



FACULTY OF ARTS

DEPARTMENT OF DEVELOPMENT STUDIES

***CHILD PARTICIPATION AND INVOLVEMENT IN CHILD PROTECTION COMMITTEES
IN MUTARE DISTRICT;***

By

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**Dissertation submitted in Partial fulfillment of the requirements for the Bachelor of Arts
Degree in Development Studies in the Department of Development Studies.**

APPROVAL FORM

The undersigned certify that they have supervised the student Tsitsi Tapera dissertation entitled: Child Participation in Child Protection Committee in Mutare rural district in Zimbabwe submitted in Partial fulfilment of the requirements of the Bachelor of Arts in Development Studies Honours Degree at Midlands State University.

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DECLARATION

I Tsitsi Tapera, Registration Number R132104G do thereby declare that this whole research is a product of my very own result work. It is being submitted in partial fulfillment of the requirements for Honors Degree in Development Studies, in the Faculty of Arts at Midlands State University.

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...../...../.....

Date

DEDICATION

To my beloved family Mr and Mrs Tapera and my brother Edwin and to my lovely sister Tafadzwa and my lovely friend Simbarashe .

ACKNOWLEDGEMENTS

I would like to thank the Almighty God for taking me this far, through his support and guidance up to the very end of this project. I would like to thank my family, Mr and Mrs Tapera my parents, Edwin my brother and Tafadzwa my sister, for giving me hope to sail through. I would also like to thank Dr J. Matunhu my supervisor who helped me a lot with ideas and being there all the time when I needed assistance for my project. I would like to thank Mrs I. Chabatebere who was my supervisor on attachment she helped me a lot with ideas. Last but not least thanks to my friend Simbarashe Lubingo for his support and encouragement. God bless them all.

ABSTRACT

The dissertation's main aim is to look closely at Child Participation and Involvement in Child Protection Committees in Mutare District. Dora ward 5, Mutare rural was used as the case study in this study. The research objectives were to investigate the community's understanding of child rights and child participation and verify the extent and levels of child participation and involvement as a right in Child Protection Committees within Dora ward 5, as well as to document and devise strategies for enhancing child participation in child protection activities. The researcher employed qualitative research methodologies. A total of 6 key informants' interviews were conducted and 2 focus group discussions were held with community child protection committee members and children separately. Findings from the research indicated that child participation is still limited in development initiatives and Child Protection Committees in the ward. There is still emphasis on protective and provision rights neglecting child participation rights. Children are still limited to participation in their own child led Child Protection Committee. The study recommends the scaling up of advocacy for the proper mainstreaming of child participation in Child Protection Committees.

LIST OF ACRONOMYS and ABBREVIATIONS

- ACRWC - African Charter on the Rights and Welfare of the Child
- CCW - Child Care Worker
- CPC - Child Protection Committee
- NAP-OVC I - National Action Plan for Orphans and Vulnerable phase I
- UNCRC - United Nations Convention on the Rights of the Child
- UNGASS - United Nations General Assembly Special Session
- VIDCO - Village Development Committee
- WADCO - Ward Development Committee

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CHAPTER ONE

PROBLEM AND ITS SETTING

Introduction

The research provided an overview of the study to be carried out ,the drive of which is to be examined the effectiveness of child participation in child protection committees in Mutare district of Zimbabwe , Dora ward 5.This section will outline background of the study, statement of the problem and identify the research questions and objectives of the study. It also gives a brief definition of terms, assumptions and delimitations of the study. This study is located within the field of Child Protection and it seeks to explore child participation and involvement in child protection committees in Mutare district, Dora ward 5.

Background of the Study

The government of Zimbabwe ratified the United Nations Convention on the Rights of the Child (UNCRC), in 1990 and the African Charter on the Rights and Welfare of the Child (ACRWC), in 1995. According to the CRC (Article 12), children have the right to be involved in decisions affecting them (UNCRC 1989). The African Charter also echoes the principle of participation and also strengthens it by placing it within the article on the best interest principle article 3. This placing emphasized the point that children's best interests cannot be determined without children in the process. Respecting children's rights to be heard and taken seriously can assist children to contribute towards their own health and protection and adults can make better- informed decisions if they first listen to children.

Through globalization most government sectors now recognize children not as weak human beings but also as the future and hope of nations (UNICEF 2010). In 2003 there was the launch of the National Action Plan for Orphans and Vulnerable Phase I (NAP-OVCI), which is the main guideline and the national roadmap in child protection .This was the cause to prepare for the June 2001 United Nations General Assembly Special Session (UNGASS),on the global HIV/AIDS pandemic, the government of Zimbabwe held consultations with stakeholders, including children, to gather information about their experiences on the ground and their ideas for enhancing the

national response to HIV/AIDS, (.Ministry of Labour and Social Services 2003). Children were invited to join the delegation that attended the Special Session by the government. UNGASS produced a declaration committing states to develop and implement national OVC policies and strategies (UNGASS 2001).

According to Dhlembeu and Mayanga (2006), this commitment combined with regional workshops aimed at crafting national plans for OVC I. Child participation was the second objective in the document. The NAP OVC I has seven strategic objectives, which includes increasing child participation as appropriate in all issues that concern them from the community to national level (Ministry of Labour and Social Services 2003). GOZ 2004 notes that the NAP-OVC's guiding principles also recognize that children have the capacity and the right to participate in decisions affecting them. In addition, the NAP's implementation states that it will promote child participation by prioritizing the participation of children in planning, implementing and monitoring interventions that affect them and working with existing youth participation structures, such as Youth Round Table Zimbabwe and Junior Parliament (GOZ 2005).

A Joint Statement on Advancing Child-Sensitive Social Protection (2009), observed that all children have the right to express their views on all matters that concern them and to have those views taken seriously in accordance with their age and maturity. In other words, children have a right to be consulted when decisions that affect them are being made, either as individuals or as a group (Zimbabwe National Child Participation and Protection Guidelines 2010). The rising of children's rights advocacy has especially influenced states most of which have shown their commitments to protecting the interests of children by ratifying treaties and conventions which especially emphasize the children's rights, welfare and protection.

Ministry of Labour and Social Services (2003) stated that an OVC working group of government officials, non-governmental organizations (NGOs) and donor organizations coordinated a national stakeholders' consultative conference to develop to develop and draft NAP for OVC. In 2003 there was a conference held in June called "Children at the Centre". It brought 300 people representing government ministries, non-governmental organizations and significantly children. The 50 participants included junior members of Parliament, peer educators and OVCs. These children stood for child participation in the drafting, implementation and monitoring of NAP, and

for there to be child representatives on NAP institutions hence the National Action Plan for Orphans and Vulnerable Children Phase I.

Child Protection Committees are initiatives or community based organizations designed to deal with child protection concerns and issues within a particular area or locality. They are multi-sectorial in nature; they comprise delegates from different institutions and child protection agencies. These may include traditional leadership, government departments, religious leaders, opinion makers and other society organization worker representatives. The establishment of Child Protection Committees is also in line with article 19 of the United Nations Convention on the rights of the child (UNCRC) which states that state parties should develop protective measures and procedures so that cases of child abuse may be identified, reported and referred to appropriate authorities. Zimbabwe had such committees but the only need was to improve coordination between institutions.

In the Zimbabwean culture, traditionally in Mutare rural to be particular parents and adults treat children as unable to participate in household decision making or make decisions in their own personal matters. Dhlembeu and Mayanga (2006), stated that many matters discussed in the traditional court system are considered unfit for children, and children are also excluded from traditional and ritual functions. In Mutare in Dora ward 5 the area under research there is phrase for adults who are not serious or productive “behaves like a child”. This word implies that children’s behavior is never serious or productive, and suggest disregard for children’s contributions.

Ministry of Labour and Social Services (2003) indicated that Provincial and district levels were to have core-teams which were to function as the operational arm of the CPC, consisting of Department of Social Services Officer, National Aids Council representative, local authority and two NGO representatives as well as sector representatives. In Zimbabwe, CPCs report upwards, as such each ward identifies a focal person, who provides an interface with district level CPCs. One or two ward focal persons usually participate in district CPC meetings and District CPCs are represented in Provincial CPC meetings. Besides reporting upward, CPCs also report to local governance structures and are in essence sub-committees of the Ward Development Committees (WDCs). In addition CPCs interact with District and Ward AIDS Action Committees. Ward CPCs also cross reference the decision of school selection

committees for children to access the Basic Education Assistance Module which is a social protection program of Ministry of Public Service, Labour and Social Welfare supporting access to education for the poorest and most vulnerable children, (Dhlembeu and Mayanga 2006).

Districts Social Services Officers in the Department of Social Services in partnership with Ministry of Education created child-led child protection committees in schools and children also formed part of the memberships in District, Ward and Village Child Protection committees. Monitoring of the functionality, relevance and acceptance of these child protection committees has been done through the functions of the Department of Social Services but this in most cases has been isolated and the actual status of CPCs especially at village level has remained uncertain (Ministry of Labour and Social Services, 2009).

Participation is more than a rhetorical flourish and is not reflected in the actual goals. In reality there has been top-down planning, top-down funding and upwards accountability which neglects child participation. Ministry of Labour and Social Services (2011) indicated that OVC rights are greatly violated as they are not even able to participate in the programs initiated for them. Worse still, they cannot access the meagre existing social welfare support grants on their own. OVCs are among the members of society that have had their rights denied by the societies they live in. They are highly susceptible to abuse for example neglect, exploitation, discrimination, denial of the right to education, loss of rights to pleasure and recreation due to work. The Zimbabwe National Child Participation and Protection Guidelines (2010) indicated that child participation is very important because it helps adults and professionals to make appropriate decisions which are more likely to have longer term benefits for the children especially OVCs.

Statement of the Problem

Child participation has not been fully accepted in many Zimbabwean cultures especially looking at rural communities. Viewing children as capable individuals in decision making is still difficult to embrace. Child participation and involvement has lacked wide range of research and understanding of its dynamics in relation to culture, society, economics and politics. The researcher looked into whether children in Dora ward 5 of Mutare district are participating in Child Protection Committees and are they having meaningful participation as well as the impact on the children in the area. The increase in the number of OVC mainly caused by the HIV and

AIDS pandemic necessitated the formation of CPCs at all levels of governance (national up to village level), in order to ensure that OVCs are provided with care and protection. Child Protection Committees are relatively new in Zimbabwe and there is not much literature around this subject and it is against this backdrop that the researcher proposed to undertake this study. The ministry of Labour and Social Services (2012), notes that the value of community based child protection groups remains uncommon especially on child participation. The Inter-agency Review (2009) points out that there is an overall lack of evidence on the effectiveness of child participation and involvement in the community CPCs. It is not assessed and it may result in poor service delivery and then the goal of providing care and protection to OVCs will not be realized or fulfilled. The study of this research and its findings is useful for both program implementation and academic purposes.

Theoretical Framework

The research is based on Roger Hart's theory (1992). In his theory eight rung model of child participation were developed between adults and children. Adults and children make different decisions and in his theory each rung described different decisions made from these two groups. Arnstein (1996) noted that Hart in the first three stages on the ladder he started with the models of non-participation and these are manipulation, decoration and tokenism. He classified further the five stages on the ladder as models of participation. These five are as follows; children, who are assigned but informed, consulted and informed, adult initiated, children initiated and directed, and lastly children initiated and shared decision with adults. The ladder of participation was developed as a tool to analyze levels of participation in any given context according to (Roger Hart 1992).

Conceptual Framework

Defining a child

International and National Laws had put some efforts to try defined a child so as to mark the end of childhood and this is according to Dietrich(1999). The ILO Conventions and the CRC defines a child as a human being below the age of 18 years. The CRC goes on to say that a child is a person under the age of 18 unless under the law applicable to the majority attained earlier that is according to (UNCRC 19989). The African Charter on the other hand states that a child is every

human being under the age of 18 years and the same goes to ILO Worst Forms of Child Labour. The Zimbabwean constitution simply views a child as a person under the age of 18 years (Children's Protection and Adoption Act chapter 33 section 2).

To be particular, in Zimbabwe before the revision of the Children's Act in 2015 a child was defined as any person under the age of 16 as stated in the Children's Protection and Adoption (chapter 33). As for the Legal majority Act of 1982, it defines a child as any person below the age of 18 as a minor and a person between the age of 16 and 18 defined as a young person, (Ministry of Labour and Social Services 2009). This shows that there is little agreement between various sectors, cultures and disciplines to define childhood. (Holt 1974) articulated that traditionally people define a child from an adult by the mere looking at physical differences and power relations. This makes defining a child more complicated and complex and leaves some answers unanswered for example questions like the actual age, when childhood begins, characteristics of childhood, signs and age it ends. Despite all the controversy the researcher used the definition of child in Zimbabwe as stated in the constitution, (Children's Protection and Adoption Act chapter 33 section 2), that is a child is a person below the age of 18.

Child Participation

It is used to describe forms of social engagements and it is part of belonging within a family or community by children according to Lansdown (2005). It is a process whereby children are given opportunities to make decisions on issues that affect them (Zimbabwe National Child Participation and Protection Guidelines, 2010). The Convention on the Rights of the children goes on to say children have the right to express their feeling and their ideas and adults are obliged to listen to their views and help them engage in activities that will help them.

Child Involvement

This is when children are included in activities that concern them and will participate in these activities. The children involved are supposed to be from the target group that is affected by the work that needs to be done. The type of involvement should depend on the following, the type of decision to be made, age and ability of the children involved and the timeline of involvement.

Child Protection Committees

These are initiatives or community based organizations designed to deal with child protection

concerns and issues within a particular area or locality. CPCs were created to help identify Orphans and vulnerable children with communities, and also to teach children about children rights both participatory and protective rights.

Child Protection Programs

These are immediate measures which offer relief from economic and social deprivation and involve preventing and responding to abuse, neglect, exploitation and violence against children and extreme poverty.

Orphans and Vulnerable Children (OVC)

OVC are defines as those children whose parents are dead or other vulnerable children with unfulfilled rights. In terms of vulnerability these children will be those with disabilities, children affected and or infected by HIV and AIDS, abused children (sexually physically and emotionally), working children, children living in the streets because of neglect, children with chronically ill parents and children in conflict with law.

Research Objectives

1. To investigate the community understanding of child rights and child participation in Dora ward 5.
2. To verify the extent and levels of child participation as a right in Child Protection Committees within Dora ward 5.
3. To identify the strengths, weaknesses, opportunities and constraints in child participation in Dora child protection committees.
4. To document and devise strategies for enhancing child participation in child protection activities.

Limitations

Limitations can be there even in the most carefully planned research. The limitations of this study are highlighted below;

1. Participations were reluctant in sharing the information they regard as personal or sensitive. The researcher built a rapport with participants in order to gain their trust.

2. Participants also hurried in answering questions so as to get done with the interview. The researcher used triangulation to overcome the weakness intrinsic biases and the problem that comes from single method, single-observer and single theory studies.

Delimitations

The researcher conducted her research in Dora ward 5 which is a small population sample making it easier for her. Two community care workers from the ward were interviewed; two focus group discussions were done that is one with the adults and the other one with the children. Three representatives from three organizations were interviewed that is the Ministry of Primary Secondary education Mutare district, Ministry of Child Welfare, the Probation Services and Child line Zimbabwe.

Summary

The chapter look at the background of the study which indicates that child participation is an important child right through which children can contribute towards their own health, protection and standards of living, and the relevant theory the Roger Hart Ladder which explained the different decision making patterns between children and adults and the limitations and the delimitations of the study. The findings of the study will be very useful in improving service delivery in child protection programs and policy change. The proposed research is viable in the sense that the researcher is familiar with geographical area, language and culture of the area. The main thrust of the chapter one was to give an outline of the background information which culminated in the conceptualization of the subject. The next chapter will review related literature on child participation especially related to child protection structures like CPC

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on the existing literature on child participation in practice. The chapter opens by outlining the historical development of child rights in general mostly centered on European countries from which the whole idea of child rights was initiated. Study findings from the developed nations, Africa in general and Zimbabwe are discussed. Historical development of CPCs in the United Kingdom will be discussed and CPCs in the area of study as well, legal framework providing for the establishment of CPCs, at international, regional and national level and roles in relation to child participation. The cultural views on children and the extent to child participation are regarded as a child right in Child protection committees will discussed as well.

Development of Child Rights

According to UNICEF (2010), child rights are defined as basic moral guarantees or entitlements that children in all countries and cultures allegedly have simply because they are children. Calling these guarantees rights suggests that they attach to particular individuals who can invoke them, that they are of high priority, and that compliance with them is mandatory. Weisberg (1978) ,argues that the development of child rights cannot be discussed without involving the development of Human rights. Human rights are held to be universal in the sense that all people have and should enjoy them.

Aries (1962) pointed out that World War II (1939-1945) was a pivotal moment in the development of human rights. After witnessing the dreadful atrocities that man as capable of, the global super powers were eager to find a common humanity and build mechanisms that would promote peace. The universal Declaration of Human Rights (UNDHR) was adopted by the general assembly of United Nations in 1948. The UNDHR was followed by other treaties that today constitute the International Bill of Rights. The International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic Social and Cultural Rights

(ICESCR 1996). At the same time countries on the African continent fought wars of independence to free them from imperial rule and ensure that their citizens' democratic rights were respected. Some of these struggles took much longer to resolve for example Apartheid in South Africa ended only in 1994 (Moses 2005).

The history of the development of the international child regime may be said to have begun in 1919 with the establishment of the International Labour Organization (ILO). At the ILO Conference there was recognition by the international community that all individuals including children required international legal protection and that children required special attention and protection as a group. It consisted of five stipulations all providing for the protection of children. The drafting of the children's rights Convention as a way of celebrating the International Year of the child was proposed by the Polish Government in 1978 noted by Black (1986). After the celebration, Poland sent a draft convention to the UN Commission on Human Rights who in turn sent the draft to the UN members states, NGO's, and regional governmental organizations for comment. By 1982 there was the establishment of an open-ended convention working group was established by the Commission on Human Rights to facilitate the completion of the convention. Various states, specialized agencies like UNICEF, and NGO's like Save the Children and Amnesty International participated in the drafting process. It took a longtime for child rights movement to give birth to the UN Convention on the Rights of the child but it was finally adopted by the UN in 1989 and entered into force in 1990 after the required number of states had ratified it. According to (Reynaert, Bouverne and Vandeveld 2012), the UN convention on the Rights of the Child is the most widely accepted human rights treaty.

Soon after the UN Convention entered into force in 1990, the organization of African Unity (OAU), decides to draft a regional children's Charter from an African perspective and to cater for the particular challenges that children in Africa faced. The African Charter on the Rights and Welfare of the Child was therefore drafted and adopted by the OAU in 1990 and entered into full force in 1999 when a sufficient number of African states had ratified it. Following the government of Zimbabwe ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1990 and then African Charter on the Rights and Welfare of the Child (ACRWC) in 1995 in the country. When all was done there was the introduction of the country till today although some communities are still in the process of adopting and in some there is still resistance

and misunderstanding on how these CPC's functions.

Child Participation as a Right

According to the UN of Convention article 12 provides that all children have the right to express their views on all matters of concern to them and to have those views taken seriously in accordance with their age and maturity. In other words it means children have the right to be consulted when decisions that affect them are being made, either as individuals or as a group. The African Children's Charter echoes this principle and also strengthens it by placing it within the article on the best interests' principle. The placing emphasizes the point that children's best interests' cannot be determined without involving children in the process. Respecting children's rights to be heard is an important mechanism through which children can contribute toward their own health and protection, (UNICEF 2010). Adults can make better informed decisions if they first listen to children. Children are also more likely co-operate in adhering to their health treatment plans if they have been part of the decision making process. Furthermore, only if children feel free to express their views and are listened to by adults, can they talk about abuses or neglect of their rights.

Child participation is used to describe forms of social engagements and it is part of belonging within a family or community by children (Lansdown, 2005). It is a process whereby children are given opportunities to make decisions in issues that affect them according to Zimbabwe National Child Participation and Protection Guidelines (2010). Child participation is one of the guiding principles in the UNCRC and ACRWC and some of the rights that fulfill the right to participation of a child are listed below:

- Right to name, nationality and birth registration.
- Right to have access to information
- Right to participate, be heard and taken seriously
- Right to the freedom of expression
- Right to freedom of association
- Right to freedom of guidance and respect to their evolving capabilities
- Right to assemble and protest peacefully
- Right to the provision of parental direction and guidance in accordance with the respect for children's evolving capacity

- Right to the freedom of association
- Right to privacy
- Right to education that promotes respect for human rights and democracy

Child Participation in Europe

A study was conducted in the United Kingdom to look closely on the roles of children in planning by the Centre for Research in Social (Policy 2011). As reviews were being done on the literature of child participation some researcher argued that the concept of participation has been overlooked despite it being mostly included in the agenda in social design. The organization noted that young people and children can play a significant role in planning and development. The study highlighted that in developed states like the UK, there are also negative factors affecting the participation of children. There has been little consideration of global child rights in policy making. In the UK unlike in Zimbabwe the government separates and development planning child welfare Services. There is an overemphasis on protective and provision rights for children which hinders their wider participation. Later on the government introduced the Youth Opportunities Fund (YOF) and the Youth Capital Fund (YCF) .This has empowered children on how budgets should be developed. According to Weisberg (1978), child participation has only been seen in the education sector.

Child Participation in Zimbabwe

The Government of Zimbabwe ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1990 and the African Charter on the Rights and Welfare of the Child (ACRWC) in 1995. According to the CRC (Article 12), children have the right to be involved in decisions affecting them (UNCRC 1989). Through the implementation of NAP-OVC the Government of Zimbabwe has also emphasized the importance of child participation in programming by State and Non-State actors. In Zimbabwe, the National Action Plan for Orphans and Vulnerable Children Phase 1 (NAP-OVC 1 2005-2010) was created with the goal to provide a framework for coordinated implementation of interventions and increase access by OVC in Zimbabwe to basic social services and improve their protection from all forms of abuse (Ministry of Labor and Social Services, 2009). NAP-OVC 1 identified seven broad objectives aimed at accomplishing the goal namely;

- Coordination
- Child Participation
- Child birth registration
- Education
- Access to food, health services, water and sanitation
- Education on nutrition, health and hygiene
- A healthy family and community environment and protection from abuse, (Ministry of Labor and Social Services, 2009)

The NAP-OVC 1 emphasized child participation as a second objective. The situation on the ground unfortunately did not translate to the blue print and about 180 child services organizations (Ministry of Labour and Social Services 2009), implemented NAP-OVC 1 but none had a direct emphasis on child participation and the objective was ignored. Most of these non-state actors emphasized on protective rights like access to education, food, health services among others.

As for Zimbabwe, the government crafted the National Child Participation and Protection Guidelines (2010), as a tool for assisting implementers' to enhance meaningful involvement of children as emphasized by the child rights movement. These guidelines were developed by the Ministry of Labor and Social Services in partnership with UNICEF and SAVE the children as a way of promoting child participation and involvement in child protection programs. According to the guidelines 2010, children are supposed to be active players in decision making and policy design, implementation, monitoring as well the evaluation. Emphasis was put on children's security and their confidence and that their views must be respected by their peers and adults. The Guidelines (2010), identify eight principles for effective child participation as summarized below;

1. Protection which means that all organizations and agencies working with children should have a commitment to protect children and that commitment should be explicitly described by organizational Child protection policies
2. Trust and Respect entails that children should feel secure and safe to be able to openly express themselves without coercion or duress.

3. Dialogue is another guideline and open engagement and dialogue between children and adults enhances their understanding of the other party's perspective.

4. There is need for action and feedback that is the views and decisions made by children should be backed by perceivable action. This empowers the children with the understanding of their power to influence decisions on their lives. Feedback is also important to open communication.

5. Consider power imbalances in adult and child relationships that is, adults should desist from the inborn impulse to make decisions and control their children.

6. Informal support for children which means that children are more open in informal situations , in these environments children can easily relax and interact e.g. in social clubs, games.

7. Appropriate choices are important and children should be allowed to make informed and simple choices without over extended adult influence. Appropriate places, materials and timing means the needs of children and appropriate environments should be created for adequate participation. Materials and timing should also be child friendly, (The Zimbabwe National Child Participation and Protection Guidelines 2010)

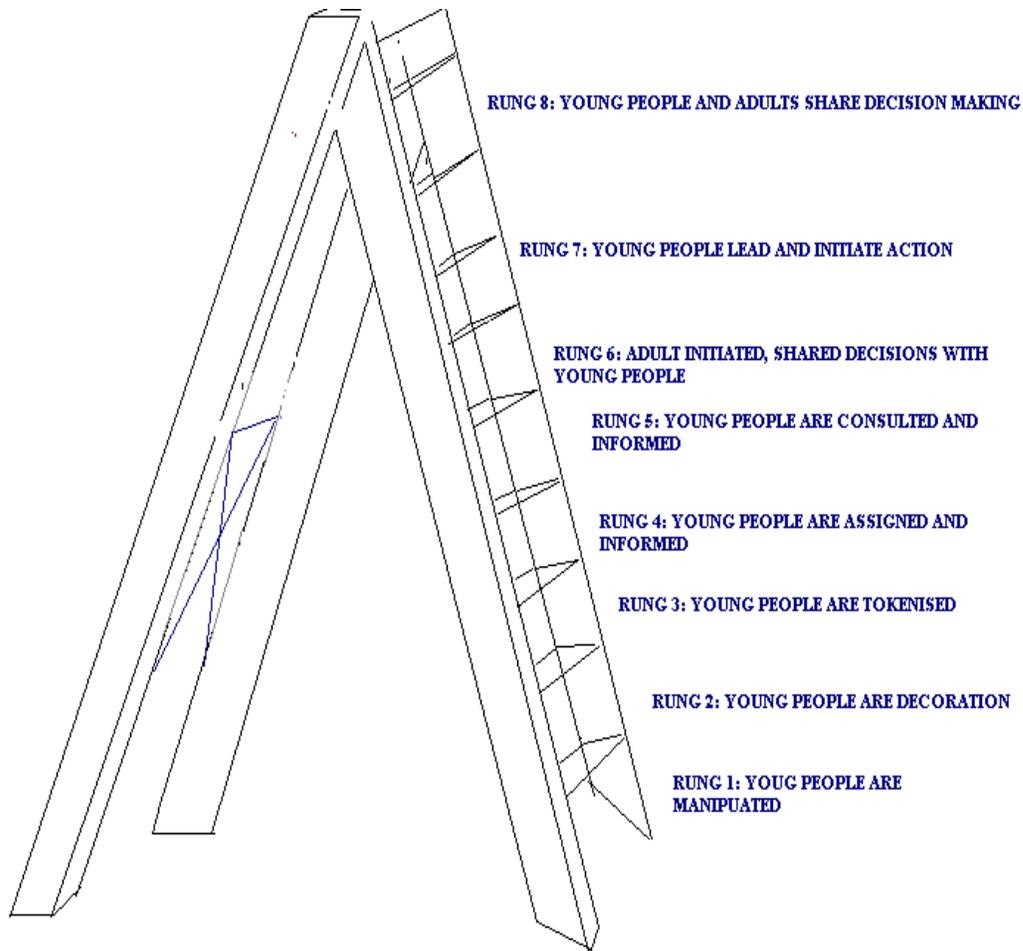
Theoretical Framework

Roger Hart Ladder of Child Participation

The theory used for this study is the Roger Hart's theory (1992). Roger developed an eight rung model of child participation and on each rung he describes different decision making relationships between children and adults. He grouped these eight models into two groups that are model of participation and model of non-participation. He further classified the five as genuine participation and the first rungs as non-participation and it consisted of manipulation, decoration and tokenism. Arnstein (1969), states that the other three rungs in Hart's Ladder of Child Participation are merely used by adults to advance the cause not as partners but tools. Models of genuine participation involves children who are assigned but informed, adult initiated, shared decisions with adults, children initiated and directed, and children initiated and shared decisions with adults.

Figure 1:

DIAGRAM 1: ROGGER HART'S LADDER OF PARTICIPATION



Adapted from R, Hart (1992). Children's Participation from Tokenism to Citizenship.

Children's Participation: From Tokenism to Citizenship for UNICEF Innocent Essays, No 4, UNICEF/ International Child Development Centre, Florence, Italy 1992.

The Rungs of Non-Participation

The Hart model of child participation identifies the degree of non-participation in three rungs, namely; manipulation, tokenism and decoration.

1. Manipulation

In the stage of manipulation adults mobilize children to support a given cause and pretend that this cause is fully inspired by the children themselves. Taking for example civic organizations can mobilize preschool children to protest and pressure the government to amend environmental laws and yet it may be the right of the children but the children are simply being used as a means to an end to attract government attention.

2. Decoration

In decoration children are used to boost a cause. It is a form of non-participation when children are just brought for their mere presence. The only difference from manipulation is that adults will not pretend that the cause was inspired by the children.

3. Tokenism

Tokenism occurs children are given the chance to express their voices, but they do not have control over how they raise voices or participate. This mostly occurs on commemorations for example Day of the African Child where children will be reciting poems, perform plays, speeches and other activities which are choreographed but the themes are made by the adults. Mostly the articulate and matured children are used.

The Rungs of Participation

4. Assigned but informed

This is a form of participation. Children are given the roles, projects or programs to implement. These will be initiated by adult but the children have detailed knowledge of the programs or projects and have sense of ownership for the activities. For example children at a certain school may be advised to form their school based income generating committee to pay for their fellow OVC fees.

5. Consulted and informed

This is when children play and advisory role. For example this is when a community wants to dig a borehole. The adults will be the ones doing the duty but children are informed on how their views will assist the project and feedback is also provided about the project. Children are taken Serious most cases. Children ideas are put into the design and implementation as well as monitoring.

6. Adult initiated, shared decisions with young people

Children will be directly involved in the project implemented. Children will be included in all levels of planning, design, and implementation as well as monitoring. Decisions and all will be involving children as well and they may also be actively involved in fundraising.

7. Children initiated and directed

In children initiated and directed here are adults are involved. In identifying, designing, implementing and also evaluating children will be doing it themselves. This mostly done when children sometimes do not trust adult input maybe because they do not want to be restricted.

8. Children initiated shared decisions with adults

This mode of participation, children identify projects and decisions in a project cycle are shared with adults. The good thing is that children will be showing their competency as community members at the same time working with adults with more experience. So this kind of participation is when children get the opportunity for mentorship after they have identified the type of project they want.

Analysis of the Ladder

According to Flekkoy (1991), the Ladder is not meant to represent the whole community at once. Its duty is to represent each specific scenario and it does not follow the chronological order in real participation. The other thing opportunities are generally low for the majority of the children throughout the world but the situation is worse for girls. Their socialization emphasizes on protection and dependency. To Boulding (1979), the comparison of child-rearing all over is that families that are well up economically value independence and autonomy and those with low income value respect and obedience from their children. To add on self-esteem is critical and affects child's successful participation and interaction with others in community activities. Another point to note is that this Ladder is mostly used in the United States and cannot fully assist those in the developing countries. (Moses 2006), goes on to say that even the South African Constitution is seen as one of the most progressive owing respect to its children rights ,still the

concept of child participation has not been fully developed and the same can be said to Zimbabwe. The reason being that research has not been fully done and those implementing child participation are doing it in an uncoordinated manner. There other thing is that the more they want children to participate the more they are not giving the opportunities to but rather they are using tokenism.

Historical Development of CPCs

Child Protection Committees have been developed to assist the OVCs. It is well known that children are one of the most vulnerable groups of people in most societies across the globe. According to the Ministry of Labor and Social Services, CPCs have been created to prevent, reduce and put an end child abuse and the disrespect of child rights. Child abuse can be classified into five historical periods that is, the industrial revolution (1600-early 1700), slave trade (1700-1800s), African armed conflicts and war era (1900s), era of rapid action (1970s -1900s), and HIV and AIDS and poverty era (1980s-date). In all these historical periods were abused and some efforts were made to abolish these acts like awareness campaigns on the rights of children in order to protect them.

The death of Maria Cowell in 1974 was believed to have caused the lack of coordination and communication among organization that dealt with child rights and this is according to Perth and Kinross Council (2013). With this report in the 1974's came the introduction Child Protection Committees in England and Wales, and there was the coordination of local efforts to safeguard children at risk. The roles of these Committees have grown as there is need of effective communication. With the development of these committees it led to the statutory instruments at international, regional and national level, which provide for the establishment of CPCs.

International instrument

The Ministry of Labor and Social Services (2010), explains that 1979 was declared as the International Year of the Child to draw attention of governments to the general welfare of children. According to Dietrich (1999, United Nations concerns of children rights, a legislation was formed through the UNCRC), and it provided for the creation of CPC through article 19, which states that State Parties should develop protective measures and ways so that cases of child abuses may be easily identified, reported and referred to appropriate authorities. Article 43 of the UNCRC talks about the establishment of a committee on the rights of a child and the

responsibility of monitoring progress in the implementation of the convention among member states. There is what they call the Child Protection Model (Law 2013), in Zimbabwe it can be compared with the Working Party of Officials (National level). It provides the establishment of the Highest Child Protection Agency (HCPA). Its duty is to give advice on the formulation of a national protection policy, the monitoring of CPCs and developing programs aimed at protecting children. It is of a greater importance that CPCs be established at regional level, composed of government departments and civil society organizations that are concerned with the protection of children.

According to the UNICEF (2008), the UNGASS declaration of commitment on HIV and AIDS of June 2001 has got goals 65; 66 and 67 which focus on orphans and vulnerable children. Goal 65 requires states to develop by 2003, and implement by 2005 national policies and strategies to build and strengthen governmental, family and community capacities to provide a supportive environment for orphans, girls and boys infected by HIV and AIDS. The policy framework for the establishment of CPC and UNICEF (2008), notes that the community protection mechanisms and responses serve as the frontline of protection for the children. The International Labor Organization convention which explains about the prohibition and immediate action on the elimination of the Worst Forms of child labor and it was adopted in 1999 by the United Nations member states, which is used by member state to develop policies and programs aimed at putting an end to child labor.

Regional Instruments

In 1990 the African Charter on the Rights and Welfare of the Child was created by the OAU, and it came into force in 1999. Its aims provided protection to the children. Article 32 of the charter focuses on the establishment of a committee of experts on the Rights and Welfare of the Child and its mandate is of article 42. Its duty was to oversee the welfare of children in member states. According to Human Rights and Development in Africa (2011), having committees like these maybe considered as a positive step forward in as far as protection of children is concerned.

UNICEF (2008) notes that in countries like Angola Child Protection Committees were created with the financial help from Save the Children organization. Community members including teachers, local government workers and most importantly children were invited. The organization approach combined the training and empowerment of communities, awareness raising, child

participation and strong partnership with the government. There was also a report from UNICEF saying that in Malawi a number of care service structures were established in the form of police support units called “One Stop Centre”. These are for women and children of survivors of rape, family violence and child abuse. UNICEF continue saying that the Malawi experience demonstrates on how good practices in service delivery aimed at a particular vulnerable group may then be expanded to strengthen the overall system to protect children. Save the children points out that (2007) the adoption of children rights in Sierra Leone gave birth to the creation of child welfare committees as officially authorized system to protect all children, assigning roles, responsibility and coordination functions. Community structures are of much importance for the implementation of frameworks yet you find little information on how they work across respective countries. The study suggests that some CPCs functions quite well on the ground whilst others may only exist on paper.

Looking at Egypt, there is the establishment of a General Committee for children in each governorate. This is what the child law provides. The Governorate is chaired by the Governor and members from directors of security, social affairs as well as any other party deemed necessary by the governor. The committee is well responsible for the policy making and monitoring implementation of policies. Subcommittees in the district, their duties are security, social affairs, educational and health representatives and also responsible for monitoring all cases of children at risk and taking appropriate action.

Mushunje (2011) explains that the National Association of Child Care Workers (NACCW) of South Africa initiated a service delivery model called “Isibindi- Creating Circles of Care”, in partnership with Durban Children’s Home, the Provincial Department of Social Welfare and Population Development, together with the national departments for Health, Education and Home Affairs. Under this project, unemployed women in the community are trained to identify children and families made vulnerable by HIV and AIDS and then refer them to service providers, (Ministry of Labour and Social Services 2011).

National Instruments

In Zimbabwe, the National Orphan Plan Policy of 1999 provides the creation of the CPCs at the establishment of the Welfare Forum. They are found at all levels that is national, provincial, district, ward and village level. There are six care options for children found and these are nuclear

family, extended family, community care, foster, adoption and institutionalization. It is recommended that care for children should be provided both from the family and the community hence the need for CPCs.

CPCs were reported to have been established during the first phase of the NAP for OVC between (2009- 2010), by the Ministry of Labor and Social Services (2012). Most of the communities were trained by the department of Social Services which technical and financial support from NGOs and donors like the Global Fund. These CPCs are multi-sectoral bodies and are made up of bodies and representatives from the government, National AIDS Council and local authorities, NGOs that have a project in an area, private sector, traditional leaders and child representatives. The combination of these people is aimed at enhancing the children's psychological, social, emotional and spiritual well-being. At ward level, CPCs are chaired by the councilor, traditional leaders and it is composed by community members, the government and NGO extension workers, community based organizations and child representatives.

Functions of CPCs

Child Protection Committees are responsible for identifying children in need of care and protection, provide assistance where possible and then refer them to appropriate service providers. According to the World Vision (2013), CPC are effective in promoting child rights as they are community based and have established all networks with the local clinic, police, schools and other community structures. The existence of the CPCs is very inclusive since it accommodates village heads, police, councilors, village health workers and this makes them effective. According to Mushunje (2011), mobilization of resources to be allocated to children is one of the duties done by CPCs. At community level safety nets or "*dura ramambo*" that is a granary where proceeds from "*zunde ramambo*" a collective field kept for the purposes of assisting poor members of the community this is where resources of the children are collected. He goes on saying that, CPCs have a lot of influence in policy making since they are the ones on the ground and they know better items of children needs and wants. It can be said that CPCs advocate for the fulfillment of children rights and also their needs.

Child Representation in CPCs

According to Mushunje (2011), child led CPCs were formed parallel to the adults as a way of promoting participation of children in all matters that affect them. Child led CPCs provide a safe

environment where children are able to express themselves without adult interference. They are supposed to be found in all levels of governance that is the village, ward, and district, provincial and at national level. At national level three children are selected from each province to represent children Working Party of Officials just like how it is done in Malawi. However it can be said that child led CPC at the moment are being doubted because they are only left in schools.

Benefits of child Participation in CPCs

Child participation has several benefits; participation is an outright expression of the fundamental freedoms and genuine equity of children and adults as human rights holders. Child participation on its own can be an end in upholding children rights. According to Save the Children Sweden (2010), child participation in Southern Africa identified the following benefits and impacts of child participation; it enables program managers to design programs with the children in mind by using their unique knowledge and experience of government policies. Children's commitment is strengthened and the understanding of democracy and participation allows children to have a deeper appreciation and opportunity to learn more about their rights. Child participation also increases levels of participation through experience and confidence gained (ADAP cited in the Save the children2010).

Organizations can gain a number of benefits from involving children in decision making (Department of Education Training and Employment 2000). These include opportunities to improve services, obtain a better understanding of children issues and needs, strengthen democracy and ensure that the same group of people does not make decisions without being challenged. Particular advantages are that:

- Children can bring new perspectives, influencing outcomes in new and unexpected ways.
- Participatory mechanisms for services can be tailored to be more responsive to, and understanding and being considerate of children.
- Policies and programmes incorporating in their design and delivery are likely to be more efficient and effective.
- Active and productive child involvement can improve the image of children and challenge negative stereotypes of children perpetuated in the community.

Jamison and Gilbert (2000), argue that until children's views are incorporated into the policy development process, especially as far as policies that impact directly on children are concerned, decision-makers do not have the benefit of understanding children's perspective of the problem, receiving information from children about the impact that each suggested option for solving the problem that may actually have on children and knowing what children should think on the problem that might have occurred.

Children themselves can benefit from participating in decision-making by:

- being able to exercise their rights in society
- gaining an improved understanding of social policy and decision-making processes
- increasing their connection to communities
- developing increased confidence, skills and knowledge
- gaining experience that can be put to use in future employment and an extended social life (Save the Children and the Children's Rights Office 1999:5)

Purposes of Child participation

As noted above, children can participate in decision-making for different purposes. These include taking part in decisions or being consulted about developing and evaluating services for children, their personal situation , for example through reviews of residential care options or medical decisions and even research where children are the subjects of the study. These can help children gain self-esteem, enhanced empowerment, gain new skills and to become an active citizen.

Children and Development

Early Western child theorists, Sigmund Freud and Eric Erickson observed children as immature beings when it comes to development issues. As the times shifted going to the 21st century researchers like (Boyden and Levison 2000), now recognized children as common beings and the immaturity being a biological phase. The government and NGOs need child participation in their national policy plan to ensure development. To archive development as a country it begins from the grassroots level that is the community and even the programs done to mitigate poverty reduction must also start at community level with the involvement of children. Looking at disasters and climate change, women and children are more vulnerable than but if the children are

included and empowered with disaster risk reduction they will become agents of change and leaders of future generations regarding climate change. The outcomes of child participation include things like gains in self-esteem, enhanced empowerment, new skills and becoming an active citizen which can progressively help the country with skills and ideas.

Realistic Expectations

Some professionals expect more from the involvement of children than they do from any other group (Save the Children and the Children's Rights Office 1997:55). The most common concern of professionals is whether the participating or consulted group is truly representative and not just an elite few. But "representative" groups of children are no different from representatives of any other user group. They should not be expected to speak for everybody nor should they be rejected immediately just because they do not precisely reflect the gender or cultural balance of the larger group. Adults also need to be realistic about the level of commitment from children. Adults have a responsibility to develop children's capacity to participate by stimulating their interest through new input and ongoing training (Save the Children and the Children's Rights Office 1997:55). Appropriate partnerships involve giving children the opportunity to fully develop a project, program, service, group or idea with as much control as they feel comfortable without setting them up to fail (Stone cited in Gale et al 1999:265).

It is also important for the community or organizations dealing with children take precautions on the topics they discuss with the children. It is important to put children in groups and train or educate them in different groups pertaining to the topics one is covering. Involvement by children, in consultation or decision-making is most likely to be successful when the children see the topics or issues as real and relevant to them. Just like adults, they are most likely to offer reliable information when they are talking about events that are part of or related to their own interests or part of their everyday experience. It is important to create frameworks to work with for children. Within that framework, it seems that as long as adults use appropriate participatory techniques, there will be no limits on what they can discuss with children. The selection of a topic may in fact be less important than having clear objectives for involvement and explicit boundaries about how much power and decision-making adults are willing and able to share.

It is important to consider when to discuss issues with children too. One way to decide where the involvement of children is relevant is through a process of “stakeholder” analysis. The following guide is based on a model proposed by the World Bank and involves asking:

- who might be affected (positively or negatively) by the development concern to be addressed?
- who are the “voiceless” for whom special efforts may have to be made?
- who are the representatives of those likely to be affected?
- who can make what is intended more effective through their participation or less effective by their non-participation or outright opposition?

Summary

It has been established that there are instruments such as UNCRC (1989) and ACRW (1990), providing for the establishment of CPCs. These CPCs came into existence as a result of child abuse in both developed and developing countries. In Zimbabwe it has been realized through NAP for OVC program phase I provided by the National Orphan Care policy and most CPCs were established at phase two where Child Case Care Workers now known as Community Care Workers under the Case Management Program are selected to strengthen the CPCs. Child participation ensures that children become active citizens and players at an equitable level as adults. Caution should be taken on how adults train the children and taking into to consideration age differences amongst these children. However it is a process that needs to be nurtured, since the cultural aspects of childhood remains the limitation to child participation but the benefits have been clearly documented and they are very important for the empowerment of children.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter documents the research methodologies employed by the researcher in this study. The main focus of this chapter is to outline the research design, sample and sampling procedure, research instruments like interviews and focus group discussions as well as data collection procedures, presentations and analysis procedures. As has been briefly outlined in the preceding chapters, the research basically employed qualitative research methods.

Research Designs

According to Mouton (1988), research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design contains the planning of processes for the actual study dealing with such aspects as the layout of the study, sampling procedures and data collection, analysis and presentation procedures (Patton 1990). A case study was used by researcher. A research designs' importance is to fulfil the objectives and answering the research method for business.

Qualitative Methods

The study used a qualitative approach. Qualitative methods are research methods that produce in-depth and detailed records that create understanding and this according to Babbie and Mouton, (2001). It is also a method meant to encourage the researcher to bring out fresh ideas of approaching the research because it makes use of an open, flexible and easy method (Blanche and Durkheim 2004). In short it is dialogical, flexible and is able to explore vital individualized insight and experiences. Denzin and Lincoln (1993) argue that qualitative research is a site of multiple theoretical strategies. It therefore stresses the socially and the constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constrains that shape the enquiry. The research is justifiable because it properly seek answers to questions by examining various social setting and the individuals who inhabit these settings, Berg (2001). This research sought answers from the Dora community to explain child participation from the perceptions of members of the same community. It assumes that the social world is

always a human creation and not a discovery. Consequently qualitative research tries to capture reality as it is seen and experienced by the children in Mutare District, Dora ward 5. Reality is captured in human interaction.

Qualitative research presents information that is gathered verbally in a detailed and complete form and it tries to approach reality. According to Saunders et al (2009), qualitative is based on meanings through words and this kind of data cannot be mathematically analysed. The most important is that people's descriptions are from their experiences. It perceives the researcher and the researched as two important element in a research. Respondents are not used to variables or hypotheses. It does not lose perception of the subjective nature of human behaviour. The main qualitative research method used in this research was the interview method with the children and adults. As Wojck (2002), notes interviews are effective tools for obtaining information relating to background of subjects, beliefs about certain things, feelings, motives reasons, present and past behaviour and conscious reasons for actions and feelings. Besides interviews focus group discussions were conducted with groups of children and adults not exceeding 15 members per session.

Ethical Consideration

To the researcher privacy was one of important elements. According to Nachmias and Nachimias, (2007), privacy puts into consideration that the data provided by participants is not presented in a different way. The researcher did not show the names of the participations with the aim of humanizations in the community. To Babbie and Mouton (2001) social research many a times represents an intrusion of people's lives.

It is important to consider ethics because issues related to rights and welfare has to be well understood and considered. The researcher informed consent of those participating and gave respect for privacy and confidentiality. To observe privacy the researcher used a conducive environment. Ethical considerations that guided the research involved voluntary participation, it is a norm that no-one should be force to participate (Babbie 2004). Informants had the right to withdraw whenever they felt need to. It is important for the researcher to supply all participants with information and processes involved in the study as well as the credibility of the researcher and this is called informed consent.

Avoidance of harm was also an ethical consideration in this research. This means that during and after there is supposed to be no harm caused even in terms of injuries even if one has volunteered. It was the researcher's duty to ensure that the study do no harm to the participants physically or emotionally. Confidentiality and privacy were used as well, and this was done by pseudo names. Pseudo names these are fake names of names that does not belong to the participant.

Sampling Procedure

The researcher used non-probability sampling technique to come up with the target population. According to Neuman (2000), sampling is a process of systematically selecting cases for inclusion in a research project. When sampling there is need to select a portion of a population which represents the entire population (Polit and Hungler 1999). It is unrealistic and time consuming to include all Child Protection Committees in Mutare district hence a small sample of one rural ward was selected.

Sample

A sample can be defined as a process of systematically selection of cases for inclusion in a research project according to Neuman (2000). It can be a group or a part of the whole that can be used to demonstrate characteristics of the whole, Bernard (2002). The researcher used purposive sampling to come up with 4 representatives from different organizations that deals with children in the community and the Child Care Workers and convenience sampling to 2 focus groups, one with the children and the other one with adults.

Purposive Sampling

According to Bernard (2002), purposive sampling is one such skill that make it sampler know how to find informants, where to find them, how many are needed and how to correctly assess reliability and credibility of an informant. The technique was used by the researcher to select key informants for the study like the Child Care Worker, Child welfare agency, Primary and Tertiary education representative, a representative from Child line (officer), a representative and other relevant stakeholders working within the ward.

Convenience Sampling

Convenience sampling is one of the main types of non-probability sampling. It is made up of people who are easy to reach. The researcher selected 15 adults and 15 children separately to

create focus group discussions. Convenience sampling was used because it is the most common of all sampling techniques and it is easy to choose respondents on the basis of their availability.

Sample size

The respondents were drawn from one rural ward in Mutare that is ward 5. This include all the responsible persons and sectors in the ward that deals with Child Protection issues .Purposive sampling was used by the researcher to come up with this area of study since the research exercise was done in Mutare the hometown of the researcher and was quite familiar with the geographical environment, languages and cultural practices of the area. Dora ward 5 is one of the many communities with well-functioning CPCs with CCWs too. Two groups participated in the focus group discussion that is the children and the adults. Each groups had 15 people which was a manageable number. 1 CCW and 1 Headman and 4 representatives from organizations working with the community were interviewed.

Data Collection Procedures

Data can be defined as the information that is get after a research or an investigation is done (Polit and Hungler, 1999). In this research data was collected from interviews and Focus group discussions conducted in the community. To be able to get the information the researcher was cleared and granted authority by the Department of Child Welfare and Probation Services. The researcher also approached the councilor and the headman to get access into the field. Participation was voluntary to all those who participated. Consent forms were signed by every individual after the purpose and objectives of the research was clearly explained to them. In the field the researcher recorded the data manually during the interviews and the group discussions to minimize errors.

Research Instruments

These can be defined as devices to collect date from the field according to Seaman, (1991). Mouton (1988), also states that a research instrument is a tool for collecting data from respondents. The researcher made use of interviews guides for the key informant and focus group discussions. Community leaders, non- state actors, local leaders, CCWs and government departments were interviewed. Members of child Protection Committees were engaged in a Focus group discussion. According to Pope and Mays (2000), key informants are standard

sociological method used in the qualitative research. These are anyone who can provide detailed information and opinion based on his or her knowledge of a certain aspect. A key informant can be a member of the community, or a representative from an organization, local service provider of a child from the study area.

Interviews

According to Pope and Mays (2000), interview is another way of getting information in research. It is a sociological method used in qualitative research. Interviews seek to inquire and comprehend what participants or respondents say about the subject under inquiry this is according to (Kvale, 1996). Interviews also save the purpose of obtaining information about the experiences or even ideas of participants. Key informants are examples of people who can provide a detailed information and opinion based on their knowledge of a certain aspect. These can be CCWs, local leaders, the chief or a child.

In the study community leaders, Child Care Workers, children and organizations that deal with children were interviewed by the researcher. There researcher wanted to hear their views and perspective on child participation within the community. A general interview guide was used to obtain relevant information. Standard open and ended question were asked to both children and adults who were interviewed. This made data analysis easier as one question led to another.

Focus Group Discussions

Focus group discussions is an organized discussion which is flexible and a purposively group of people gather to discuss issues and concerns based on key terms or an agenda drawn up but the researcher,(Polit and Hngler 1999). According to (Saunders et al,2009), a Focus group discussion focuses in particular issues and calls for the need to interact with other people that are related to the issues. It enables respondents to share their experiences. Two main groups participated in FGDs namely the adults and the children of Dora ward 5. Each group had 15 members to make it manageable.

Observation

Observations this is information that one can see using his or hers own eyes. The researcher can create themes during a research by mere looking at activities going on. It is also described as a method of data collection in which the situation is watched and the relevant facts, actions and

behaviors are then recorded this is according to (Timmerman and Carling 2011). In this research it is to a lesser extent that observation was used to gather information. The researcher observed the following:

1. Children's freedom of expression in the presence of adults.
2. General awareness of child participation issues by the community and organizations representatives.
3. The respondents in FGDs and the behavior of participants during interviews, whether they had confidence or not or whether they can freely express their views.

Summary

The researcher used qualitative research techniques to explore the strategies of child participation used by Child welfare agencies in Mutare. Qualitative research also helped the researcher to gather information from the community looking at both adults and children their views concerning child participation as a right. The main tool that was used for identifying research subjects for data collection was purposive sampling. Interviews and focus group discussions constituted the main research instruments. This chapter is important to the research done by the researcher; it constitutes methods used to acquire data that will be used to analyze Child participation and involvement in the ward.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Introduction

This chapter is all about the presentation, discussion and analysis of the data that was collected from the research. Data is presented in line with the themes that emerged from the field. Major themes found were; community's' understanding of child rights and participation in Dora ward 5, cultural acceptability of child participation and involvement, child representation in CPCs, reasons for non-participation and strategies for enhancing child participation in child protection activities. The discussion and the presentation will show whether the researcher managed to achieve the objectives in relation with the study. Interviews and Focus group discussions were used to gather information and as such the results from these will be used to present the data from the research.

Data Presentation and Analysis Procedures

Data analysis is a process of bringing order, structure and meaning to the data collected after a research Becker and Bryman (2004). Thematic content analysis was used to arrange data from the field. Thematic analysis is when data is presented using themes from the findings of the research. According to Atride-Stirling (2001), when analyzing data using thematic content analysis there are steps that should be noted that is; reduction or breaking of the text, exploration of the text and integration of the exploration. The researcher used mainly content analysis as a data analysis method in this study.

Content Analysis

It can be describe as a technique for making interpretations by systematically and objectively identify and group qualitative data base on given characteristics (Holsri,1968). It is also a technique systematically organizing data using objectives that has been found through interviews, questionnaires, schedules and other linguistic expressions both oral and written according to Mouton (1968). Since the information can be gathered as oral, written, recordings and

observations, the following procedures were systematically followed in data analysis procedures in this research:

1. Information was collected and made into text
2. Text data organized into categories or themes
3. Themes were analyzed and used to answer research question

Data presentations process

The data from the research study was recorded, arranged and presented in line with the objectives of the research.

Presentation findings

The communities' understanding of child rights and child participation in Dora ward5

From the community's Focus group discussions (FGDs), the understanding of child participation as a right was unknown, to them child participation was simply the needs of a child or what a child need. They lacked the knowledge that child participation and involvement are rights that all children should be able to live with freely. To them child's rights to participation and involvement is seen as an infringement of the moral and cultural fabric of the community.

In FGDs with the community leaders the researcher noted that there is much emphasis on the protection services and it is regarded as the most important component when it comes to child rights. One of the community leaders said, "food, shelter and education are the 3 basic needs children should be given by parents and even the community without compromises". They rated the provision of food, shelter and education in that order as the most important rights that would be given to children. These three were recurrent even during the interviews with individuals. During an interview with one of the Community Care Worker she explained saying, "*...it is going to take time for the elders in the village to embrace participation rights because they feel children are supposed to submit to their elders and look up to them even in decision making*". This means that the elders of the community feel it is the proper thing to do for children to look up to their elders and admire whilst they work hard for their children. She goes on to say that the Dora society believes in the dependency of children to their elders. Their elders are the decision makers and if a child is disrespectful he or she can be disowned by the family.

It came to the researcher's attention that the same point expressed by community leaders was more or less the same perception by the interviewed child welfare agency. To the agent of child welfare there was a stronger acknowledgement and emphasis on the protective rights. Child participation and involvement seems to be another right which cannot precede the protective rights. The children also indicated that they are aware of children's rights and like their elders they mentioned the right to food, shelter and education. They also mentioned the issue of protective rights but did not mention any participatory rights like the right to participate and to be heard and taken seriously or the right to privacy to mention but a few. During a FGD with the children they explained to the researcher that they liked the idea of participation and involvement in the community's activities. They went on saying that some of the individuals are no longer going to school because they are unable to pay fees and some of them because they are not doing so well so they literally have nothing else to do. One of the boys who was part of the discussion explained his story to the researcher saying, "*even if one of us boys impregnates a girl the elders and adults in the community are the ones who decide what to do with the pregnancy either they remove it or they give me the girl as my wife without asking our suggestions or if it is really mine or not...*" This means that even some issues that concern these children, the elders will sometimes make discussions for them without inquiring or have to hear their thoughts.

All groups indicated that they had child protection committee at their schools and that they had mostly obtained information on child rights from their teachers, Non-governmental organizations, the ZRP and the department of Social welfare and other governmental departments. They went on to say that even if they are taught about children rights they were never taught about the participation rights.

Cultural acceptability of child participation

During the FGDs with the community members and leaders of Dora ward 5, and one of the members a lady noted that, "*we first heard about child rights in 2005 and it was through the ZRP before the Child Welfare department came to us*". The ZRP in conjunction with other organizations that deals with children first introduced the issue of child rights in Dora, following the department of Child welfare. However the community's elders and leaders had mixed feelings about the acceptability of some of these rights. They say participatory and involvement rights are sometimes in conflict with "chinyakare" old traditions. Taking for example a child must be

submissive, respectful and must not be seen around where adults are discussing issues. A child who does that is labelled as a disrespectful child “mwana asina tsika”. This means that even when the elders are discussing issues that concern the child, a child has no say to his or her concerns.

Most responses were conservative on the concept of participatory rights. The community believed that these rights should be regulated by adults. Children should participate in certain issues and some are beyond their age and scope. A lady CCW said, “*When it comes to decision making children decisions should not override adults decisions, culturally it is not acceptable this is what they believe*”. When she was saying ‘they’ she meant the chiefs and the headmen’s and all those older community members. Culturally women and children in Dora are still a minority. There is still an element of the patriarchy which is still within the community. The children indicated that they would like to participate in development oriented decisions but believed that some decisions were better left for adults to make for them, because of their experience and better understanding of child’s needs more.

One of the community elders commented on the issue of child rights and said, “*if these children are totally given the freedom to exercise their rights both the protection and participation rights they might misuse them...*”. The old man was trying to relate the way they were brought up with their parents and the society and appreciating it, saying it gave them a better personality. He went on saying that the less interaction they have with the children the more respect they gate from them, so to him having children in the development committees and even in the CPCs was not a good option for him.

Child representation in Child Protection Committees

The interviewed community chief indicated that they had a range of development committees formed in their wards and villages to oversee various development initiatives. The community has the ward development committee and the village development committee in short the (WADCO), and (VIDCO) and all smaller development committee feed into either WADCO or VIDCO depending on the level of the jurisdiction. Several other committees within the ward or community were as follows;

- School development committee
- Basic Education Assistance Module (BEAM)

- Community selection committee
- Health Centre committee
- Water point committee
- Child Protection committee
- NGOs set committees like FACT and PLAN

Children in all FGDs brought out an interesting recurrent sentiment that they had never been invited to participate at any community meeting in their village. The community leaders even highlighted that they have never invited or included children to participate; this means children are not given the platform to meaningfully influence any decision making, Children have not been involved in Child protection committees which the perceptions of the communities are relevant committees. A respondent highlighted that it is not culturally acceptable for children to influence major decisions even if the decisions are meaningful. One participant indicated that “*hazviiti kuita gakava nemwana*” (it’s not acceptable to argue with children). This is one of their reasons why children are not included in development meetings even in CPC.

Reasons for non-participation

There were reasons mentioned during focus group discussions to why it is difficult for children to participate. The first recurring reason was that children will not be able to attend the community meetings even if they were to be involved because they will be at school. Children were said to be noisy and would disturb the serious business of development committees. They gave an example, if children were to be invited to a ward assembly it would be difficult to control them and they would eventually disrupt the flow of serious discussions.

The researcher categorized the children in three groups for the community to explain the problems they are likely to face with each group and why it is difficult to involve children. The researcher did this to avoid generalization of reasons. The first groups were the 0-10 years. These were ruled out because they were labelled infants and that they were not capable of making fruitful decisions yet in development planning. The second group contained the 10-16 years, these were usually busy at school and committees would usually meet during school hours so they were automatically excluded. The third group 16-18 years, the community believed that such children are highly mobile and unstable. They went on saying that in their community this is the stage

when some boys and girls go out to look for jobs in urban areas.

One of the key informants in the research reported that, *“children are represented and only participate in child protection committees through members of such development committees”*. This means that children are not allowed to attend community meetings or the Child Protection Committee. The disadvantage of these representatives is that they do not have time to sit and discuss issues with the children. *“We work with what we see with our eyes or through gossips within the community”* said one of the CCWs. The reason being that since children are not involved and there is less interaction with the adults they tend to resist sharing their issues for example those children raped or are being bullied. These cases many a times will be noticed later thus the delay in reporting of cases. Children on their own can take time to notice these kinds of scenarios unlike the adults. They really do not know what the children need and the help they need coming straight from the children themselves. Only a few can express their inner feeling to people like the case care workers.

During an interview with a Case care worker she mentioned that, *“the other reason why there might be a bit of community resistance from the elders to embrace participation rights is because there are other situations which are in need of attention like the increase rising of child marriages and the malfunctioning of BEAM that has led to the increase in number of school dropouts”*. NGOs that deals with children in the community together with the department of Child Welfare are assisting and still figuring out how to stop these from happening, as inquired by the researcher from Child line and Ministry of Primary and tertiary education and Child welfare department.

Strategies for enhancing child participation in child protection activities.

Child participation awareness and training

There is need to partake in awareness campaigns particularly on participation and involvement rights which are crucial in the meaningful realization of child rights. Child welfare program managers and staff may also need a detailed training to ensure that the concept is well understood making it easier to spread the gospel into communities since they are the ones together with NGOs to teach societies about children’s rights.

Mainstreaming of child participation and involvement

Child participation and involvement should be mainstreamed in all child related development

initiaves. Models used in gender ,HIV/AIDS and disability mainstreaming could provide insight into the effective mainstreaming of child participation by organizations and development partners in Mutare district, at all levels of the development agenda that is in project identification ,planning, implementation monitoring and evaluation as well at policy levels. During an interview with a case care worker she explained that, “the reason why it is taking long to adopt the participation rights it is because when the community hear it from an ordinary individual they tend to ignore”, she went on saying, “ *it is wiser to invite people from different organizations to do workshops with the leaders and community members it tend to be serious when hearing it from a community care worker living in the different community*” . What this lady was trying to say is that they are facing difficulties in teaching the people in her society as a Child Care Worker after being trained by the Child welfare or any other organization that deals with children because everyone is used to her. The solution to this is to invite facilitators who are well known for their achievements or even those who are knew, they tend to draw attention and besides workshops books should be printed, pamphlets and even charts should be made as a way of awareness.

Research findings

The general views of the community are that children only need the protection of adults and are not able to meaningfully make decisions in regards to their own welfare. Children have been eliminated from development participation to confined based child protection committees that are not recognized. The integration of the child led child protection committees is not very pronounced. The emphasis on child protective rights has significantly overshadowed their participatory rights as equal citizens in their communities. The emphasis on the provision and protection rights is significantly evident in the nature of programs implemented by most Non-governmental organizations in Mutare district. No organization has specifically initiated or funded projects to promote child participation. This may suggest that there is need for a shift in child rights advocacy to also emphasize children’s participatory rights enshrined in the article 12 of the UNCRC. Child participation is not regarded as a right itself in the rural community since child rights to participation are viewed as an infringement of the moral and cultural fabric of the communities. The community believes that there is a boundary in relationship between children and adults where the children are the beneficiaries of programs, cases of charity as opposed to rights holders and defenders.

Contributions of NGOs towards child participation

From the research done NGOs have helped a lot in the community, they have done workshops with community care workers and have donated and offered to help some of the vulnerable children in the community. Looking at promoting child participation there has been a little emphasis pertaining to that. NGOs like FACT, Child line, Save the children organizations which deal with children have not started to share and teach the community about child participation and involvement. The researcher had an interview with a community care worker and she noted that, *“there has not been any teaching from the meetings and workshops we have done with these NGOs pertaining participation rights”*. This is the reason why NGOs are known of doing half-baked projects. A representative from Child line Zimbabwe said, *“we had a workshop with CCWs in Mutare rural and we just highlighted the issue of child participation rights and we are planning some more workshops to teach the communities about these rights...”*. These participation rights took time for them to be known by communities like Dora since organizations which deals with children have not fully partake in doing awareness campaigns.

It is true that they are doing a great job by creating and funding projects, taking care of orphans and vulnerable children but it is also important for them to teach the same children about their rights not only the protective rights but also the participatory rights. It is important for these organizations to explain fully the advantages of these participation rights and how they work. This is because sometimes communities fail to accept these teachings because they wouldn't have understood the need to implement these rights.

Summary

The findings clearly show that there is still limited participation and involvement of children in Dora ward 5. There is over-emphasis on provision and protection rights which has undermined the importance of participatory. The child welfare agencies still emphasize on the needs based approaches of child welfare programming which has reinforced the exclusion of children from child protection issues. Communities are in the process of adopting these CPCs and with a lot of workshops from organizations which deals with children they will adopt and embrace these participatory rights just like what they did to the protective rights.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to highlight on main issues in the study that was undertaken by the researcher. The chapter will give a summary of the study mainly looking at the main background issues, objectives, justification, methodology and findings of the study. The chapter will further give conclusions and give recommendations and possible working strategies for enhancing child participation in Child Protection structures in Dora ward 5 of Mutare District and hopefully the wider extension within Zimbabwe and abroad. The conclusions and recommendations are mainly based on the findings of this study.

Summary

The research was focusing on Child participation and involvement in Child Protection Committee in Mutare rural district ward 5 Dora. The first chapter gave an in depth of the background, statement of the problem, objectives and the research limitations. The second chapter gave the comprehensive literature concerning the participation and involvement of children in CPC and participation as a right. Qualitative research was used to gather information in the study. Research instrument used were interviews and focus group discussions. Purposive and Convenience sampling were used to gather data from the community. From both the community's focus group discussions and interviews done by the researcher during her research the understanding of child participation is listening to what children want. The interviewed members of the community simply interpreted child participation as inquiring from the children on their needs. The community had more understanding and knowledge of child rights in the protection sense. The explanations that were given by the community members were more or less the same with those given by child welfare agencies during the interviews. They both emphasized on protective and participation seemed to be another right which cannot precede protective rights.

With the interviews and focus group discussions done the level of understanding of participation in Child Protection Committee of children in Dora ward 5 is still little or can safely say they have no idea that they should be part of the committee. To them it is the duty of their elders to represent them in such committee. The community's culture is also a contributory factor to the participation of children in the community and in the committee. It is against the community's culture for children to be involved in decision making and be seen around adult meetings or gatherings. Only adults make up the Child Protection Committee, and there is a total discrimination of children in such forums.

Conclusion

The researcher can safely conclude that participation and involvement as rights are still new to the community. Child participation and involvement can be attained within the ward if the community accepts to be involved. From the research done children in the ward are prepared to embrace these participation rights. The research instruments used by the researcher were able to gather information that was used to analyze if children are being involved in CPC and also exercising their participation rights. There is need of workshops and awareness campaigns to be done for the community to gain understanding and the importance of participation rights to children, with the help of NGOs that deal with children together with the Child Welfare department. Children need to learn that the rights of citizenship come with responsibilities and one can only learn to be responsible when granted the opportunity to participate in productive activities with some community members including those older and more experienced.

Recommendations

- Community members and leaders should engage in child participation awareness training with organizations which deal with children with the help of the Ministry of Labor and Social Services, the department of Child Welfare to be particular. This will help in the understanding of the importance of child participation and involvement.
- Child Welfare agencies should engage in detailed trainings which emphasize more on participatory rights. This is important for them to stay updated since they are the ones who have the duty to train communities together with NGOs which deal with children.
- Child participation should be considered as one of the special rights just like other children's rights. Community acceptance is important.

- Children should be involved in Child Protection Committee since these committees are created to focus on children there should be child representatives in the committee. At national level for example three children are selected from each province to represent children at the Working party officials (UNC article 12).
- Children are supposed to be trained (consider age group), so that their participation will be meaningful.
- Community should recruit committed and skilled staff that believes in child participation of children and young people.
- Interactions between children and adults so that children will feel free to discuss their thoughts and views with them.

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Appendix A: INTERVIEW GUIDE FOR PARTICIPANTS

The researcher named Tsitsi Tapera is pursuing a Degree in Development Studies at Midlands State University and currently carrying out a study on Child Participation and Involvement in Child Protection Committees in Mutare rural district. The information you will provide will be strictly and be used for academic purposes only. Respondents are not required to write down their names.

1. What do you understand by the term child rights?
2. In your own view what could be the 5 priority child rights in child protection in Dora?
3. Do you know of any child protection structures in Dora?

If yes,

- a. What child protection structures are there in Dora ward?
- b. What are the roles of these structures?

4. Do children have any role in these structures?

If no,

- a. What are the reasons for non-participation?

If yes,

- a. What is the role of children in the structures of child protection processes within Dora ward?

5. In your own view is the participation of children a right?
6. Can children meaningfully participate in child protection structures and processes?

If yes,

- a. How can children meaningfully participate in child protection?
- b. How has the Dora community effectively enhanced child participation in child protection committees?
- c. What are the strengths and weaknesses of these strategies employed by the community to enhance child participation?

If no,

- a. What limits children from meaningfully participating in child protection structures and processes?
5. What are the strengths and weaknesses in strategies used to enable child participation in the child protection committees in Dora?