have to come on board and an action plan for securing their support.
- The costing and development of a resource strategy to support the implementation of the strategic plan.
- The development of a monitoring and evaluation framework (including a baseline assessment) to assess progress and the impact made by interventions, as well as to improve event planning processes.

Step nine: Formalize Children's Council Support and Referral Networks

A next step is to establish and formalize relationships between the children's council and external stakeholders/community structures, government departments and schools through negotiations led by the children and supported by adults. Furthermore, the development of short MOUs identify the roles, responsibilities and agreements. This depends on the recognition of the value of the children's councils and their support for the establishment of the children's groups/councils. This in turn requires, for example, a conscious and deliberate sharing of information and engagement with parents, teachers, schools, municipalities, government departments, NGOs, local businesses and artists. It happens on the value of the children's councils and the role that they may play in enhancing the council's and the resultant's benefits for children, schools, families and communities.

In addition, a formal referral protocol should be developed by the management committee members working together with the children who are supported by an adult. The protocol should identify:

- The range of supportive structures and persons within the school or community that children may refer matters to.
- Who the matters should be referred to.
- At what stage referrals should be made – clearly spelling out the scope of children's roles in identification of vulnerable peers.
- The process for referral – referral forms may be developed and used.
- How to make provision for reporting back to children on progress of referred matters and cases.

Step ten: Development of a training curriculum

The development and provision of a comprehensive *training curriculum* for both children and their supporters is required. The curriculum should cover not only substantive issues associated with programmes for children, but also the principles and procedures associated with establishing and managing a children's council, networking, planning, as well as implementation, monitoring and evaluation of compliant and effective children's councils.

The training curriculum for children's councils should include the following modules or subjects, which may be provided at appropriate times in different formats and platforms:

Core children's group principles, procedures and practices:

- The principles and functioning of children's councils, their rationale, objectives, methodology, risks, challenges and role players
- The children's groups' management structures and associated roles and responsibilities for the induction of new executive management committee members
- Principles of, and practices for non-discrimination and inclusive participation and how to apply these in recruitment, disciplinary and related processes
- Resource mobilization and fundraising
- Planning skills
- Leadership, conflict and dispute resolution skills
- Advocacy and communication strategies and skills
- Public speaking
- Time management
- Identification of vulnerable children and referral processes, with an emphasis on the limits on children's role to one of identification and referral, rather than the provision of counselling to children or their families
- Basic research, and monitoring and evaluation techniques

Substantive rights and programme knowledge and skills:

- Children's rights and available services and support for children, their families and communities
- Training modules on substantive issues identified as prevalent in the relevant community by the children's councils and on government and NGO policies and programmes supported by the children's councils – for example gender-based violence, sexual and reproductive health, prevention of risky behaviour, HIV and AIDS, teen pregnancies, children's rights and responsibilities

Step eleven: Training, Capacity Building and Mentoring

Adequate knowledge, capacity and skills among children and their support networks are central features of legally compliant and effective children's councils. Training and capacity building should seek to build the skills, knowledge and capacity of children and to support role players so as to give effect to and advance the principles and features of effective children's councils. Moreover, it requires the provision of *ongoing mentoring* and support to children in the leadership, management committees and thematic groups, on how to translate and apply the theoretical training into good practices on a day-to-day basis.

Ongoing mentoring may be provided by a member of the School Management Team, or by any other person in the school or community with the necessary knowledge, expertise, and interest in a particular element of the curriculum. This could include teachers or members of multi-sectoral programme teams supporting government policies and programmes, such as district or school health teams, social workers, NGOs staff members, SGB members, local business people, or artists.

Child Safety

The selection of children's meeting venues and children's events must be planned and implemented to guarantee their physical and mental safety and to avoid risks. Measures should be in place to ensure children receive timeous treatment to minimize any harm that befalls them whilst involved in any children's council activity or event.

Sustainability

Building sustainable children's councils requires that:

- The enabling organization (Implementing Partner) develops an exit strategy.
- Children's councils are sustained and that they are appropriate in terms of purpose, design roles and responsibilities.
- Children's groups establish a succession plan which, for example, makes provision for establishing junior children's groups or the recruitment of younger children into committees under the guidance and mentorship of older children who could teach them the processes and in so doing secure continuity and sustainability as children move in and out of primary school.

Transparency and Accountability

For the purposes of transparency, accountability and efficiency, it is essential that:

- Routine registers and records of meetings and children's council events are kept.
- Reports on financial and substantive committee affairs are regularly developed and distributed to all stakeholders.
- Provision is made for reporting back to children on individual cases identified and referred to them. Reporting back should take place through the referral network using innovative communication methods to overcome barriers to report back, such as distance and lack of personnel.
- An appropriate monitoring and evaluation framework is developed by the school and children's councils working together, which allows for monitoring of substantive impact, as well as the efficiency and legal compliance of children's councils processes.
- As far as possible, governmental partners should be approached and encouraged to build children's councils data collection into their information management and reporting processes. The State is required to report to the UN and AU committees when submitting State Party reports on the CRC and ACRWC, on the number and nature of children's participatory structures and platforms. At present, there is little, if any, systemic data collection to support this reporting obligation. The children's council initiative should bolster the systemic collection of data to enable reporting on the number and nature of children's councils within schools.

References

Committee on the Rights of the Child. (2009). *General Comment No.12: The Right of the Child to be Heard.* Geneva: United Nations Committee on the Rights of the Child.

Department of Basic Education. (2 September 2014). *Baseline assessment of the ISHP: Results from the DBE - 24 districts.* Pretoria: DBE.

Department of Basic Education WC. (n.d.). http://www.westerncape.gov.za/general-publication/school-governing-bodies-sgbs.

InsideOut . (March 2010). *Evaluation of the Caring School Programme and Caring School Network.*

LoveLife. (2014, December). Retrieved from http://www.lovelife.org.za/corporate/lovelife-programmes/youth-leadership-development/groundbreakers/.

Save the Children. (2011). *Awakening the Giant Within.*

Save the Children Regional Programme for South and Central Asia. (2005). *The Spider Tool: A self assessment and planning tool for child-led initiatives and organisations.* Kathmandu, Nepal: Save the Children Alliance.

Schmid, J., Wilson, T., & Taback, R. (2010). Soul Buddyz Cubs: A social development innovation. *International Social Work*, 54(2) 272 - 286.

Soul City. (2014, December). *Soul Buddyz*. Retrieved from http://www.soulcity.org.za/projects/soul-buddyz/soul-buddyz-club.