Glossary

Convention on the Rights of the Child (CRC)
The United Nations Convention on the Rights of the Child (UNCRC) is a legally binding international instrument. The CRC recognises the human rights of children, defined as persons up to the age of 18 years. It establishes in international law that states parties must ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in, achieving their rights in an accessible and active manner.
Source: www.unicef.org/crc

Duty bearers
A duty bearer is responsible to a rights holder and for making sure that their rights are being met. Duty bearers should be clear not only about the nature of the rights but also about their corresponding duties and commitments as a duty bearer.
Adapted from source: www.right-to-education.org/node/74

Participatory governance
There is a growing consensus that democratic governance has to involve ample opportunities for citizens and their organisations to engage with government – what is usually termed 'participatory governance'.[1] Governance can be defined as the interaction between government and civil society – 'the sphere of public debate, partnership, interaction, dialogue and conflict entered into by local citizens and organisations and by local government' (Evans *et al.*, 2005). Stewart (2000) describes governance as concerned with steering community development and engaging multiple stakeholders.

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[1] Adapted from source: www.civicus.org/what-we-do/priority-areas/influence-of-civil-society/pg-project

There are many reasons for the increased concern with linking participation and governance. There is a widening understanding that policy processes are not the sole domain of elected representatives, bureaucrats and experts. They should also be inclusive of citizens and recognise the importance of different forms of knowledge. Citizens move from being simply users or choosers of public services and policies made by others, to becoming 'makers and shapers' of policies themselves (Gaventa, 2004; Cornwall and Gaventa, 2000).

According to Gaventa (2004), there are several key elements when defining what constitutes 'good governance':
• Active and participatory forms of citizenship, where citizens engage in policies and in the delivery of services.
• A need for more inclusion, especially of racial and ethnic minorities, youth, older people, and others seen as previously excluded or marginalised.
• The involvement of multiple stakeholders in new forms of partnership, which in turn enable wider 'ownership' of decisions and projects.
• An emphasis on broader forms of accountability, which enable multiple partners to hold institutions and policy makers to account, and which involve social accountability as well as legal, fiscal and political forms.

Through this approach, participation should not only contribute to better governance and a more engaged citizenry, but also improve community development and service delivery.

Rights-based approach
The language of rights and rights-based approaches has entered the mainstream of development, taking on various meanings within the policies of development agencies. In essence, rights-based approaches can be understood as both a means and an end: if development is ultimately about making sure that

everyone's basic human rights are met, development can also best be achieved by enabling people to better secure and fulfill their rights:

> *A rights-based approach to development is both a vision and a set of tools; human rights can be the means, the ends, the mechanism of evaluation, and the central focus of sustainable human development (Symington, 2002).*

Source: Pettit and Musyoki (2004).

Social accountability
Social accountability can be defined as an approach towards building accountability that relies on civic engagement, i.e. in which it is ordinary citizens and/or civil society organisations who participate directly or indirectly in exacting accountability. Mechanisms of social accountability can be initiated and supported by the state, citizens or both, but very often they are demand-driven and operate from the bottom-up.
Source: Malena et al. *(2004).*

Social audit
A social audit is a systematic, regular and objective accounting procedure that enables organisations to establish social values and criteria against which they can measure external and internal performance and plans. They are a practical way to plan, manage and evaluate activities and to create a system for communicating with stakeholders. It provides a framework for organisations to establish their own priorities, strategic plans and performance measurement criteria, and then monitor and make decisions about how to maintain or improve their operations.
Source: www.locallivelihoods.com/SAOverview.htm

Youth
The continuing debate on who is a 'youth' in Africa has not resolved the confusion

surrounding this concept. The perception of youth varies historically and culturally. It also varies from one context to another and even within contexts (Chigunta, 2006; United Nations, 2003). In Africa, some countries have adopted the United Nations definition of youth of 15 to 24 years. Others use the Commonwealth definition of 15 to 29 years. For policy purposes, the age range can be even wider.

For many, youth is better defined as a period of transition from dependence (childhood) to independence (adulthood), the nature and length of which varies from one individual or society to another (Curtain, 2003). Here, we have adopted this transition model, in recognition of the varied national contexts discussed in the articles. *Source: McGee and Greenhalf (this issue).*

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