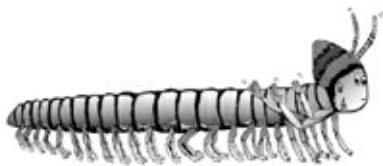


kids are
making a difference

**A RAPID ASSESSMENT OF CLUBS FOR
CHILDREN IN SOUTH AFRICA**

a report by



Molo Songololo

commissioned by



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EXECUTIVE SUMMARY

Hey,
world!
Its me,
let me
live and
be free!

- Mishani Themba
11 years

The premise of the review

The Soul Buddyz Literature Review is a rapid assessment of the scope, nature and functioning of children's clubs and youth clubs in South Africa. Soul Buddyz is an edutainment vehicle and co-production between SABC Education and Soul City: Institute for Health and Development Communication. Soul Buddyz was initiated three years ago and targets children aged 8 to 12 years old and deals with issues like children's rights, HIV/AIDS, youth sexuality, accidents, disability and road safety.

Soul Buddyz intends to expand its impact by initiating clubs, located at schools, to assist young people in setting up clubs where they are able to engage with their peers, meet and network with their peers and take action to ensure positive change in their lives.

The main focus of the review

This review places the setting up and maintaining of clubs within both a national and international context and a Children's Rights framework. A brief global history is provided on the starting up of clubs. Initially clubs were started (in England) in response to the seemingly moral decay and unruly behaviour of young men from middle class backgrounds. Subsequently, clubs have included girls, although they were separated at the beginning. Within South Africa, many current clubs have moved from needs based to rights based. Although the inception of clubs has often been in response to the needs and interests of children as well as to the context of particular locations, clubs attempt to focus on the rights and responsibilities of their members.

Main findings

Even though many clubs operate from community or organisational facilities, schools remain an important space to engage young people because of their infrastructure, legal framework and linkages to the community.

Successful clubs are well organised with a structure, code of conduct and planned activities that meet the needs of the children and youth. While funding remains a challenge for all clubs, this is not regarded as an impediment to the functioning of the club unless it is associated with other problems like lack of leadership, bad management and in-fighting. Adult support, passion and commitment remain the centrifugal points for success.

The Literature Review concludes that clubs are an important vehicle in assisting children to claim their space and develop emotionally, spiritually, psychologically, intellectually and physically. The creation of opportunities for young people to meet with their peers and engage in issues that affect them is of paramount importance within the South African context where children are often left unsupervised after school, during weekends and over holidays. Clubs also provide the space for children to organise themselves and take action for change.

A culture that does not respect the values, rights and responsibilities of children perpetuates delinquent behaviour, while the opposite creates highly motivated and responsible children.

My
dream is
to fly in
the sky,
as free
as a bird
very
high, to
be in the
clouds!

- Fawaaz Abrahams
12 years

1. INTRODUCTION

This section describes the current South African context, provides a brief background of the Soul Buddyz Project and presents the purpose of this study.

1.1 South African Context

Within South Africa, there are about 18 million children in a population of 40,6 million, with approximately 60% of these children living in poverty.¹ Incidents of child and youth crime are increasing, with a total of 675 children under the age of 18, and 8 619 youth in the age group 18-21 being sentenced in 1995.² An estimated 1.6 million children of school-going age are out of schools and 1 in every 8 girls is forced out of the education system as a result of pregnancy. Globally, half a million children have died of AIDS since the advent of the epidemic.³

Within this context, the need to protect the rights of children and to encourage them to act responsibly, as South African citizens, is greater than ever. It is against this background that Soul City intends to design and implement the Soul Buddyz clubs to enable children to express themselves, to join in group activities to learn and to take responsibility in establishing and participating in their own organisations and clubs.

It is intended that Soul Buddyz clubs will be located within schools with the aim to:

- create a vehicle through which children between the ages of 8-12 years can become accredited Buddyz members
- use this vehicle to mobilize children to participate in taking responsible action to shape their lives and that of the community, now and in the future
- create an environment for ongoing learning with peer and intergenerational support
- create a forum where children's needs and voices can be heard
- provide a positive alternative for young people
- encourage young children to have fun and be creative
- support young people as agents for change.⁴

1.2 Background to Soul Buddyz

Soul Buddyz is an edutainment vehicle and co-production between South African Broadcasting Corporation (SABC) Education and Soul City. Soul Buddyz was initiated almost three years ago and was first broadcast in August 2000 on SABC 1. The project targets children aged 8 to 12 and deals with issues such as children's rights, HIV/AIDS, youth sexuality, accidents, disability and road safety.⁵

Results from a recent evaluation on the Soul Buddyz projects suggests that:

- The vehicle has reached 67% of the intended audience
- Messages were relevant with a high level of message retention
- The impact on life skills development has been positive

Furthermore, there has been an overwhelming need, voiced by children, for information on how to start their own Soul Buddyz club or on how to receive membership to Soul Buddyz clubs. What this means is that while the project raises pertinent questions related to children's issues, for example their well-being and

1. First South African Supplementary Report on the United Nations Convention on the Rights of the Child, May 1999
2. Department of Correctional Services, 31 January 1995
3. Children Living with HIV/AIDS in South Africa- A Rapid Assessment
4. Soul City Background document, 2002
5. Ibid

health, children do not have the space and infrastructure to actively engage with their peers or organise themselves to take action to improve their lives and that of the community.⁶

1.3 Purpose of the Study

The purpose of this literature review is to investigate the scope, nature and functioning of existing clubs within South Africa in order to provide valuable information on starting and sustaining clubs for children aged 8 to 12 years old. In addition, this information will ensure that Soul Buddyz clubs can become a vehicle through which children can meet, engage and actively participate in the sharing and development of skills necessary for healthy living and action.⁷

The study covers the scope, nature and functioning of existing clubs in South Africa. In order to develop a global understanding of clubs in South African, the following areas have been the foci of this study:

- Objectives and principles of some of the clubs
- The history and lifespan of clubs
- Processes involved in starting clubs
- How clubs are funded and financially sustained
- How and by whom clubs are run - how are clubs organised
- The size of clubs and age group of members
- Frequency of club meetings
- Parental /adult involvement in clubs
- National or provincial constituencies
- Criteria for membership
- How club members are recruited
- Incentives for members or group leaders
- Kinds of activities that clubs are involved in
- Support material for clubs
- Lessons learnt from clubs which have folded in the past
- Best practices for clubs in South Africa
- International Best Practices for clubs
- Clubs already functioning within schools

6. Ibid

7. Ibid

2. METHODOLOGY/PROCESS

I want to
know
and do,
so I can
be me
and not
the girl
I'm
supposed
to be.

- Umna Peirre
12 years

This section sketches the process of collecting information for the research project.

2.1 Background of the project team

This report reflects both the researched phenomena as well as the perceptions, assumptions and biases of the project team, based on their history and background. This research has been located within a Children's Rights organisation, Molo Songololo, where the protection of children and the lobbying for children's rights are the main foci. The researcher is an experienced educator and developmental practitioner who has worked mainly in the Education Sector around developmental issues like School Development, Gender, Safe Schools and Community Development. As a researcher she has worked on the evaluation of projects (youth development, community development, curriculum innovation and HIV/AIDS) and the development of policies (Western Cape Education Department: Gender Policy Guidelines and Western Cape Education Department: Truancy Policy Guidelines.) The assistant researcher is a fledgling educator and a volunteer community worker, who has received on-the-job training to participate in this project.

2.2 Collection of data process

The methodology included a desk review of relevant literature and telephonic interviews with people who are running children clubs and/or youth clubs. At the beginning of the project, attention was given to all organisations that deal with issues related to children and youth in order to establish a broad picture of what was available. As contacts were made, special attention was honed in on organisations that work with children in the 8 to 12 years age group.

The questionnaire (Appendix 2) used in the interviews was developed in consultation with Soul City and piloted with two organisations and three individuals, who provided useful feedback on the length of the questionnaire, the types of questions and the attitude of the interviewer. Based on these comments, the questionnaire was shortened substantially and the length of the interview was cut from one hour to approximately 25 minutes. Feedback on the attitude of the interviewer was positive.

The research team placed emphasis on conversational dialogue as a tool to access information, allow the respondents to reflect on their own practice, provide lessons on both an individual and organisational level and to connect their project to the Soul Buddyz Project. Structured questions were used for all interviews although the space was provided for the interviewer to probe where necessary. The principles of the interviews were to:

- Ensure that the discussion was a learning experience
- Enable a sharing of the broader picture
- Enable the respondents to reach an understanding of the total project

In some cases, the interview questionnaire was faxed and respondents wrote their responses. This was generally due to time constraints where respondents felt that they did not have the time to be interviewed. Unfortunately, not all these questionnaires

were returned. In cases where they were not returned, follow-up phone calls were made to remind people of the urgency of their responses.

The responses to the project were well received and generally positive. Most people were co-operative and willing to respond, except for two organisations. One was concerned about how the information would be used. In the first case, a follow-up call was made to clarify the purpose of the research and a letter, explaining this, was sent. In the second case, the person was more concerned about how we accessed his contact details than about the nature of the research. A follow-up call was made to clarify this. Many respondents saw this as an opportunity to gain information on Children's Rights. In these cases, Molo Songololo sent information regarding their specific interests. Most respondents were impressed with the questions and they expressed an interest in the results of the research.

2.3 Scope of the collection of data

Various organisations within South Africa were interviewed. (Appendix 1) These groups were organisations that work with children and youth with ages ranging from 4 to 35. Though this study brief requests information on children aged between 8 and 12 years, this review included youth clubs. It was found that while youth and children may have different needs and interests, the way that clubs function are generally similar in terms of management, structure and activities. Also, youth clubs encourage their members to offer voluntary community services and run activities for children.

While some groups focus mainly on children and others on youth, some groups focus on both children and youth. While the research covered most provinces, many of the organisations surveyed are based in the Western Cape. This may be due to the concentration of non-governmental organisations within the province, which has an enduring history of activism.

The organisations that were interviewed focus on the following areas: HIV/AIDS, missing children, environment and tourism, environment and youth development, youth and employment, children's issues, life skills development for children, children and health, and children and the development of arts and recreational activities.

Approximately 540 phone calls were made and 67 faxes were sent out. 46 South African organisations participated in this research and there were 47 outstanding responses. One international organisation, Torfaen County Borough Council Services, Wales, responded to the questionnaire. A focus -group discussion was held with children and two young people were interviewed from "It's your move", Molo Songololo to extrapolate children and youth's opinions on clubs. Two adults were interviewed to access information on the reasons clubs fold and the nature of clubs within rural areas respectively. However, 26 of all respondents provide information on why clubs folded. However, 26 respondents provided information on why clubs folded. It is noted that some organisations responded after the study was written. To date, these have been included.

2.4 Limitations

The project was commissioned for the period 22 March - 24 April 2002. The school holidays and two long weekends influenced the process of setting up the project and influenced the data collection process. While schools were closed for the vacation period, organisations were generally unavailable because they were running holiday programmes. The project was thus extended to 29 April 2002.

Not all intended groups were interviewed due to the unavailability of key people. As stated before, some people wrote their responses and returned them by fax. In some cases, responses were short and concise with very little detail. Where this occurred, follow-up phone-calls were made to clarify areas and to access more detail.

This literature review is a rapid assessment conducted within a short time frame. Even though there are some associations and networks which attempt to draw organisations together, these are sparsely scattered throughout the country. It was found that even these databases are not regularly updated with current contact details of the organiser or organisation. What this means is that many informal clubs may not have been reached.

This study does not provide information on the budget required to manage children's clubs or youth clubs. The study does not evaluate the overall functioning of clubs or implementation of activities. While the study provides a scant idea of how clubs access and use support materials for their programmes, the study does not provide examples of how these materials are distributed from a central source, for example a national or international association. However, one can deduce that this process of mass distributions requires funding and effective management.

The literature review provides a snapshot of South African clubs and begins to highlight broad-brush strokes of the plethora of children clubs and youth clubs in South Africa.

3. OVERVIEW OF CLUBS

This section sets out the conceptual framework based on the rights of the child. Key to this framework is the understanding that children are active participants in their own development and should be provided access and the opportunity to express their ideas, views and opinions as well as be informed and participate in the decisions regarding their lives. This understanding precludes the role of adults, parents and/or caregivers, teachers and so on, to protect and guide young people.

This section thus scans the following themes:

- The legislative landscape on Children's Rights
- An overview of children's clubs
- Location for children's clubs

3.1 The legislative landscape on Children's Rights

Despite the global development of human rights, children continue to challenge communities and societies all over the world for their 'legitimate claim' to be respected and treated like any other human being. In general, children are 'to be seen and not heard'. This traditional view of children debilitates the potential capacities of children to make their own decisions, to voice their opinions, to participate and organise themselves. More specifically, this view promotes the idea that children are incapable of looking after themselves, thinking for themselves and engaging in activities independently.

In 1992, children from all over South Africa took part in a Children's Summit where they drew up the Children's Charter of South Africa. Fifteen-year old Jennifer Petersen said, "To stand up for something which you believe in takes courage and responsibility... The Children's Charter will secure our place and we will be recognised as human beings, the children and young people of South Africa."

The Children's Charter, Article 3.1, states clearly that all children have a right to express their own opinions and a right to be heard in all matters that affect their rights, protection and welfare.

The United Nations Convention on the Rights of the Child (CRC) has a number of articles that refer to the child's right to opinion, expression, information, freedom of thought and association. Article 15 of the CRC refers to the right of children to meet together and to join or set up associations, unless the fact of doing so violates the rights of others. Article 15.1 "recognises the rights of the child to freedom of association and to freedom of peaceful assembly". In essence, the CRC guarantees the rights of the child to protection (from maltreatment, neglect and all forms of exploitation), provision (of food, health care, education and social security) and participation (in all matters concerning them).

The Children's Charter, the African Charter on the Rights and Welfare of the Child and the Constitution of South Africa, guarantees the right to human dignity and states that 'everyone has inherent dignity and the right to have their dignity respected and protected'. It also recognises the right of everyone to freedom of expression, association and security.

My
dreams
are of
happinnes,
everywhere;
people
smiling
and there
is no fear.

- Janise Bleazard
12 years

The constitutional rights defined in the Bill of Rights are applicable to 'everyone' including children. However, the constitution also recognises that children are entitled to special protection. Thus Section 28 of the Bill of Rights guarantees the right of the child to parental care, food, health, social services and security. This Section also refers to the right of the child not to be subjected to neglect, abuse, child labour or detention.

The South African Schools Act (No. 84 of 1996) ensures that learners (attending grade 8 or higher) sit on School Governing bodies and actively participate in governance issues related to their school. Some Primary schools encourage their learners below Grade 8 to participate in governance issues to develop their confidence and their capacity to actively participate in issues that affect them directly and indirectly. Schools who accommodate learners from Grade Eight are legally bound to set up a Representative Council of Learners (RCL), which represents all classes and grades. At least two of these members sit on the School Governing Body (SGB). Each school has an educator who is responsible to guide and mentor the RCL to ensure that they develop the skills to participate confidently on the SGB and that they are able to manage meetings and develop realistic, appropriate programmes for the learners.

The Tirisano "Call to Action" document promotes schools as a community hub to ensure that communities (parents, learners and community members) participate in the life of the school and use the school as a springboard to develop community activities. More importantly, it encourages community ownership in order to protect the property and encourage activities after school and over weekends in order to engage young people constructively and thereby reduce their potential to engage in criminal activities.

What this shows is that South Africa not only recognises the rights of the child but it also guarantees that these rights will be protected. This means that development should include educational projects that encourage children to take part in activities that would enhance their potential to develop the skills and values required to engage with the broader society, as responsible South African citizens, and the world of work.⁸

3.2 An overview of children's clubs

This section highlights the development of clubs both internationally and nationally.

Modern youth groups first appeared in the 19th Century when social leaders attempted to harness the energy of young people within a context of the new developing industrial economies. Between the period 1880 to 1914, there was a proliferation of organisations and voluntary youth activities due to the concern for the youth's supposed moral decay and unacceptable behaviour. With this came the realization that the school, on its own, could not be held accountable to instill discipline and acceptable social behaviour. In response to this overwhelmingly negative view of the youth, the church in Great Britain became the driving force behind the initiation of the Boys' Brigade (formed in Glasgow 1883) and the Church Lads' Brigade (established in London in 1891), while the Boy Scouts Movement was founded in 1907.

8. Tirisano: Call to Action, Project one of Programme Two

The earlier youth groups were boys' groups that targeted mainly middle class boys, with separate organisations established subsequently for girls. This was based on the belief that boys and girls should be dealt with differently and separately in preparation for their different future roles. Even though the Boys and Girl Scouts were founded separately, they, paradoxically, followed similar programmes. In contrast, the Hitler Youth not only separated girls and boys but also ran different programmes to uphold the view that women's role was substantially different to men's and therefore needed different programmes. It is only the Communist Young Pioneers that included boys and girls together.

Important elements within these youth organisations were the ethos, values, attitudes and the process of regimentation that seemed to create a sense of identity and belonging to a group. Participation in these organisations yielded great benefits for the youth: they received merit badges, they organised regular meetings which provided a place to go where they could meet their peers, they could enjoy leisure activities which included indoor and outdoor activities, they could visit places like libraries, go on camping trips and to places that would otherwise be beyond their reach.

However, membership numbers have declined substantially over the past century. Some of the reasons cited are that:

- Young people have far more options for their free time
- Uniforms are unappealing because they do not match the present fashion
- It costs too much money to pay for the uniforms, the trips and the membership fees
- Parents do not offer the encouragement and support for children to sustain their commitment and fewer adults have offered their services to be adult leaders⁹

Current clubs for children and youth are still focussed on occupying young people after school and over weekends. With an increasing number of children left unattended and without adult supervision, the primary need is to engage young people in activities that develop their self-esteem and instill in them a sense of their rights and responsibilities as well as a sense of competence and belonging.

Eleven-year old Themba Abrams feels that when he is with his friends and buddies, he feels free to speak his mind. He says, "It is good to speak your mind, I am not afraid. Then you learn what others think and you learn more about yourself". Themba belongs to a club that he and his friends started.

When asked why they started the club, Themba responds, "Because we wanted to do things together. We now learn a lot from each other and we support each other." Like any other club or organisation for adults, children acquire the same benefits when they meet and interact.

"It is good when I can help other children and give them advice. Sometimes I learn from them about how to do things and what they don't like. It is better for us children to support each other. We know and trust each other better sometime." Says Unathi, a 12-year old who is a peer support officer at her school in Langa, Cape Town.

9. Historical Boy's Clothing:
Christopher Wagner, 2000

The Boys and Girls Clubs of Canada encourage a sense of belonging and understanding of the importance of community. These clubs aim to develop their members in terms of community service, personal growth and empowerment, learning and health and safety. These areas intend to develop leadership of youth through community volunteer services, social and physical development of the child, the desire for lifelong learning, the development of literacy and computer/technological skills and the need to live healthily and act within the parameters of safety.

The Boys and Girls Clubs of America draws on 3.3 million girls and boys, with 2 851 clubs in all 50 states, Puerto Rico, the Virgin Islands and domestic and international military bases. This group is headed by a President and a Board of Governors, 11 300 trained full-time youth professionals and 22 500 trained part-time youth professionals. The club was started in 1860 in response to the growing number of unsupervised boys. This club grew from the Federated Boys Clubs in 1906, to the Boys Club of America in 1931, towards the Boys and Girls Clubs of America in 1990. The club has many varied programmes that aim to meet the needs and interests of disadvantaged children and youth aged between 6 to 18 with alumni clubs for those aged 19-24. The clubs provide a safe place for young people to learn and grow, to develop ongoing and caring relationships with adults and participate in life-enhancing programmes and character development experiences. Some of the activities include: TEENsupreme Keystone Clubs, which is a leadership programme for youth aged between 14 and 18 years and the Torch Club for young people, aged 11 - 13. The process of organisation follows the following route:

- Election of officers
- Choice of activities
- Plan and implement community service projects

On an annual basis, the TEENsupreme keystoneers meet in one city to develop their skills, exchange ideas, debate and discuss current issues and make friends.

Project Learn reinforces and enhances the skills and knowledge young people learn at school through learning activities at the club and at home. Power Hour is a tutoring programme designed to assist the academic proficiency of children aged 6 to 12 years old. The Ultimate Journey is a fun-filled journey for young people aged 6 to 12 to develop their understanding and sensitivity to their environment and protection of natural resources. Goals for Growth is a programme targeted at children aged 8 to 12 to develop the skills to set and achieve their personal, education and career goals. The SMART Moves programme is a preventative educational programme which addresses problems of drug and alcohol abuse and premature sexual activity. This programme takes a multi-disciplinary approach which includes club staff, peer leaders, parents and community representatives. SMART girls is a programme designed to encourage healthy attitudes and lifestyles for girls aged 10 - 15 years. Act SMART is a joint project between Boys and Girls Clubs of America and the American Red Cross on HIV/AIDS prevention for members aged 6-17 years old. Street SMART is a programme for children 11-13 years to help young people resist gangs, resolve conflicts and be positive peer helpers in their communities.

Within Australia, the Police and Community Youth Clubs (PCYC) has evolved from a

partnership between the Rotary Club of Sydney and the Police as an effort to combat juvenile crime in the inner city of Woolloomooloo in 1937. In 1945, girls were incorporated, thus initiating the change of name to the NSW Police Citizens Youth Clubs. Traditionally the focus has been on sport and recreation. However, the diversity of needs has predetermined the shift in focus towards after-school care and vacation care for children 5-12 years old. The focus currently includes, sporting, cultural, educational, welfare and crime prevention services for young people. Included in these activities, is the organisation of Camp Mackay, which is an outdoor recreational facility. Currently the club boasts a membership of 60 000, divided into two categories, namely below 18 years and over 18 years. The programme is directly linked to schools where young people who have poor school attendance are targeted to participate in the programme and their parents are encouraged to develop a regular supportive routine. Another successful project is the establishment of alternative schools, which provide a flexible and individualised schooling system for learners who have behavioural, psychological and attendance problems. At local club level, two policemen manage the club under the leadership of a management committee, which consists of local volunteers. The clubs depend on volunteers who operate, provide administrative support, organise the club activities and raise funds for the clubs.

The Youth Clubs, Hampshire: Isle of Wight runs youth programmes to enrich the experiences of young people so that they are able to develop physically, spiritually and mentally. These programmes centre on sports, team building, life skills and social development. These clubs are affiliated to the Youth Cubs UK with approximately 130 Youth clubs and projects involving 17 500 young people and 900 youth workers. The management team consists of 70 volunteers and a small number of full-time professionals. The clubs aim to support and develop high quality voluntary work, develop the skills and attitudes of children and youth to become fulfilled adults and effective citizens. The Hampshire County Council offers a directory of community organisations and activities. This directory is updated annually in partnership with the Portsmouth City Council and the Southampton City Council to provide a wide coverage of services, regardless of boundaries. This directory describes the organisation and the services it provides, including the type of activities, the target group, the time when these activities are held, the cost, facilities and accessibility (in terms of disability).

The Youth for Europe (1995 - 1999) programme offered youth exchanges by encouraging local level socio-educational activities for young people and facilitating access for disadvantaged youth to opportunities. This group also offers grants to youth organisations with special emphasis on groups working with young people, youth clubs, social and cultural organisations and youth services.

The Torfaen County Borough Council of Youth Services operates within Wales and offers programmes to promote equality, support young people into adulthood and develop the skills and attitudes to make purposeful use of their personal resources and time. This programme runs 16 clubs, which aims to provide the following services:

- Outreach and detached programme¹⁰
- School and youth partnership¹¹
- Child Safe co-ordinator¹²
- Canllaw On-line¹³

10. Outreach and detached programme attempts to draw in youth not attached to programme to get them off the streets and participate in activities.
11. School and youth assists with tuition, support and guidance.
12. Child Safe co-ordinator assists with abuse and protection of children.
13. Canllaw On-line focuses on an information-based service.

This programme also has awards (The Mayor of Torfaen Award Scheme and the Duke of Edinburgh Award) which aims to encourage young people to provide an excellent service and to gain accreditation from their involvement and learning.

The School Municipalities in Peru is a programme initiated by Save the Children, Sweden, and the Ministry of Education in response to the School Week on Children's Rights. This programme thus became "the pedagogical space to learn and practise the rights of the child, based on the opinions, participation and organisation of children themselves. The model of operation is as follows: Each school has its own School Municipality represented by a School Council with each class having its own council. The structure operates four committees, namely Education, Culture and Sports, Health and Environment, Production and Services and Rights of the Child and Adolescent. Citizenship Education is developed through this process where the democratic participation of children and adolescents is managed in an organised and permanent fashion. There are many achievements that have been celebrated: the institutionalisation of the School Municipalities, the inter-sectoral partnerships created by local authorities, government and non-governmental organisations. Learners are participating in a wide range of activities around environmental issues, quality control of food products sold at schools, sports, communication, supporting each other, cultural activities and trips. Teachers have become more involved in the projects, with growing consciousness on the purpose, thus enabling them to provide guidance in terms of young people developing relevant activities and reaching realistic goals.

At the same time, there are lessons to be learnt. The schools within remote areas of the country (about 30%) do not participate due to the lack of communication possibilities and support. Some Councils have developed too elaborate and ambitious plans that are unattainable considering their capacities and resources. In some cases, teachers have become too dominant thus reducing the children's interest in the School Municipalities.

In South Africa, the Children's Resource Centres, which operates from its Western Cape Head Office, runs 7 centres around the country, namely in the Eastern Cape (2), Western Cape (2), Gauteng (1) and Kwa Zulu-Natal (2). These Children's Clubs were initiated in response to the lack of a Children's Movement in South Africa whereby children are able to develop the skills and knowledge to lead a social movement of Children's Rights nationally. It targets historically disadvantaged children aged 7 to 14 years of age from different cultural backgrounds, gender and language. The central philosophy is based on the respect of the self, respect of others and respect of the environment.

The management structure consists of a co-ordinator, executive members (in some cases from parents and schools), committees and volunteers. Even though the organisation has a strong adult presence, in terms of the management, organisation and facilitation (where parents are also involved), children are encouraged to drive their own processes through the support of the adults. The club membership varies from 26 to 1000.

While these programmes aim to provide recreational activities (like sports, arts for children), strong focus is placed on education and training within the area of cultural activities, health, life skills, environment and HIV/AIDS. These programmes aim to divert children away from criminal activities towards healthy responsible living where the child becomes an active and developing responsible citizen.

Central to these clubs are the participation of children in community programmes and the development of Rights education. Children participate in programmes that aim to uplift and create awareness within the community, much like the development of responsible activism in the 80's. Rights education provides a shift from the needs-based approach, which focuses more on the needs of the person and context rather than the development of responsibilities. These clubs attempt to develop children's capacities to initiate and run their own clubs. These clubs thus provide a space for children to harness their creativity and talent and learn skills like chairing a meeting, facilitating discussions, and organising activities.

Even with the institutionalisation of children's and youth's rights and responsibilities, children's right to speak out is one of the most misunderstood rights of the child. Many people, including parents and/or caregivers, educators and so on, believe that children do not have the capacity to speak for themselves or to make decisions in matters that affect them. Many parents claim, "I know what is good for my child. He just has to listen and do what I tell him" when they make decisions or take action in the 'interest' of their child.

It is difficult for adults to trust that children will make the right decisions and that they are able to take responsibility for such decisions and actions. Below are some quotes from children about adult support and involvement in clubs and organisations for children:

- We need the adults because we can't do everything
- They often don't explain to us why we are doing certain things
- The adults make sure that we are safe and that we behave ourselves
- Sometimes they make decisions that we don't like
- They teach us new things and we learn lots of new things
- They have favourites and sometimes ignore some children
- Allow us to share and interact with other children

Some children have very specific ideas of what they like about adults' support:

- We are respected and treated like equals
- It feels good because I like it when the adults help you and empower you
- They make us realise and feel that it is ours. The club belongs to us children
- We are made to feel comfortable and open to communicate freely with each other
- We are given responsibilities and supported when we need help
- We can trust each other and not be afraid

From his experiences with children and youth, Woolcombe (1996) identifies several principles as a guide for children's participation in clubs and organisations:

- Ownership: Children must be given a sense of ownership that the club and work being done belongs to them.
- Familiar culture, values and lifestyle: The club must reflect a culture, values and lifestyles familiar to the child's own experiences.
- Real Power: Children need real power to influence and act on their decisions.
- Unrealistic expectations: Children should be made aware on what is realistically attainable, if not the results can be destructive and debilitating for both children and adults.
- Honour the form of expression: Do not change the form of their expression, look for clarity and give encouragement.
- Support children with adult experiences: Do not threaten them with adult prior learning and experiences or make them feel guilty.
- Openness and communication: Children must feel able and supportive for free communication and openness.
- Time alone: Children must be given time alone with no adult intervention.
- Democratic principles: Democratic principles and the establishment of fair ground rules, non-discrimination and respect for the expressions and opinions all groups, including minorities, disabled persons and so on, need to be upheld.
- Respect: Children's respect for adults is the result of all these principles observed.¹⁴

From a historical perspective, clubs have evolved as a response to the socio-cultural conditions of a particular society or community. Initially, clubs were associated with young men. With the understanding that women's rights and children's rights are human rights, clubs have extended themselves to include young women, girls and boys. Most clubs nowadays are co-educational where both girls and boys are accommodated together. However, some programmes target one group where it is found that the needs are gender-specific, as in the case of health care for girls.

Clubs seem to respond to the needs and interests of both girls and boys, where there are organised activities or courses where children develop skills, knowledge and experience attitudinal shifts around particular themes, for example crime prevention, alcohol or drug abuse. At the same time, clubs tend to encourage children to organise around projects that interest the children themselves and are beneficial to their communities.

Although the participation of adults may vary, their role is pivotal in terms of providing guidance, encouragement and hope. Some clubs are highly structured, with a president, a board of governors, full-time and part-time staff as well as volunteers. In these cases clubs have been running for a long period (over 20 years), belong to national associations and committed sponsors and funders support some of them. While the children may pay membership fees, or run their own fundraising activities, the clubs do not necessarily depend on these fees for their sustainability. These funds are generally used for the very activities that the children wish to initiate.

What is clear, however, is that children and youth clubs assist in the development of social competence and responsibility, confidence, and a positive self-image. They learn skills in dialogue and negotiation. They discover different ideas and new ways of doing things. They also develop critical thinking and reflection skills, and develop

their own religious, cultural and political beliefs (Hart 1992). They develop specific knowledge, skills and values in areas such as leadership, activism, health, safety and citizenship.

3.3 Locating Children's clubs within schools as a vehicle for activating responsible citizenship

This section argues that the social ties between learners and the school institution are paramount in the development of positive and responsible behaviour of children. From this vantage point, children's clubs can be seen as imperative for enhancing positive self-images and new psychological coping mechanisms for children and for preventing the development of delinquent behaviour.

The theory of Social Vulnerability is the theory of social ties.¹⁵ This theory states that children become attached to persons (for example the teacher in the school situation) who help them to commit to the school institution and its activities, as well as conform to the norms represented by the teacher.

When the teachers display interest in school activities and develop visible relationships with learners, learners commit themselves to school tasks and consider discipline important. Ties with society, through affection, prestige and respect, will develop and increase the self-esteem of the learner.

If the social tie between the child and school institution fails to materialize, problems may arise on both sides. What this suggests is that the school may become responsible for the learner's behaviour.

This theory emphasizes the social context and the operation of social institutions, like schools. Research seeks the causes of juvenile delinquency in the increasing defective interaction of young people with their families, peers and social institutions.

It is thus clear that school experiences play a key role in the development of delinquent or conformist behaviour. Schools may activate a negative spiral of social vulnerability, which can give rise to delinquency, or, schools may stimulate a positive spiral of social vulnerability, which gives rise to highly motivated and responsible learners. Arnold (1997) asserts that the development of confidence and skill to express oneself and to negotiate one's rights is established in the earlier years of one's life. Thus children who are constantly listened to, appreciated, encouraged to express themselves and exercise freedom of choice, allowed to discover things for themselves are more likely to defend their right to speak out.

Schools, which carry a strong academic mission, clear non-violent and pro-social norms, consistent and fair rule enforcement, and a climate of emotional support appear to reduce disorder within the school.¹⁶ Likewise, extra-mural activities which connect with the learners' interests and needs appear to enhance the learner's potential and increase chances of the child becoming a responsible citizen.¹⁷

Within the South African context of globalisation, increasing crime, abject poverty and the growing HIV/AIDS pandemic, schools are becoming an important and safe

15. Vettenberg, 1998

16. Gottfredson and Gottfredson, 1985

17. Western Cape Education Department: Status Quo Report on Truancy, 2002

space for children and youth to meet in order to discuss issues that affect them and develop the skills and knowledge to become competent people. Because of children's varied capacities and lack of resources and abilities, they need infrastructural support, adult encouragement and involvement to establish, manage and develop their own clubs and organisations. Such support should come from, besides educators, other adults like parents and community members and should not undermine the rights of the child nor prevent children from reaching their full potential.

4. SCOPE, NATURE AND FUNCTIONING OF CLUBS IN SOUTH AFRICA

This section outlines the findings gathered through this rapid review of children and youth clubs operating currently within South Africa.¹⁸

4.1 Objectives and principles of some of the clubs

Clubs have generally been started as a response to the needs of community. Clubs have attempted to provide a safe haven for children and/or youth, a diversion from crime and exposure to creativity, skills and knowledge development as well as attitudinal and behavioural change. While a strong focus has been placed on the development of the child, principles such as discipline, respect (for oneself, others and the environment), co-operation, humility, equality, loyalty and identity have been important cornerstones of these operations. Anti-bullying, anti-racism and anti-sexism are also imperative areas of focus.

Within this framework of needs based, clubs also operate within the framework of rights and responsibility. Clubs aim to provide recreational activities but also place equal emphasis (some greater) on education and the development of self-worth. As an extension, clubs also encourage members to look beyond themselves and their needs towards providing a service to younger members and the community at large. Youth clubs, in particular, attempt to focus on life skills development as well as skills development in other areas like tourism and environment. At the same time, youth clubs also attempt to encourage their members to offer their talents, services and skills voluntarily.

Most clubs cater for both boys and girls and have a strong commitment to integrate children from different cultural backgrounds and disabled children and youth.

Most of the clubs, who participated in this study, are located within historically disadvantaged areas and /or target children from these backgrounds. The clubs are located within areas which have a combination of the following factors or their club members live in these conditions: High unemployment, crime and gangsterism, drug and alcohol abuse and children are often not occupied after school, weekends and holidays. These clubs aim both to provide services and activities for children and youth as well as enable community upliftment through their programme.

Remote rural areas struggle to accommodate clubs after school as most learners are bussed in and educators do not stay in the immediate vicinity of the school. Atlantis, an area in the Western Cape, has attempted to recruit educators from within the area to assist the schools to develop extra-mural activities and clubs for children.¹⁹ However, my experience of working within the Western Cape Education Department in the Special Projects section (Safe School Programme and the Culture of Learning, Teaching and Services Campaign) enables me to deduce the following:

- Rural schools and organisations are committed to develop programmes for children because of the poverty, lack of resources, access and opportunities. For

What makes me happy is singing, dancing and playing with my friends and family.

- Lameez Weels
10 years

18. From this point on, clubs will signify clubs for both children and youth, unless otherwise stated

19. Interview with Mr. Pietersen, Reygersdal Primary School, Atlantis

example, ACVV²⁰ of Paarl (who has initiated a club) in partnership with AGRITRAIN has developed a holiday programme for youth on the awareness of careers in Agriculture. The Safe Schools programme provides funding for schools to develop extra-mural activities to reduce crime (Western Cape).

- Because the rural areas have different factors to urban areas, the implementation of programmes for youth and children need to be different. Some areas need the support and approval of particular people and organisations before the programme is initiated. Once this is gained the project's status is lifted and it accepted throughout the community. For example, the Mayor of George initiated and supported the "Back to School" drive which was attached to the Safe School Programme (Western Cape).
- While it may not be possible to have activities after school due to transport and distances, schools have developed creative mechanisms for providing activities. For example, shortening the academic day, or integrating recreational activities into the curriculum, as in the case of the GETINSET curriculum innovation programme within the West Coast.

The objectives and principles of clubs need to be context-based, needs-based and rights-based. What this means is that principles need to fit into the international and national legal frameworks as well as the local context. While a national association or network should have broad objectives, local clubs should develop realistic objectives that meet the local needs. Strategies for reaching these objectives will vary depending on the location of the clubs, their context and their needs.

4.2 The history and lifespan of clubs

The oldest children's clubs seem to be the South African Scout Association, which has its roots located in England in 1907. Other clubs have been operating for 13 years, while one has just been initiated this year. The lifespan of clubs seems to be based on adult passion, interest, commitment and skills to manage the clubs. Added to this, the structure seems to be an important way of maintaining the culture of the club. Two important factors are the funding, which seems to provide access to resources, and infrastructure, for example a space to conduct the club activities. However, central to the sustainability of clubs seems to be keeping the vision alive and maintaining the goals as the central focus of the activities of the clubs.

26 of the respondents knew of a club that had folded. However, only two of them were willing to provide names and contact details. Only one was interviewed. We could not reach the other. These respondents provided their views on why clubs have folded. The following are the reasons:

- Gangsterism (a junior captain was shot by a gangster and one woman was almost shot through a window)
- Lack of funding
- Loss of love and interest for the activities
- Over-eagerness which led to lack of planning and too much emphasis on talking and not doing
- Lack of leadership skills amongst adults
- Bad relationships between members
- No facilities to run programmes

20. Afrikaanse Christelike Vrouens Vereniging

- Lack of structure, constitutions, rules and regulations, discipline and respect that binds members
- Lack of support from management in the context of schools

It is important to note that a combination of some of these factors has been the cause for clubs to fold.

4.3 Processes involved in starting clubs

Clubs seem to start as an idea in response to the socio-economic context of a particular community. While clubs are driven by a champion, someone who not only believes in the idea but also sees the enactment of the dream into reality, there is a need for a supportive group who is willing to shift the dream into a reality. Clubs that are initiated from an already organised structure like a non-governmental organisation or school, seem to have a better footing than those which do not. However, this does not mean that clubs which do not enjoy the organisational structure are more prone to failure. Many clubs have started and sustained themselves through the work of one individual.

The initiation of clubs takes time, energy, commitment and a strong sense of value and vision for clubs. Some people have felt such a strong level of vision and passion that they have left their jobs in order to volunteer their services.

The development of a programme that engages the interest of the target group is imperative in starting clubs. At the same time, the programme should link to the child's needs and that of the community within which he or she lives. Citizenship, values and skills development have been strong components for starting clubs where individuals and organisations have felt the need to develop children so that they are aware of their rights and their responsibilities.

Organisational structure, the development of clear goals, plans, regulations, rules, codes of conduct or contracts based on values are imperative for the development of a culture that reflects the vision and mission of the club. These facets also ensure that everyone understands what is expected of them.

4.4 How clubs are funded and financially sustained?

Funding processes vary from club to club. Some clubs, which operate within a much bigger organisation, have funders who support the programme. In these cases, clubs have full-time staff who manage, organise and facilitate activities and they have a strong infrastructural support base. Other clubs rely on corporate sponsors and/or scholarships (as in the case of youth exchange programmes). Parents often assist in funding drives, by writing proposals, accessing their networks or basic fundraising techniques (organising a disco or cake sale). Individuals who run the club, use their personal funds to maintain the club. Many clubs require their members to pay a membership fee, which seems to be used for activities or basic administrative costs. The Rocklands Scout Association charges R22.50 per week for after-care and R3,00 per week for members. The Eagles Football Club and Netball Club charges R10,00 for a joining fee and R50,00 for as an annual subscription, the latter can be paid during the year. The Youth Enterprise Development Project expects their members

to pay a commitment fee of R50,00. The Moravian Youth Club requests R2,00 per week. Youth Against Aids has a membership fee of R10,00. In some cases, clubs encourage children to raise funds through cake sales. Parents are an important resource for some clubs, where they sit on committees, pool their resources, write proposals and in so doing support the clubs financially.

While membership and types of fees are considered as criteria for clubs, it should be noted that it seems that children, who cannot afford this, are not turned away. Parents raise funds to accommodate these children who cannot pay as well as for other activities, as in case of the Rocklands Scouts Association. In addition, the club holds fund-raising events and has occasional sponsors who assist with the buying of equipment, as in the case of the Eagles Football Club and Netball Club.

It appears that club fees vary in terms of the needs of the clubs and the affordability of the child. Even though adult support is generally great in the financial sustainability of clubs, children's clubs attempt to foreground the principle of responsibility of the children and the parents to assist in this regard.

The development of financial sustainability remains a major challenge for all clubs. Funding is needed not only for the operation of programmes, but also for the administration costs of those who support the programme. In some cases, volunteers need to be paid a basic stipend which covers at least transport costs.

While it has been said that funding is a challenge and that it may be one of the contributory factors for clubs folding, clubs do not highlight the lack of funds as an impediment to the functioning of the club. What this means is that clubs seem to have found creative and practical ways of dealing with funding issues. They have developed strategies that are both realistic and within their means. The perception appears that funding is one of the means to achieving the vision of club, but it is not the only means.

4.5 How and by whom clubs are run - how are clubs organised?

At a macro level, within organisations, clubs generally have the following structure:

- Board members
- CEO or Director
- Full-time youth leaders
- Volunteers
- Children and/or youth members

At a micro level, where people facilitate the operation of clubs, the structure seems to be on the following lines:

- Chair
- Vice Chair
- Secretary
- Treasurer.

In the latter instance, clubs also have committees, which drive particular processes, like fundraising, awareness programmes etc., as in the case of the Boy Scout Association.

Other structures seem to be a proliferation of these two structures, where the structure is determined by the youth leader or the group of volunteers, as in the case of the Practical Ministries.

While adults are the main drivers of clubs, some clubs intend to transfer these skills to their children and youth members as in the case of the Children's Resource Centre. The Children's Resource Centre operates within a strong Child's Rights Framework and therefore part of its programme is focused specifically on developing the skills and knowledge of children to manage their own clubs, for example taking minutes, facilitating meetings and so on.

In some cases parents are drawn into the operation of clubs where they facilitate workshops and assist in the organisation of activities. While this is not a common practice, clubs have voiced their desire to develop strategies to engage parents at a more practical and strategic level. In some clubs parents do play this role whereby they are integrally involved in advising, planning, signatories to cheques and so on. The benefits are great for these clubs: Parents are continually informed, they are active participants in the programme, they develop better relationships with their children and the leaders and they feel part of the development of the club.

4.6 The size of clubs and age group of members

The size of clubs varies remarkably within the country. Some national clubs have as many club members as 15 000, while other local clubs have as few as 18 members. Quantity does not seem to be an important indicator of success of clubs. What seems to be important is the quality of the programme in terms of reaching the target group and assisting in the development and education of a child or the protection or the diversion of a child from criminal activities.

All clubs target specific age groups, and this varies from 0-12, 3-4, 7-18, 7-14, 9-36, 10-13, 11-14, 16-18, 12-16, 6-9, 15-18, 14-24, 16-25, 12-35, 18 - 30, below or above 11, 13 and 15. Where clubs target children within a specific developmental age, programmes are geared towards the club's focus (for example, sports, HIV/AIDS, computers, health information, drug or alcohol abuse, crime prevention and so on), which takes the children's needs and interest into consideration.

In cases where the clubs' membership spans a wide range of ages different models are used to accommodate the different needs. Thandanani Association (0-12) advocates for the rights of the HIV/AIDS orphans, finds alternative placements for orphans, organises holiday programmes and clubs for AIDS orphans, and provides information on HIV/AIDS. They rely heavily on volunteers who are trained and supported to run parts of the programme. Eagle Stars, which spans the ages 9-36, manages its members into the ages of the sporting code (under 13, under 15, senior first team and senior second team). Their focus is not only to promote sport but also to develop role models and stop crime in the community. The club also has officials, captains and coaches. The South African Scout Association, Gauteng(8-18), organises itself into Pack Scouters (for cubs) and Troop Scouters (for scouts). Uniformed staff, as volunteers, guide the children through their activities while parents support the programme. Molo Songololo aims to not only develop their youth but also to ensure

that their youth develop the skills to initiate and develop their own clubs. In this case, one of the youth members became a full-time employer of Molo Songololo within the Youth Programme: "It's your move". Koinonia Community Centre runs programmes for children aged 6-7 and also trains unemployed youth, aged 14-24 years, to become group leaders

Programmes are entrenched in the values, principles and philosophy of the club. They are specific to the development stage, needs, experience, context, competence and interests of the children.

Some clubs have a catchment model for the club members who grow outside their target group. For example, once the member reaches adolescence, he or she is trained to be a volunteer or youth leader. This enables the club to increase its adult support group as well as provide living role models for younger members. The Practical Ministries has youth group leaders who organise children and develop the activities according to the needs of the children.

Volunteerism (of youth and adults) seems to be an imperative factor which assists clubs to sustain the programme. Whether clubs have full-time staff or not, they still rely on volunteers to assist with the magnitude of their members and programme, to be positive role models and to provide other assistance (for example fund raising). Volunteers seem to be recruited in the following ways:

- Community awareness programmes
- Media releases
- Networking or databases
- Young people who have grown out of the programme (for example the programme recruits children aged 7-14, so when the child becomes 15 they become group leaders).
- Parents are encouraged to assist the programme where their children are members and therefore benefit directly from the programme.

Managing volunteers, as both members and facilitators/ organisers, seems to be a highly structured process whereby volunteers are recruited and trained to manage groups and/or meetings, participate in programmes and conferences and become role models in terms of reflecting the culture and principles of the club.

4.7 Frequency of club meetings

The frequency of club meetings is diversified. The meetings tend to be based on the needs of the children, the availability of adult support, resources and space. What this means is that there is no clear indicator of how frequently clubs should meet, although it seems that clubs sustain their members when they have regular and consistent meetings and programmes. Most children clubs have weekly meetings, where meetings and activities are scheduled for a specific day, at a specific time, at a consistent location. The Children's Resource Centres, Peninsula Youth Association and Ipeleng Performing Art are examples of clubs that run daily programmes as well as weekly programmes. Sport clubs have weekly meetings as well as practice and tournament times. Youth clubs seem to meet monthly unless they have a specific training course. The Practical Ministries which encourages youth to start and

facilitate their own clubs, encourages the group itself to determine the frequency of meetings.

Most clubs attempt to provide one or a combination of the following: after-school activities, weekend activities and holiday programmes. This is an attempt to occupy young people in a constructive manner.²¹

4.8 National or provincial constituencies

It has been found that the following constituencies are operational:

Provincial:

Western Cape Youth Commission
 Department of Welfare, Education and Health
 Cape Youth Adventure Club
 South African Football Association, Western Province
 Peninsula Association for Youth
 Western Province Surfing

National:

Children's Resource Centre
 United Sports Association of South Africa
 Disabled People South Africa
 South African Scout Association
 South African Youth Council
 Moravian Youth Union, South Africa
 South Africa Association of Youth Clubs
 Joint Youth Forum

International:

Child Trafficking network within Southern Africa
 Uni-save
 Disabled People International

Belonging to a network of organisations provincially, nationally and internationally has been beneficial for its members in the following ways:

- Information and experiences are shared
- Members are provided with opportunities to travel
- Members are exposed to other cities, people, countries and culture
- There is a development of knowledge and skills
- Member organisations are exposed to international standards and benchmarks
- Resources are exchanged and shared (support materials)
- Members are exposed to conferences and so on.

It should be noted however that some individuals who were interviewed were aware of partners but did not always know the names of these organisations.

21. As clubs are located within historically background contexts, they attempt to offer firstly, educational and recreational activities as outlined in 4.12 to assist young people to develop beyond their conditions and towards their dreams.

4.9 Criteria for membership

Most clubs have two basic criteria: age and interest. Some clubs expect children to pay fees. Once members are accepted, it is required that they adhere to the principles and values, attend meetings, abide by the code of conduct and are committed to the programme. Some children's clubs also require parents to complete a form, which provides some personal contact details and permission for the child to attend the club. It is only the Disabled People South Africa who targets disabled bodied persons exclusively, one other organisation which targets youth with matric and specific skills to assist in their programme of supporting people living and affected with HIV/AIDS and another targets unemployed youth specifically.

4.10 How club members are recruited?

Club members are mostly recruited by word of mouth of members, youth leaders, parents, staff members or other groups of people who are associated with the club. Other means are:

- Community awareness programmes
- Media releases: posters, talk shows, radio shows
- Personal visits to schools
- Networking or use of databases.

4.11 Incentives for members or group leaders

While there is a general acknowledgement that members and group leaders need material incentives, clubs do not generally provide incentives in this form. Incentives are provided through certificates, awards, acknowledgement through praise from renowned persons and other members. Clubs place emphasis on motivation, praise and the telling of success stories as incentives. In some cases, members are assisted in transport costs, or assisted in writing their CV or accessing resources within the club. In other cases training, development, camps and travelling are seen as important incentives where members have opportunities to learn, have fun and meet other people they would not have met otherwise. In the field of Arts, exhibitions and performance is also considered an incentive.

Incentives thus take many forms and shapes in order to acknowledge contributions and successes, to encourage and motivate members, to let them know that they are valued members.

4.12 Kinds of activities that clubs are involved in

Club activities operate within the following themes:

- Recreational: dance, drama, art (handicrafts), karate, sport, aerobics and so on, based on the interests of the members, the skills available from adults and the focus of the club
- Educational: life skills, conflict management, job skills, skills development
- Crime prevention, abuse, peer education, peer support
- Anti-bullying, anti-racism and anti-stereotypes
- Health: healthy living, HIV/AIDS, First Aid, the environment and health
- Youth development: Youth exchange, youth development and employment, youth and the environment, youth and tourism, youth and entrepreneurship, youth and volunteerism to become community leaders and/or youth leaders
- Human rights, advocacy, disability, child rights education and so on

The Children's Resource Centre focused on four basic types of activities: Cultural activities (for example, arts and choir, environmental issues (like clean-up campaigns), anti-bullying and nutrition). The South African Scout Association operates within a specific framework which has activities which intend to develop the person in terms of his character, citizenship and personal fitness. These activities aim to develop the child or youth holistically and hone in on life skills training and job skills training. All clubs have a strong focus on life skills development. Few clubs have the funds or facilities to operate resource centres. All clubs attempt to create a sense of belonging to a group and identity of the child or youth. Only one club has a programme around "women and development". Clubs that focus on HIV/AIDS attempt to provide support, information and /or counselling for those affected by the pandemic. Sport, life skills development and arts seem to be the strongest area of focus for children's clubs. Attached to this is the sense of developing or being aware of the environment and community upliftment. Children's clubs also attempt to have camps and outings for children. Those who have volunteers, have programmes specifically geared towards training these volunteers to be effective facilitators of children's programmes.

4.13 Support material for clubs

Clubs use support materials that are age-appropriate, relevant and available. Some clubs who belong to national and international associations make use of materials developed by these parties. Most times clubs use whatever is accessible - Soul Buddyz, Lovelife, Molo Songololo, magazines, books, pamphlets, scrap materials etc. Many clubs develop their own materials and adapt that which is available. Support materials enhance the programmes by providing new ideas, training materials, information on issues and raw materials for art activities.

4.14 Clubs already functioning within schools

Not many clubs operate from within schools. Some clubs use the schools as a place to recruit their club members.

With the drive to create schools as a community hub, schools can be seen as an important place to locate Soul Buddyz clubs. One can assume that clubs which locate themselves at schools seem to do this because of the infrastructure, the legal framework that schools offer and the connection to educator support. At the same time, clubs at schools can enhance the learner's performance and serve as a vehicle to develop relationships with teachers.

However, the constraints for clubs at schools are: Lack of support from management, crime and violence in the area, low educator morale, lack of parent educator and community interests.

4.15 Analysis

The above findings inform the following broad analysis:

- A clear conceptual understanding of children's rights and responsibility needs to form the cornerstone of children's clubs.
- While it is possible for an individual to manage a children's club, team work, group work, networks and partners enhance the process of development and increase the

level and quality for sustainability.

- Educators still play an important role in the lives of the children. Schools are thus important places where children can feel understood, cared for and supported.
- The supportive role of the parent in the running of the club is crucial. They provide support and the club offers opportunities for parents to re-connect with their children. However clubs can and have operated with minimum parent support.
- Volunteers operate on many levels: Even though, they are sometimes considered club members, they assist in the organising and facilitating of activities, they fund-raise, they provide support to the programme. Youth volunteers are positive role models who provide crucial support to both children and adults.
- Adults (as facilitators, organisers, supporters, educators, parents, fundraisers) are imperative drivers for the initiation, management and development of clubs. They provide guidance, support and vision. Adults need to be passionate, interested and committed to the club.
- If the aim of the club is to develop children's competency to manage their own clubs, it important that adults are trained to develop the conceptual framework of rights education as well as the competencies for adults to facilitate this kind of programme. In addition, the programme should incorporate the development of these competencies for children, besides the recreational or educational kind of programmes.
- Funding is a great challenge to the management of clubs. Resources are needed for administration, support materials, payment of staff and support for volunteers.
- Age and interest seem to be the main criteria for membership. Most members are recruited by word of mouth.
- Incentives for members, volunteers and group leaders generally take the form of access to opportunities, training or attendance of conferences, acknowledgement and praise, through certificates and awards.
- A well-organised structure with clear roles, code of conduct, easily understood vision and mission are steadfast pillars in the management of clubs. If these are not in place, clubs tend to fold.
- Club activities are context specific. A balance is between children's needs and interests and issues that directly or indirectly affect them (HIV/AIDS, health, environment, crime, life skills development and so on).
- Clubs develop their own support materials and they access available and appropriate resources. Some clubs adapt resources to suit their needs.
- Clubs have developed networks to enable various kinds of support from various sectors; namely religious and cultural groups, NGOs and CBOs.
- Clubs fold because of various combinations of factors, namely lack of adult support, management skills, vision and funding
- The vision of children's clubs should be to enable children to meet, engage with their peers and develop the skills and knowledge to deal with issues responsibly as well as develop the confidence and competency to organise themselves and take action for constructive change.

5. CONCLUDING COMMENTS

Despite the constraints and limitations of the review, it can be said that clubs are growing within South Africa. The study has created a great amount of interest, not only in the process but also in the findings. What this shows is that there is a need for more research on the extent of children's clubs and that the current databases need to be updated more regularly. Finally, this kind of research should involve child participation in the research process.

Standing
up for
ourselves
and
doing
things for
ourselves
help us
and
makes us
strong

- Thumisa Sabensa
11 years

APPENDIX 1

NAME OF ORGANISATIONS THAT PARTICIPATED IN THE LITERATURE REVIEW

1. Boitapoloso Environment and Tourism Club, Winterveldt, North West
2. Cedar Primary Culture Club, Western Cape
3. Centre for Education Skills Development, Durban, Kwa Zulu-Natal
4. Children's Arts Festival, Grahamstown, Eastern Cape
5. Children Rights Centre, YMCA, KwaZulu- Natal
6. Children's Right Centre, East London, Eastern Cape
7. Children's Resource Centre , Benoni, Gauteng
8. Children's Resource Centre, Port Elizabeth, Eastern Cape
9. Children's Resource Centre, Cape Town, Western Cape
10. Children Resource Centre, Glenwood, Durban, Kwa Zulu-Natal
11. Children's Resource Centre, Thembalethu, George, Western Cape
12. Club Tropicana Youth Sanctuary and Adventure School, Annelley, Kwa Zulu-Natal
13. Disabled People of South Africa, Southernwood
14. Disabled People of South Africa, Durban, Kwa Zulu-Natal
15. Eagle Stars F.C. / N.C., Hout Bay, Western Cape
16. Ipelegeng Performing Art, Jabavu, Gauteng
17. Joint Youth Forum, Gauteng
18. Junior Surfing Club, Muizenberg, Western Cape
19. Kids Care Project Trust, Rynfield, Gauteng
20. Kids for Kids, Westridge, Mitchell's Plain, Cape Town, Western Cape
21. Koinonia Community Centre, Paarl, Western Cape
22. Molo Songololo, "It's Your Move Youth Action Group" Cape Town, Western Cape
23. Moravian Youth Group, Gatesville, Cape Town, Western Cape
24. Naphakade Primary School, Malmesbury, Western Cape
25. Peninsula Association for Youth, Western Cape
26. Practical Ministries, Port Shepstone, Kwa Zulu-Natal
27. Rekakona Youth Club, Mohlaglareng, Northern Province
28. Riverton Adventure Youth Club, Kuils River, Western Cape
29. Rocklands Boyz Scouts, Mitchells Plein, Cape Town, Western Cape
30. Sacred Heart Youth Club, Katlehong, Gauteng
31. Saxonseas Junior Youth Club, Atlantis, Western Cape
32. South African Scout Association, Northlands, Gauteng
33. South African Scout Association, Cape Town, Western Cape
34. Sikelela Imizamo Primary School, Cape Town, Western Cape
35. Thandani Association, Pietermatizburg, Kwa Zulu-Natal
36. Townships Aids Project, Johannesburg, Gauteng
37. Ubunye Youth, Langa, Western Cape
38. Uitsig Primary School, Uitsig, Western Cape
39. Volunteer Centre, "Today's Heroes Project", Green Point, Western Cape
40. Willows Primary School, Heideveld, Western Cape
41. Woodstock Youth Arts Co-op, Cape Town, Western Cape
42. Youth Against Aids, Mfeleni, Stellenbosch, Western Cape
43. Youth Connection, Springs, Gauteng
44. Youth Enterprise Development Project, Pietermaritzburg, Kwa Zulu-Natal

45. Youth Future Data, Plettenberg Bay, Western Cape
46. Youth for Understanding South Africa, International Student Exchanges, Bellville, Western Cape
47. Torfaen Borough Council Youth Service, Wales

Name of individuals and groups interviewed:

1. Children: Interviews done with children during school holidays, April 2002
2. "It's your Move", Molo Songololo, Interview with Themba Abrams,
3. "It's your Move", Molo Songololo, Interview with Unati Kokwana
4. Cheryl Roberts, Cape Town, Western Cape
5. Reygersdal Primary School, Mr Pietersen, Atlantis, Western Cape

APPENDIX 2:

QUESTIONNAIRE
SOUL BUDDYZ QUESTIONNAIRE
LITERATURE REVIEW ON CHILDREN AND YOUTH CLUBS
APRIL 2002

1. CONTACT DETAILS:

Name of organisation and contact person:

Address:

Telephone no.

Fax:

E-mail address:

website:

2. THE SCOPE AND NATURE OF EXISTING CLUBS IN SOUTH AFRICA:

1. Why was your club started?

2. How long has the club been in existence? What has aided this?

3. Who does the club target? E.g., Interests, disabled, Gender. Please state whether you have more girls than boys or vice versa.

Gender:

Age:

4. What is the club's focus? For example: Education: Life skills, HIV/AIDS, Sports, Crime Prevention, Training, Human rights and advocacy, Peace education

5. What are the club's principles and values? How are these integrated into the work that you do?

6. How many members are there?

7. How does your club maintain its members - for example through the promotion of values, developing identities through badges, enabling them to feel part of a group etc.
 8. What criteria are used for membership?
 9. How are club members recruited?
 10. How often do members meet?
 11. Describe the structure of your club. Please state how you enable children to run or manage their own clubs?
 12. What activities and/ or programmes does the club organize?
 13. Where do you run these programmes?
 14. What support materials are you using for the activities? E.g. Names of magazines, training manuals, books and so on.
 15. Are there incentives for members or group leaders? What are these? Why is it important to have incentives?
 16. Are parents involved in the clubs? If so, what do they do?
 17. How does your club raise funds or sustain itself?
 18. Is the club affiliated to national or provincial or international constituency?
- Name and contact details
19. What are the benefits?
 20. Do you know about any clubs that have closed down or stopped functioning?

21. Do you know why has this happened or can you refer me to someone who may know the reasons?
22. What are the lessons learnt you have learnt on why clubs have folded?
23. What have been your club's most important achievements over the past two years?
24. What advise would you give to those who want to start up new clubs?

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