

**THE EFFECTIVENESS OF CHILD PARTICIPATION IN CHILD CENTRED NON
GOVERNMENTAL ORGANIZATIONS IN ZAMBIA: THE CASE OF WORLD VISION
ZAMBIA'S CHOONGO AND MAGOYE CLUSTER AREA PROGRAMS**

BY

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LUSAKA

DECLARATION

I, **Mulemba Future Ndonji**, do declare that this work is my own, and to the best of my knowledge, this work has not been previously presented to this or any other University. Other people’s work used in this report have been acknowledged.

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CERTIFICATE OF APPROVAL

This report of Mulemba Ndonji is approved as partial fulfilment of the requirements for the award of Master of Communication for Development by the University of Zambia.

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DEDICATION

This work is dedicated to:

1. My nieces: Likonge Nana Solochi, Luyando Singundu, Hope Mahongo Ndonji, Wendy Chiyena Ndumba, Christine Muhimbi Lambe and Kupa Agnes Ndonji.
2. To every other child that makes my work worthwhile: I pray that you find your voice and use it wisely

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CHAPTER ONE

1.1 Introduction

This report evaluates effective child participation in child centred Non-Governmental Organizations in Zambia; The case of World Vision Zambia's Choongo and Magoye Cluster Area Programs (AP). This chapter provides a background of the study wherein the general information about Zambia is provided. The chapter also highlights the key elements of the study in the context of the Zambian situation. Further, it discusses the study site which is World Vision Zambia and more specifically the operations of Choongo and Magoye Area Programme. Consequently, the statement of the problem, research objectives and the significance of the study are provided. It then concludes with the theoretical and conceptual frameworks as well as ethical considerations.

1.2. Background of the study

Children are the building blocks of every nation and their wellbeing determines their contribution to a country's and to the global economy as adults. Damage suffered in childhood usually restricts their human capacities and life opportunities (UNICEF, 2003:1). It is out of the need for a holistic approach to sustainable child development that the United Nation's Convention on the Rights of the Child (CRC) was formed and ratified by most of its member nations (<https://www.unicef.org/specialsessions/rights>). Zambia signed and ratified the Convention on the Rights of the Child (CRC) in 1991 (Children's Coalition, 2012). The CRC recognizes that children are not only entitled to human rights, but the pursuit and progressive realization of human rights should be guided by the best interest of the child (UNICEF, 2003:5). The CRC also stresses the need for children's views to be respected. This child centeredness approach to development is the starting point to breaking the chains that have bound developing countries in poverty. The approach is based on the underpinnings of participatory communication models which were developed as a way of engaging the people for whom development projects were for.

The concept of child participation in development interventions is part of the current 'agency paradigm' stressing that people are actors or agents constructing their own world (IREWOC et al, 2005:9). Child participatory communication, therefore, is a process in which children are engaged in decision making of development issues that are of their benefits as well as their communities. The African Union's Charter on the African child is a replication of the CRC but mindful of the

cultural aspects that exists in African countries. Participatory communication for children is core to the charter in articles four and seven which state that ‘If children can voice their opinions, then those opinions should be heard and taken into consideration during legal and administrative proceeding’ and ‘Every child who is capable of communicating his or her own views should be allowed to express his or her opinions freely’ (African Union, 1999).

Governments are responsible for ensuring that all children realise their rights, including the right to: education, health care, protection and participation. According to the *Zambian Children’s Coalition* (2012:6), Adults are usually not comfortable with the notion of children’s participation, they see children as objects for support rather than as subjects with their own capacity to actively participate, believing that they should neither participate nor have opportunities to express their views. Children’s participation is also tied up with larger issues of governance e.g. lack of representation on councils or policy-making bodies (ibid: 6).

1.3. Zambia Overview

1.3.1. Population

Zambia is a land locked country that shares borders with eight countries (Zimbabwe, Botswana, Namibia, Angola, Democratic Republic of Congo, Tanzania, Malawi and Mozambique). The population of Zambia is estimated to be 15.9 million as of 2016 characterized by a young population with 45.4 % of persons aged below 15 years and 36.7 % aged between 15 and 35 years (Ministry of National planning, 2017). The life expectancy according to the 2010 census is 51.2 years with males having life expectancy of 49 years and females at 53 years. The percentage of people living below the poverty line is estimated to be at 54% with rural areas representing 76.6% of the data.

1.3.2. Administration

Zambia gained independence from Britain on the 24th October, 1964. It has experience three major phases of governance, the multi-party system from 1964 to 1972, one party system from 1972 to 1991 and multiparty system again since 1991. The country is divided into ten (10) provinces namely; Central, Copperbelt, Eastern, Luapula, Lusaka, Muchinga, Northern, North Western, Southern and Western provinces. The provinces are further divided into a total of 105 districts. Lusaka is the capital city of Zambia and seat of the government. The government has a central wing (The executive, judiciary, and legislature) and the Local government.

1.3.3. Natural Resources

Zambia is situated on the great plateau of Central Africa. Its vegetation is mainly made up of Savannah woodlands and grassland. It has a tropical climate with three distinct seasons, the cool and dry season, the cool and hot season and the rain season. It has five main rivers namely; Zambezi, Kafue, Luangwa, Luapula and Chambeshi rivers. Other interesting features include the Victoria Falls, one of the Seven Wonders of the World. Zambia also has some of nature's best wildlife and game reserves. Furthermore, it is endowed with various minerals and precious stones such as copper, emeralds, zinc, lead and cobalt.

1.4. The state of children in Zambia

1.4.1. Health

According to the Central Statistics Office (2016), maternal mortality is 398 per every 100,000, Infant mortality is 45 per 1000 while Under-five mortality 75 per 1000. Malnutrition statistics are represented by 40%, 6% and 15% for stunting, wasting and underweight respectively. Among the three forms of malnutrition manifestation stunting has a bearing on cognitive development, physical work capacity and health status in adulthood.

1.4.2. Education

The net enrolment rate is 89.6% at primary level and 30.5% at secondary level while the completion rate for grade 7, 9 and 12 is at 85.5%, 57.3% and 30.8%. Transition rate on the other hand is 68% for grade 7 and 50% at grade 9 (CSO, 2016). These figures are a translation of socio-economic environments that the children grow up in. A parent with no or only primary education is seven times more likely to live in poverty than someone with at least tertiary education (Carvalho and Nsemukila, 2013). Most probably, the children born in these families are without high expectations for their future and will be likely to be involved in non-paid agricultural work to help their families, work in low paid jobs in the informal sector or just stay at home. Between boys and girls, the transition rate for boys is higher as girls are more likely to leave school earlier because of early marriage and/or early and unplanned pregnancy. The MoGE further states that poor children studying at rural schools have the worst scores in country which could be owed to having no electricity and running water.

1.4.3. Child protection and participation

Children need to play and participate in extra-curricular activities in school, at home and in the community to develop skills, build self-esteem and have a positive outlook on life (Ministry of Sports, Youth and child development, 2015). However, the Zambian scenario reveals that most Zambian children do not participate in recreation facilities due to inadequate child friendly spaces such as sports facilities and clubs where their mental and physical wellbeing can be fostered.

Child protection refers to the prevention and response to intentional or unintentional harm done to children (Ibid, 2015). In Zambia, exploitation and child rights abuse is particularly rampant in children living with disabilities and special needs, children in alternative care, children in the justice system, children living on the streets and migrants, unaccompanied and separated children. The major forms of abuse occur in the form of violence, child labour, child marriage and substance abuse.

1.5. World Vision Zambia (WVZ)

1.5.1. Background of World Vision Zambia

World Vision Zambia is part of the World Vision International brand which is a partnership of Christians whose mission is to follow Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice and bear witness to the good news of the Kingdom of God. In Zambia, the organization aspires for all children to be healthy, educated and have a strong character.

WVZ has been operating in Zambia since 1981 and has since recorded significant growth and impact in its development initiatives. The organization started with three small community development projects in Mkushi. In 1995, WVZ started implementing the Area Development Program (ADP) approach which involved detailed planning and documentation, larger geographical area coverage, availability of significant amounts of financial resources, longer project life spans, and the recruitment of qualified staff. The ADP approach was changed to Area Program (AP) Approach in Fiscal year 2017 which started in October 2016. The AP approach takes on a concentrated effort approach that stresses community participatory approach in mobilising resources.

WVZ has developed an innovative approach that integrates water and sanitation, nutrition, maternal and child health interventions, disease prevention and control initiatives to achieve sustainable improvements in the well-being of children. The AP approach has four strategic objectives within which the organization is operating, and these are;

- Improved literacy for children through equity and quality education;
- Improved health status for mothers and children under five;
- Improved household resilience and livelihood and;
- Improved child protection and spiritual nurture.

1.5.2. World Vision Zambia's Partners

To deliver services efficiently and effectively, WVZ has partnered with community leaders, churches, corporate business houses and aid agencies. The primary partners of the organization are the vulnerable communities themselves. These communities work with world vision and take responsibility for directing the outcome. WVZ also works with CBOs and NGOs who share their vision.

The church is also a key partner since the organization works on the premise of Christian values. The organization works with the Christian committees and inter church groups in working with the poor and vulnerable. WVZ also complements national development objectives of the Zambian government. The organization builds relationships at the grass roots level with the local groups to implement initiatives that help achieve national objectives. WVZ has firm policies to safeguard its independence and impartiality in providing aid and assistance. Lastly, WVZ partners with donors for meaningful and purposeful engagement

1.6. Choongo and Magoye Area Programs

Choongo and Magoye APs started operating in October 2006 with the support of World Vision Korea. The former covers the chiefdom of Choongo in Monze District while the later covers Mwanachingwala Chiefdom and part of Hanjalika Chiefdom. From the Programs time of inception till September 2016, they were operating as ADPs. However, from October 2016 to date, the APs are operating within the four strategic objectives.

The cluster is implementing six projects that are embedded within the organization's objectives. These are Church, Community Engagement and Sponsorship Plan (CCESP); Sustainable Enterprise and Economic Development (SEED); Water Sanitation and Hygiene (WASH); Zambia Reading for Education and Development (ZREAD); Zambia Education Every Last One (ZEELO), Every Last One-Maternal, Neonatal and Child Health (ELO-MNCH) and Realigning Agriculture, Wash and Nutrition (RAGWA-NUT).

1.6.1. CCESP

This project is premised on the child protection in the four-fold strategic plan. It aims at advancing faith in development, child protection and sponsorship. In achieving its objectives, it seeks to build on the partnerships that exist in the community. Faith in development is done through local faith partners, faith leaders, faith institutions and scripture union in schools. Child protection is carried out by strengthening community based child protection systems, promoting birth registration, partnering with formal and informal actors for improved child protection and enhanced local and national level advocacy for child protection. The sponsorship component of the CCESP project aims at enhancing child participation and voice, community capacity to monitor child wellbeing, children's celebration and events as well as digital imaging.

1.6.2. SEED

The SEED project seeks to improve the resilience of household by enabling parents and caregivers to provide well for their children through encouraging enterprise development. Households are assisted to begin generating their own incomes and enable them to be entrepreneurs with improved access to financial services, profitability and sustainable markets.

1.6.3. ZREAD

This project focuses on improving functional literacy among children from grades one to four by supporting provision of reading materials, training teachers in reading skills, and facilitating the provision of a conducive environment. The project works at household, community and school levels. At household level parents are encouraged to foster reading skills in their children and/or take interest in the child's learning material. At community levels, the creation of reading camps

is encouraged. At the school level, the project ensures that a conducive learning environment is maintained as well as creation of reading materials is fostered.

1.6.4. ZEELO

The project whose goal is that adolescent and youth girls are equipped for economic opportunities is grant sponsored by USAID and is implemented in 12 schools of Magoye AP. ZERO aims at improving wellbeing, improving safety and access of tertiary education by 2019. The project is being implemented in such a way that the adolescents are ready for entrepreneurship, for citizenship, for employment and understand themselves.

1.6.5. RAGWA-NUT AND ELO-MNCH

These projects' goals are to reduce under nutrition among pregnant women, lactating mothers, and children under the age of five. The RAGWA-NUT which is funded by the European Union operates in Monze district while the USAID funded ELO-MNCH is implemented in Mazabuka. The RAGWA-NUT project further seeks to align agriculture and WASH activities with nutrition; it also a wing that deals with school going adolescents through school's production unit. The two projects' major interests are children especially under the age of two. For children under two, the models being used is SMAGs and the use of positive deviance health to rehabilitate underweight children and also prevent future malnutrition. These interventions are done through inculcating positive care practices, feeding practices, hygiene practices and health seeking behaviours.

1.6.6. WASH

This project underpins all the other projects because without adequate water and sanitation children cannot attend school, health outcomes are compromised, livelihoods are threatened and children are often vulnerable while drawing water. The project therefore exists for strengthening other focus areas to achieve their goals. The project addresses water and sanitation needs of the children, their families and the community as a whole. Additionally, information on good hygiene practices are disseminated through structures such as schools that the projects implements its activities.

1.7. Statement of the problem

Zambia has sought to increase the participation of children in the development process since ratifying the UN convention in 1991 and the AU charter in 2008. The government has relentlessly worked with non-governmental organizations (NGOs) towards realizing the targets set by international and regional agreements. What is implied by the Conventions and their philosophy is the respect for the dignity of children that adults need to learn to work more closely in collaboration with children to help them articulate their lives, to develop strategies for change and exercise their rights (Lansdown, 2001:1).

This has necessitated the formulation of the National Child Policy within which all children related activities should conform. The mandate of child-centeredness in community development is premised on developing the community, focusing on the child, developing interventions or initiatives of the community focusing on the rights of the child and/or conscious efforts to ensure children's access and use of projects, consulting children on the best options for their services and working with adults to make decisions on child services (IREWOC, 2005:20).

Despite having the protocols and the national policy to serve as a guideline to the survival, development, protection and participation of children, Zambia still is gripped with low levels of holistic child development. This report therefore examines beneficial and sustainable platforms that enhance child participation in Zambia with a view of narrowing the gap between policy and practice.

1.8. Purpose of the study

The purpose of the study was to evaluate the effectiveness of child participation in child centred development NGOs in Zambia. The case of World Vision Zambia's Choongo and Magoye cluster Area Programs.

1.9. Study objectives

1.9.1. General objective

- To assess effective child participation in child centred development NGOs in Zambia.

1.9.2. Specific Objectives

- To examine the different platforms used for child participation.

- Explore the benefits of the existing child participation platforms.
- To examine the sustainability of the approaches employed by the organization.

1.10. Research questions

- What platforms exist that NGOs use for child participation?
- What are the benefits of child participation in the NGOs and the communities they serve?
- What are the challenges that exist in engaging children and how can they be overcome?
- How is the NGO engaging its stakeholders to ensure that the platforms are sustainable?

1.11. Significance of the study

The study is significant to the body of knowledge on child participatory communication in child centred NGOs in Zambia. It provides information on what platforms are better used by learning from best practices as well as highlight the gaps that exist in implementing development projects that are child centred. The study further gives recommendations for effective programming and can potentially stimulate further research.

1.12. Theoretical/Conceptual framework

1.12.1. Theoretical Framework

In research, theories act as a guideline in explaining, predicting and controlling phenomena. This study adopted the participatory theory prominently developed by Paulo Freire in his work which empowered landless peasants to formulate their own demands for a better life and to liberate themselves from oppressive conditions. This theory states that stakeholders get involved in the development process and determine the outcome, rather than imposing a pre-established outcome (Tuftte and Mefalopulus, 2009: 2). Participatory communication according to Freire is a fivefold paradigm involving communication, problem posing, a cycle of reflection (Praxis), conscientization and the five values of love, humility, hope, faith and critical thinking (Cardiz,2005).

In the context of this report, the ‘oppressed’ are the children and the oppressors are the adults and situations in their communities. Child participation in this scenario is a tool that is used for dialogue in platforms that exist in communities. In order for children to be better adults than their

predecessors, they must get rid of the fear they have of adults because adults have the potential to prescribe a way of living for them which may not always be in their best interest. Within the platforms created, information should be shared with them and their care takers so that they are able to provide solutions to the challenges they face in achieving their potential. Freire (2005) states that people must critically recognize the cause of oppression so that through transformation action, a new situation is created, one which makes possible the pursuit of fuller humanity. This therefore implies that there is conscientization-a process achieved by reflection and action (Cadiz, 2005).

Participatory communication in addition to dialogue with people about their actions further stresses that the 'oppressed' must be their own example in the struggle for their redemption. Key to this process of full awareness of oneself is their capabilities; the development facilitator plays the role of an ally. Freire (2005) states that solidarity with the oppressed means fighting at their side to transform the objective reality which has made them vulnerable to their oppressors. Hart (1992) argues that since children are dependents of their parents or guardian, their freedom of expression and participation may often be contrary to the childrearing attitudes more especially for low income families because they themselves have had no voice and see authoritarian childbearing as the best approach for their children's success. Therefore, in implementing the concepts of participatory communication, parents should be viewed as playing the role of oppressor and oppressed.

The journey to humanization for the oppressed must be done in complete love, humility, hope faith and critical thinking. Love forms the basis for dialogue and in itself also dialogue, it is an act of courage, not of fear, love is commitment to others (Freire, 2005). This concept is vital for the facilitator, the child and his/her parents. Humility accounts for the smooth running of dialogue since it ensures learning and tasking without arrogance. Intense faith in human kind entails there is belief in the people's ability to create and transform. It is harboured on the conviction that even when thwarted in concrete situations, humans can be reborn in the struggle for liberation which gives zest to life.

Mutual trust is built on love, humility and faith. To say one thing and do another cannot inspire trust (Ibid). It means sticking to the agreed terms for all parties involved, that is, the organization and its stakeholders. Hope is the ability to expect results from dialogue. If the dialoguers expect

nothing to come of their efforts, their encounter will be empty and sterile, bureaucratic and tedious (Op cit. 92). Finally, dialogue is complete by critical thinking which is thinking that discerns an indivisible solidarity between the world and the people, which perceives reality as a process, a transformation, thinking which does not separate itself from action without fear. The values, therefore, are necessary throughout the entire process of effective transformative development. Necessary not only for the facilitator but also the people for whom the development is meant.

In achieving development, numerous models have been formulated to study participatory communication in different sectors and at different levels of the project cycle. Key to this study were the four of the five pillars to a pathway for child participatory communication model developed by Harry shier (2001:111) which are:

1. Children are listened to
2. Children are supported in expressing their view
3. Children's views are taken into account
4. Children are involved in decision processes

1.12.2. Conceptual Framework

The conceptual framework summarizes the current published research, taking into consideration current theories, findings and contexts for research questions.

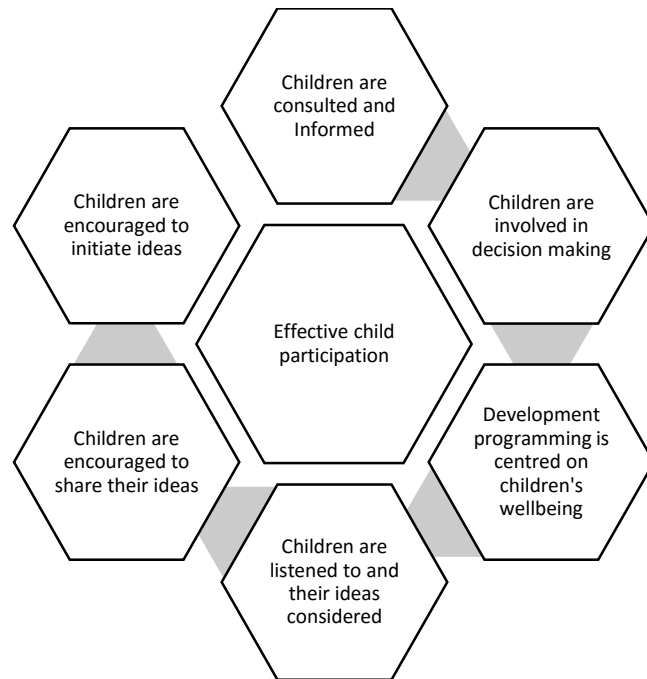


Figure 1: Adopted and modified form of Phil Treseder (1997) model of degrees of participation.

1.13. Operational Definitions

1. Children

According to the CRC, a child is any persons up to the age of 18 (Hart, 1992). The definition will be the applicable in the report because the world vision system recognises a child according to the CRC standard.

2. Community

A community can be described as a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings (McQuail et al, 2001).

3. Youth

The definition of youth varies from place to place, however this report will be inclined to the definition in the National Youth policy (Ministry of Youth and sport, 2015) which states that a youth is a person between 15 to 35 years.

4. Child rights

The basic human rights that children need to enjoy for their wellbeing and development. These include the right to quality education; quality health care; protection from abuse and neglect and equitable treatment without discrimination in such matters as participation in decision making that affect the child (Ministry of Sport and child development, 2017).

5. Sustainability

This is the notion by which programming emphasizes on partnerships, networking, institutional and civil society strengthening to ensure continued implementation and impact after the project cycle ends (Asker and Gero, 2011).

6. Child friendly Spaces

These are spaces that are created with the purpose of making children comfortable where information is shared with children in good time, in a child format and in a language they understand (Save the Children, 2003).

7. Child Participation

It is a notion in which children should be taught to realize their voice, work together and take practical action using their knowledge and understanding of citizenship to contribute to a better society (Kimberlee and Coles, 2011). Participation for those below the school going age entails their involvement in good health and nutrition which has the potential to promote longevity, lower social costs and lead to a better quality of life (Kalucki and Lemish, 2011)

8. Effectiveness

In a child centered approach, this is made evident by having strong links between child involvement in development activities and the benefits of tailoring programs to their strategic needs (Asker and Gero, 2012)

9. Empowerment

This entails a process in which development projects provide access to information for its beneficiaries, puts beneficiaries and local people in control, builds local people's capabilities in communication, emphasises on small and appropriate media, learns with partners, works as a collective, capitalizes and builds on felt needs, gives the beneficiaries and local people hands on experience and ensuring that resources are shared (Cadiz, 2005).

10. Children are consulted and informed

This is a situation whereby children understand the processes of a project run and designed by adults and their opinions are considered (Hart, 1992). This process aims at giving children a sense of ownership over some aspects of the programme while still under adult supervision.

11. Children Involved in Decision making

The concept of children's involvement in decision making implies power sharing with adults and responsibility in making decisions (Shier, 2001). However, it is noted that children should not be forced to take on any responsibility if it is inappropriate for their level of development and understanding.

1.14. Scope of the study

The report is written within the context of development communication because it sought to understand and analyse the effective child participation in child centred NGOs. Development communication refers to the planned use of strategies and processes of communication aimed at achieving development (Srampickal, 2006:3). The report focuses on utilizing Uphoff (1986)'s four thematic areas of participatory communication which are: Participation in implementation; Participation in evaluation; Participation in benefit; and Participation in decision-making.

1.15. Ethical Considerations

There was prior obtained consent from all child and adult participants. Further, anonymity and confidentiality were applied by ensuring that all respondents' identities are by no means disclosed.

1.16. Conclusion

This chapter introduced the subject of child participation providing a background of the study and the sites under study as well as defining key concepts that are prominent throughout the report. The subsequent chapters include literature review of studies and reports pertaining to the study subject; the methodologies employed in collecting data for the report; the findings and; a discussion of the findings as well as recommendations.

2.0. CHAPTER TWO: LITERATURE REVIEW

This chapter reviews literature related to child participation, participatory communication, and community development. The review highlights key practices and findings related to the aforementioned in relation to the set objectives of the report.

2.1. Evolution of Child Participation

According to Tufte and Mefalopulos, (2009) child participation is deeply embedded in the concepts of development communication's participatory models. Participatory communication was born out of the need to know who voiced out the concerns of the poorest and marginalized populations and the need for their participation in decision making as well as in policy development. From the 1970's onwards, scholars such as Paulo Freire, and Robert Chambers and practitioners such as the UN's implementing body's questions about the manner in which development projects were administered gave rise to change in the way the marginalized were viewed.

Morris (2001) stresses that development communication is not a vertical process of information transmission from the knowledgeable to the less knowledgeable but rather a horizontal process of information exchange and interaction whose aim is to empower people to have greater control over decisions that affect them. It is, in this view, that practitioners and researchers have since been working towards establishing a code of conduct for meaningful child participation, by recognising the need to nurture the strengths, interests, and abilities of young people in order that they take charge of decisions that affect them.

Jans, (2004) argues that childhood presents itself as an ambivalent social phenomenon whereby on one hand children are seen as autonomous individuals and on the other hand as objects of protection. Barlet (1999), in the same vein states that increasingly, children are being recognized as being capable of representing their own interests and having a real contribution to make to community processes. However, for most developing countries like Zambia, children's participation is still low. The ratification of international instruments and the localization of the same reveal a commitment to ensure that more children participate, not passively but actively.

Save the children (2003), states that in the CRC children's participation rights are set out in articles 12,13,14,15 and 17. These cover:

- The right to express views freely in all matters affecting him or her (with those views given due weight in accordance with the child's age and maturity)
- The right to freedom of expression
- The right to freedom of thought, conscience and religion
- The right of freedom of association
- The right to information

2.2. Platforms for Child participatory Communication

A consultative participatory workshop held in 2005 organized by International Cooperation in Partnership with International Research On Working Children (IREWOC et al, 2005: 11), Plan Netherlands and Save the Children Netherlands determined that child participation is essential for a successful community development process. The objective was 'To contribute to enhanced conceptual understanding of child centred community development and child participation in relation to child centred Programmes for children in crisis, and to the formation of guiding principles and measuring, monitoring and learning tools for child centred development Programmes for children in crisis.' Through participatory learning and action, the knowledge and experience of the participants were at the centre of the workshop.

The report highlights that for effective child participation (CP) entails having CP committees and platforms for facilitation, building on existing structures, building relations, networking, involving relevant stakeholders, Resource sharing , Human resource consolidation: providing information to adults, training on CP, confidence building between adults and youth, Advocacy for CP with governmental, institutions and other duty barriers and non-discrimination of public services such as education and health.

A study conducted by Fernades (2006) titled 'evaluating children's participation in decision making: A case study of a child helpline in India' concluded helplines with higher levels of participation were reaching out to more marginalized groups of children and were more credible amongst children. The research further revealed when asked about suggestions for better services,

children from different groupings had different suggestions which the researcher premised on differences on childhood contexts. The research argues that for children's voices to be heard, even when institutional arrangements such as helpline create a notional space for it, requires a change in the way children are seen.

And Cornwall (2008: 275) argues that opening spaces for dialogue through invitation though necessary, is by no means enough to ensure effective participation. Effective participation depends on how people take up and make use of what is on offer, as well as on supportive processes that can help build capacity, nurture voice and enable people to empower themselves.

Tanner and Haynes (2009), in their research of children as agents of change for disaster risk reduction: Lessons from El Salvador and the Philippines reveal that there are a number of official and unofficial pathways for children and youth groups to communicate their views about the disaster risks they face and how they would like these risks to be reduced. These pathways include taking informally to their families, their friends and their teachers; more formal classroom discussions and through the student's seat on the Parents, Teachers and Community Associations; through official representation at youth forums and councils; theatre productions and art exhibitions. The child and youth respondents also noted the transition of children to youth leader and in turn to becoming influential members of the community as an important role for them to impact on policy.

The role of children as agents of change in their communities cannot be over emphasised. A study carried by Breese et al (2014) on exploring the potential of school going children as change agents in the context of school WASH in rural Zambia shows that there is strong evidence to support school children's ability to change their families' WASH knowledge and practice in the context of school based WASH intervention. Tanner and Haynes (2009) further state this role is relevant to poor and marginalised communities where children may be more exposed to education, have higher levels of literacy and more opportunities to engage than their parents.

Based on the literature reviewed in this section, this report explores the platforms available that are being used and can be potentially used for child participation in the organization's sites under study; It explains the cultural and social contexts in the sites under study that influence the platforms that favour the participation of children; It measures effectiveness based on how the existing platforms existing in the communities and those provided by the NGOs are utilized for capacity building and empowerment of children as well as how children's voices are nurtured and; explores the extent to which children can be used in their communities as agents of change.

2.3. Benefits of child participation

A review of Femina HIP (Health Information Project) a Tanzanian NGO in Mefalopulos and Tufte (2008)'s Practical guide for participatory communication indicates that multi-national media initiatives are grounded in participatory communication. The objectives of this approach are aimed towards:

- (i) Young people enjoying in their own communities their right to access information and services leading to healthy lifestyles, and to be empowered to make positive, informed choices on sexuality in order to reduce the negative impact of HIV and AIDS
- (ii) Communities exercising their right to express themselves participate in public debate and engage in civil society.

An evaluation of Femina HIP's interventions revealed that there has been improved access to information for a very large number of Tanzania Youth and communities; there has been a change in social norms, growth of Femina clubs as well as ownership of problems aired and collective self-efficacy.

O'Kane (2013) outlines the benefits of child participation as (i) contributing to personal development, (ii) it offers children the opportunity to contribute to positive change in their communities, (iii) it can lead to increased empowerment and motivation (iv) it protects children because when they have greater awareness of their rights, they are more likely to voice their concerns, (v) it promotes children's capacities for civic engagement, tolerance, respect for others and the inclusion of marginalized children, and (vi) It can help children receive better targeted and more relevant services.

In a report submitted to UPR of the UNHRC by the Zambian children's coalition (2012) it is noted that in Zambia, traditional and cultural beliefs that children are of secondary status have infringed on child participation by silencing their voices. The report further states that these perceptions have permeated legal and political systems, as well as community and familial structures. For Sanders and Mace (2006), participation implies that children and young people can be actively involved in the decision-making process with the support and guidance of adults. Through being involved in the process of participation, children gain skills and confidence and become competent. The report, therefore, investigates the benefits that have accrued to the children and their communities due to their participation in the program activities.

2.4. Hindrances to Child participation

In as much as their benefits to participation, there are factors that are a hindrance to achieving the benefits. The hindrances are at three levels; the home, the community and in organizational structures and/or governance. At the household and community levels, Checkoway and Richards-Schuster (2003) observe that socio-economic factors and levels of education are very influential predictors noting that adults often perpetuate the inequalities in child participation by involving those who are already involved or who hold key positions in the community. The implication is that the same select few children will be involved in all the platforms available whilst other children never get a chance. Tanner and Haynes (2009) stress that to avoid such occurrences, adults need to realise that idealistic dreams, and hope and a drive to make a difference are a critical resource for community development.

The attitudes that are experienced within communities and households have a spill over effect on organizations. Checkoway et al (2003) in their report on national efforts to increase youth participation in community-based organizations in the United States of America revealed that many young people have conditioned to view themselves as victims of poverty or as a group that is unable to create change. This mind-set makes it difficult for them to be involved in organizational development and community change. The report further reveals that even children have ideas, they are often unsure how to proceed and when they take action they usually lack the resources available to others. Distinctions, according to Tanner and Haynes, (2009) has to be

drawn between the legal and moral responsibility for children's voices to be heard and for their safety and security to be given added attention.

Save the children Sweden (2010) in their regional study on children's participation in Southern Africa: South Africa, Swaziland and Zambia (2010) stated that participation is constrained in organizations with hierarchical structures or management and training styles by:

- Resources organizations are able and willing to dedicate to this end
- In the absence of civil society organizations that are specifically involved in children's rights, rights based development and advocacy for child participation
- The difficulty adults and outsiders to identify meaningful activities for children and adolescents.

This report investigates the challenges that are faced in ensuring meaningful child participation in and out of the child friendly spaces that exist in the program areas.

2.5. Ensuring sustainability in Programming

Save the children (2003) in their short guide for members of NGO advisory panels and others have outlined steps to be taken in establishing a safe and meaningful environment for the participation of children. Key to programming is ensuring follow up and evaluation of projects which means committing from the beginning of the process to provide feedback, and where appropriate, follow up and to evaluate together with the children the quality and impact of their participation. The guide further encourages making available child friendly versions of reports in their local languages so that children can access the outcomes of the project and their participation in it. The report reviews the organization's objectives with respect to deliberate inclusion of child friendly spaces that foster participation.

Checkoway et al (2003), in their study of Lifting New Voices, a national demonstration project which was designed to increase the participation of young people 15-21 year olds in organizational development and creating community change stressed that young people should be viewed as competent citizens revealed that failure to recognize their assets and strengths, weaken their ability to help themselves. Six community-based organizations in low-income areas were selected for participation in the project. Each of the organizations formulated a plan, formed a steering

committee, hires a youth organizer and established a structure for implementation. Equally, the organizations had opportunities for training and technical assistance, cross site meetings and national networking designed to support its involvement. Their study revealed that young people are active participants engaged in democracy and are competent community builders. They further argue that youth participation strengthens social development and also contributes organizational development. The former by increasing their substantive knowledge, practical skills, civic competences and sense of social responsibility and the latter by involving them in formal and informal efforts to organize groups, formulate plans and implement programmes.

Shemmings (2000), in his study of professionals' attitudes to children's participation in decision making: dichotomous accounts and doctrinal contests three related topics within participative practice that is parental participation in child protection processes, users seeing their records and working in partnerships more generally. The sample size comprised of social workers and non-social workers. His findings revealed that there was a clear difference between social workers and non-social workers in their minds between children making decisions and children being involved in decision making. The qualitative and quantitative data illustrated dichotomous attitudinal positions of how professional practice combines the personal and political influence. Social workers were more inclined to the notion that children should make decisions and be involved in decision making. Checkoway (2000), stressed that those working with children must view young people as capable of independent and innovative thoughts if they are to be successful.

Matthew (2001) in his studies of Citizenship, Youth Councils and Young people's participation in the United Kingdom seeks to look at opportunities for setting up spaces that deliberately foster participation of young people in decision making and their appropriateness. The study focuses on Youth councils which are aimed at building character, providing social education and self-emancipation as a means to equip young people with the skills and capabilities to challenge and to take control of structures that had disengaged them. His analysis of the councils established in the 1970s and 1980s regards the councils as ineffective because of they were set by adults with political agendas thus became 'makeshift structures and constitutions.' However, the councils established in the late 1990s onward took on an approach that effectively involved young people in decision making processes and engage them in making known their views on issues such as services that affect them. He suggests a three tiered approach, that is, partnerships with already

existing youth groups or organizations; providing links to adult making decisions structures; and ensuring that these forums focus on issues relevant to young people.

According to Cadiz (2005), to further ensure sustainability it is key for a program to form alliances or networks with a wide variety and entities such as civic organizations, private voluntary organizations, non-profit foundations, cooperatives, church related associations and the church, influential private individuals, political leaders as well as local, national and international funding agencies among others. In the same manner partner with government agencies with which a program may link with include line agencies, research and development agencies, service providers, local governments.

A guide for development agencies and policy makers on Youth participation in development developed by DFID–CSO Youth Working Group (2010, 21) indicates that in order to support participation externally, organizations need to practice it internally by bringing younger people into the organization and its core network. This is because young people can bring to the table new creative and dynamic suggestions which can catalyse improved organizational values and systems.

This report therefore analyses the systems that exist in the communities and determines the opportunities that can be utilized to enhance child centred programming in the NGO sites under study. The next chapter focuses on the methods used to collect data for the report.

CHAPTER THREE: METHODOLOGY

This chapter is a discussion of the methodology employed in collecting the data used in the construction of this report. Firstly, the research design will be explored, then the study site and its population discussed. This will be followed by the sampling methods used to select the sample size. A justification of the sampling procedure will be outlined. The instruments for data collection and the procedure therein will be given as well as the methods used for data analysis. Finally, the data validation and the limitations of the study will be outlined.

3.1. Research Design

The research design that was employed for this study was exploratory and action oriented. An exploratory study design is a study that is carried out in new areas of inquiry where the goals are:

- To scope out the magnitude of a particular phenomenon, problem or behaviour
- To generate some initial ideas about that phenomena

(Bhattacharjee 2012, 5).

The scope of the phenomenon of child participation was drawn from literature review of policy and practice in Zambia, Africa and the Global community. The findings influenced the procedures of data collection that were implemented along the course of the study.

An action-oriented study is based on the evolving change process that is undertaken in a spirit of collaboration and inquiry (Shani and Pasmore (1985) quoted by Selener, 1997, 62). This justified the researcher working at the project sites as an active member of the organization for the time the data was being collected. Key to this report is the aspect of involvement of the researcher in the processes and systems under study.

Advantages of action-oriented studies

1. A collaborative and adaptive research design that lends itself to use in work or community situations.
2. Design focuses on pragmatic and solution-driven research rather than testing theories.
3. Action research is a learning cycle because the practitioner has the potential to increase the amount they learn from the experience.
4. They have direct and obvious relevance to practice.
5. There are no hidden controls or preemption of direction by the researcher.

Disadvantages

1. It is harder to do than conducting conventional studies because the researcher takes on responsibilities for encouraging change as well as for research.
2. Action research is much harder to write up because you probably can't use a standard format to report your findings effectively.
3. Personal over-involvement of the researcher may bias research results.
4. The cyclic nature of action research to achieve its twin outcomes of action (e.g. change) and research (e.g. understanding) is time-consuming and complex to conduct

3.1.1. Methodology

The report used qualitative methods in studying effective child participation in WVZ's Choongo and Magoye APs. A qualitative study is one that constructs social reality; focuses on interactive processes and authenticity of event; has the presence of values; is situationally constrained and; has few cases and subjects (Mikkelsen, 2005, 142).

3.1.2. Study area or Site

The study was carried out in two sites as demarcated by the NGO under study; these being Choongo and Magoye Area programs which are based in Monze and Mazabuka districts, respectively. This is because the two APs can to some extent provide a comparison for programs that were initiated by the same support office, same development facilitators but working in different districts with different stakeholders.

3.1.3. Study Population

The population **break down of the study sites is as follows;**

Area Programme	Total Population	Children	Registered children
Choongo	34682	21382	4800
Magoye	46650	23726	5300
Grand total	81332	45108	10100

Registered children are the children that are registered in the organization's database and are available for sponsorship from individual or corporate sponsors affiliated to the support office.

3.1.4. Study Sample

The sample size was drawn from a variety of stakeholders that included world vision staff, children, and other stakeholders. The table below is a breakdown;

Target Group	Number of respondents	Number of Sites	Total Number
Area Managers	1	2	1
Community development facilitators	2	2	2
Development Facilitators	7	2	7
Community/CSO/Government stakeholders	6	2	6
Children	10	2	10
TOTAL			26

Further, observations and content analysis of two training workshops for the young journalist and a combined workshop for reading camp facilitators in both APs. For ZREAD, two review meetings of 80 reading camps facilitators in relation to progress and challenges in the camp was done representing two zones (Keemba and Nteme) of Choongo AP. Two review meetings with 30 savings group agent for each AP were analysed in relation to children's savings group. Information from community gatherings on Gender Based Violence for children at Makoye Secondary, Munenga Basic School, Magoye Primary School and Munjile Basic School will also inform the findings of this report. One meeting with a nutrition group in Nteme will add to the knowledge on child nutrition in Choongo AP.

3.2. Sampling Techniques

The sampling techniques used was purposive sampling and snowball techniques. The former was used to select all the WVZ staff members because they worked within the programme area and could give information on what their programs or projects was focused on. They were also able to recommend the child friendly spaces they work with as well as the organs they have partnered with to ensure that there is smooth running of activities. Purposive sampling was also used for the trainings, review meetings and community meetings that were used as a sample.

3.3. Instruments for Data Collection

For the period of the research, primary and secondary data was collected using specific tools. Primary data is the unpublished data and secondary data is the already published data by some scholars. This report utilised structured interviews, group interviews, and open interviews, informal discussions and unstructured observation/participation of trainings and review meetings as techniques for collecting data.

Secondary data was obtained from various publications while primary data was extracted by the researcher from the participants. The secondary data provided a background check, trends in the study and comparisons of the findings and experiences with already published material. The interviews captured the qualitative information such as perceptions of the respondents and gave the researcher leeway to ask follow up questions and/or clarifications depending on the answer.

3.3.1. Structured and Open Interviews

Interviews provided in-depth accounts and perceptions from the various members of the organization, the stakeholders and the children. These allowed the researcher to ask for clarity and promoted a free flow of information from the participants. The structured interviews were applied on stakeholders, the CDWs and the AP manager. This tool allowed for easy analysis of the collected data. The open interviews were applied on the Development facilitators in order to understand the cores of the projects they were running, the models applied in implementing and the partnerships that have been created to enable smooth running of the technical program.

3.3.2. Group interviews

Group interviews generally provide access to a larger body of knowledge with the dynamics of the group paving way for unexpected questions and provides additional questions (Mikkelsen, 2005). This tool of data collection was used for the members the young journalist club and the youth ready clubs. It was aimed at providing the children with a space among their peers which made them comfortable and expressive.

3.3.3. Unstructured Observation

Observation was used to capture data in a natural/normal circumstances. In collecting data for the report, the researcher whose role was known undertook prolonged observations, was involved in

all the central activities. The observation was focused on the people, their behaviours and the interactions among themselves, staff and other stakeholders. An analysis of the discourse of their discussions was applied on the review meetings and community gatherings.

3.3.4. Informal Discussions

This gave way to collection of data from questions that emerged from the immediate context in the natural course of activities. This was applied on all the groups stated in the sample size. It gave rise to area and individual specific contexts, however, proved quite challenging in data organization and analysis because the information collected was not from uniform questions.

3.3.5. Community meetings and Review meetings

Community meetings are where community member meet to explore interests or agendas (Berg, 2004). These were analysed using observation as a tool of data collection. The meeting provided a wider understanding of the perception that community members have concerning child rights. They further provided a platform for assessing the levels of assertiveness of children that children have in speaking about issues that affect them.

A review meeting involved people sharing data, information, knowledge and wisdom to garner their collective intelligence and bring it to solve a problem or achieve a goal together (Romana and Nunamater, 2001). Due to the nature of the in-depth discussions that were facilitated, data was collected through observations of the content of the meeting and the facilitation of the proceedings. The researcher was able to make follow up questions to gain more clarity of the challenges, the best practices of nutrition groups, reading camps and saving groups as child friendly spaces since the meetings were a pool of different communities.

3.4. Procedure for Data collection

To understand the operations where the study was carried out, individual interviews were carried out with the Area Program's Development Facilitators for each technical programs and grants. Based on the information obtained from this process, child friendly spaces were identified and a plan to work within the operations of the organization was formulated. In undertaking field visits with development facilitators, the researcher was able to make observations of the way activities were implemented and also converse with participants within the APs. It was during the field visits

that group interviews with the children were conducted. The stakeholders were interviewed after observations for easy reference to the empirical data and for clarity as well.

During the entire primary data collection period, secondary data was consulted to gain in depth understanding and offer critiques of the methods of child participatory used by the organization.

3.5. Data analysis

In analysing the data, a narrative approach was used. Interviews were transcribed to form sub-categories with the aim of obtaining the final themes. Field notes were also analysed and fit into the themes that arose from the interviews. Secondary data provided a base for the primary data collected.

3.6. Data Validation

To ensure that the data is valid, the researcher used triangulation and member checking. Triangulation is the process by which different methods of data collection or data sourcing is employed (Amaratunga et al, 2003). In the report, the use of both primary and secondary data was one way as well as the employment of multiple data collection methodologies.

Member checking also known as communicative validation is a process through which the results are fed back to the respondents to ensure that their situation is not misrepresented (Bauer and Gaskell, 2000). This process was applied to staff members for Choongo and Magoye cluster APs for verifications of figures and narratives.

3.7. Limitations of the study

The study was not comprehensive enough to cover the different cultural contexts of the many sites in which the organizations operate in since only two sites of the same cultural orientation were selected.

3.8. Conclusion

This chapter described the data collection, analysis and validation process providing justifications for the methodologies used. The preceding chapter is a narrative of the findings provided by the methodologies stated in this chapter.

4.0. CHAPTER FOUR: PRESENTATION OF FINDINGS

This chapter presents the findings from the field obtained through interviews and observations as well as modules as they form a basis for analysis of the topic under study. The approach that will be taken is a dissection of information per objective. Basically, the platforms that World Vision is working with/in will be discussed, the benefits that the platforms present will be given, and the sustainability interventions and/or suggestions outlined. A conclusion will then be given with an insight to the next chapter.

4.1. Understanding of child participation and its benefits

To gain the context in which the organization staff and its partners view the concept of child participation and child rights respectively. The interviews reviewed the following responses;

'It is when children take part in various activities in their communities... Participation is important for us because the organization is child centred and it prepared them for the future in terms of life and living...' - World Vision Staff

'A child being involved in World Vision activities... It is important because it accords us the opportunity for us to monitor their health, education participation and nutrition' - World Vision Staff

'Children being involved from the start, in terms of the processes of what we are doing- starting from planning, the implementation and thereafter. Our focus is that they carry information and are able to understand as we are implementing.' - World Vision Staff

'Child participation is important because it empowers them with knowledge, equipment and structures where they are able to know where to report issues that affect them' - World Vision Staff

To evaluate the level to which stakeholders' holders the context within child participation is implemented and/or supported by the organization, their understanding of child rights was extracted. The four structured interviews indicated that the stakeholders were able to state the rights of the children in terms of basic needs, that is, shelter, clothes, and food. Participation was viewed as a different concept, one involving children's ability to involve themselves in different arenas available for them within their schools and communities.

4.2. Platforms for child participation

To understand the platforms the organization is working in to promote and support child friendly spaces, desk review of organization literature was conducted, interviews were conducted with all the sector heads of the technical approaches; interviews and informal discussions with stakeholders; informal discussions with members of staff; observations and review meetings.

World vision's programming is aimed at improving the general welfare of children. Its current work lies in five technical programs which influence the projects and/or type of activities implemented within the APs. The technical programs are literacy, health promotion, resilience and livelihoods, child protection, water sanitation and hygiene. The activities implemented therein are intertwined with the aim of improving the lives of children through focus on their education, health, protection, and spiritual wellbeing. Following interactions with the development facilitators working as sector heads for projects within the five technical programs, the following are the platforms through which child participation is enhanced:

4.2.1. Child protection Committees and Councils

Child protection committees and councils are established to ensure that child rights are upheld in the community. They are comprised of children and adults who also act as mentors for the children. The council is representative of the chiefdom in that the members are drawn from the child protection sub committees that exist in every school. The mandate of the council includes child rights sensitization, reporting issues that infringe on child rights and ensuring that the right course of action is undertaken to correct the situation, and it also advocates for local policy change. The councils report to the District Child protection Council which consists of government officials and NGOs. The diagram below is an illustration of the flow of information and action for child protection and participation issues:



The council also includes vital government line ministries and organizations such as Ministry of Community and child development, Ministry of Education, Ministry of Health and Ministry of

Justice, Chief's representatives and the children. This is to ensure a well-rounded approach to dealing with protection and participation of children. In Magoye the council is comprised of 24 people, 7 are children while in Choongo the council of 20 has 6 children.

At the time of data collection, Mwanachingwala CPC was being strengthened by setting up a new structure to include children while the Choongo CPC had been functioning for some time.

'Between the two APs, the voice of the child is more amplified in Choongo through the child protection councils. Last year (2017), the children brought out a lot of issues on radio and that got everyone to task'- World Vision Staff

'The children here (Choongo AP) have been very vocal in issues that concern them. People listen to them'- Journalist

At the time of reporting, Choongo chiefdom was reviewing its by-laws to ensure that it includes holistic child protection and to align it to statutory law. In the reviews, children from the CPCs were present and able to input into the document.

Interviews conducted with WV members of staff and informal discussions with stakeholders indicated that Magoye AP needed strengthening of the CPC and district stakeholders for them to adequately support the children.

4.2.2. Young Journalism Clubs

The clubs were set as a child friendly space which are used to train children in basics of journalism. As at reporting period, four were active, two in every AP. The clubs are used as a hub for nurturing the confidence and esteem of its members, cultivate reporting skills and prepare them for their future careers. The children in the clubs have been trained on how to conduct interviews as well as use technological equipment. They work with the local radio stations in reporting local content from a child's perspective. The clubs also endeavour to be a voice for child protection in the communities they operate in.

During the duration of the report writing period, two trainings were conducted, one in Choongo AP and the other in Magoye AP. In Choongo where the club had been in existence for a year, 18 young journalists were trained by professional journalists from the local radio station, SKY FM and ZANIS. The children that had been trained at inception were not present except for one who

had graduated high school and was a co-facilitator and/or mentor with the professional journalists. In Magoye where the club was being initiated, 22 children drawn from Magoye Basic and Makuyu secondary school were trained by the same facilitators as Choongo AP. As at the reporting time, the children had limited field experience as compared to their counterparts in Choongo AP.

The content included basic knowledge of journalism as a profession, media ethics, and their roles as community journalists. Before the training begun, the children were asked on their areas of interest and the tall was as follows;

1. Environment
2. Life in the community
3. Child abuse
4. Child marriages

During the reporting period, the children from Choongo AP were given airtime to broadcast at SKYFM on International Day of Children broadcasting. Five children from Keemba High School club were selected to cover live on SKY FM the organization's national launch of ending child marriages. The radio station transmits to Southern province, western province, parts of Copperbelt province. It also has cable presence on DSTV, MUVI TV and Isat Africa.

4.2.3. Scripture Union Clubs / Good News Clubs

These are clubs that exist in schools as a platform for children to learn about God. They also offer moral and spiritual nurturing for children in quest to have well behaved focused children. Within Choongo and Magoye APs, these clubs are utilized by the WASH and CCESP technical approaches to ensure that children understand the importance of water and faith in development.

The WASH TP particularly has a module called, Jesus the source of living water that was developed as an effective tool in holistic transformation development aimed at the sustained wellbeing and spiritual nurture of children. The booklet integrates biblical teachings into WASH to provide material for use at household level in behavioural change that enhances a clean and safe natural environment for a healthy child. The provision of clean water, a good sanitary environment is integrated with the Scripture teachings about Jesus. The module is facilitated in schools with the intention to help the communities appreciate another angle of vision to natural water; the eternal perspective associated with it, to a resource they have always used for generations.

4.2.4. Wash Clubs and Wash Up

Wash Clubs are an initiative of the government with its collaborating partners which are aimed at helping fulfil children's rights to health, education and participation through promotion of good hygiene and sanitation practices in schools. The APs are working with all the Wash clubs in 47 schools by providing support to the SHN coordinators, monitoring effectiveness of clubs through trigger sessions before a borehole is drilled or mechanised. The clubs are also supported with IEC materials that they may need.

The mandate of the school wash clubs is to ensure that hygiene and sanitation practices are maintained in schools. They ensure that handwashing facilities are in place outside the toilets and around the school surrounding and that their fellow learners understand and know how to use them efficiently and effectively. *'The children in the wash club make the tip tanks which are placed outside the toilets. They also sensitize us on good hygiene.'* Says a teacher at a school in Magoye AP. They also ensure that sensitizations are done within the school to promote and foster the use of latrines, they facilitate the cleaning of latrines and the covering of the latrines. *'Children in schools understand the importance of good hygiene because the school has well placed mechanisms to uphold the standards'* says a SHN coordinator, *'but some are challenged when they go home which does not have the same infrastructure as the school.'* Children are limited in what they can do within their physical capacity hence in such a case, the child may only be able to construct a simple tip tank, dish rack or rubbish pit but cannot construct a pit latrine.

The Wash Up is an initiative of world vision and Sesame Street that uses for promotion of hygiene and sanitation for children up to grade four in a fun and friendly manner. The Wash Up is a kit featuring Sesame street's Muppets called Raya and Elmo that is delivered to the learners in bright print materials and engaging videos. Each kit is designed for use with large groups of children and includes materials like a storybook with corresponding discussion questions and activities as well as two large game mats. *'Wash-up is integrated into the school curriculum from grade 1-4 and is aligned to integrated science lessons'* -SHN coordinator. The material empowers children to take important health lessons home to their families and out into their communities. During the reporting season, on world water day, a grade 3, a 10-year-old girl was able to give a lesson on hygiene to the populace comprised of parents, heads of department representing key ministries at district levels, pupils, and school staff.



4.2.5. Savings Groups

Savings Groups is an approach being used to facilitate savings and credit in a small-scale and sustainable way. Within World Vision, it is an economic development approach that contributes to child well-being. By facilitating savings and access to small loans, there is hope instilled because it enables community members to plan ahead, cope with household emergencies, develop their livelihood and invest in the health and education of their children. This model is used in SEED and ZEELO.

Choongo has two exclusively children's savings group while Magoye has 17 exclusively. The motivation behind forming the clubs include;

- Exposure visit to Sinazongwe AP where the savings group for children are thriving
- Requests from parents who are members of a saving groups
- Requests from children after witnessing an adult group share out
- As an initiative from already existing clubs

However, there are some children that are in adult groups. This practice is common in Choongo AP where the savings group agents feel that the infusion of the children in the adult groups is a better way because they can mentor those children well. Further inquiry revealed that the children in adult groups were non-school going children. The agents first have to seek permission from the parents or guardians of the child because in most cases the first share is bought by the child curtesy of the parents/guardians. This practice is to ensure that parents support the businesses that the child may wish to get into once they obtain loans.

The children in savings groups use the money borrowed from the SGs to invest in their small-scale businesses ranging from selling doormats, freezits, sweets, cooking oil, charcoal, and milk. Other children are involved in small scale gardening where they grow sunflower and vegetables. One child from Magoye AP uses his bicycle to transport people from the community to the tarred road where they can easily get a vehicle to travel to Mazabuka.

The benefits of these groups have included financial independence for children hence lessening the burden off their parents. It also fosters the entrepreneurship habits in the children involved as they can grow their own businesses. It is also a source of mentorship in financial literacy for children by adults.

‘I have not bought clothes for my children in the past three years. They buy for themselves from the profits they have made off their businesses,’ - a parent of Choongo AP who has her three children in the age range 12 to 16 in savings group.

‘Children are also able to pay their own school fees when their businesses do very well’, - Savings group agent from Magoye AP.

School going children who do not have adequate support from their guardians have challenges with the time to conduct their businesses as they spend all week at school and can only sell over the weekends. There are also parents that have a habit of misappropriating funds from their children’s businesses making it very difficult for the children to pay back their loans to their groups. With some children, there is always the possibility of misappropriation due to lack of entrepreneurship skills. A discussion with the Savings group agents of Magoye AP revealed that there is still needing to equip these groups with entrepreneurship skills, life skills as well as provide meaningful mentorship for the children. The group also indicated that encouraging parents to assist

their children in their businesses is vital especially if the child goes to school. To counter this, the organization in Magoye AP, in the reporting period, had a training in financial literacy for school going children in four schools.

The table below illustrates the major businesses children in savings group engage and common challenges as was gathered from the review meeting.

Table 1: Businesses Run by Children in the AP and their common challenges

Choongo AP	Magoye	Common challenges
Charcoal Pigeons Small scale farming Gardening Milk Groceries (mostly for school going children who are supported by their parents)	Groceries Sweets Door mats Casual Work (Piece work)	Time to conduct business for those in school Some parents are not very supportive and tend to use the children's profits

4.2.6. Child Nutrition Initiatives

The child nutrition projects implemented in the AP have their core client of children with emphasis on children aged 0-2 years. ELO and RAGWANUT at the time of data collection were supplementing government efforts in ensuring balance nutrition for children through positive deviance (PD) hearth and nutrition clubs.

'We use PD hearth in nutrition for children aged 6 to 36 months who are mildly or moderately malnourished. It is meant to rehabilitate underweight children and prevent future malnutrition.'

'The nutrition project also stresses on care practices, health seeking, feeding and hygiene practices.'

Table 2: Magoye AP- Every Last One target population

Facility Name	Population	U1	U5
Itebe	4442	129	516
Kalama	4407	176	705
Kaleya Urban	11572	463	1852
Magoye	12628	505	2020
Mukuyu	5715	229	914
Munenga	4506	180	721
Mweemba	3060	122	490
Manyaana	1165	47	187
Munjile	3713	149	504
Total	51208	2000	7909

4.2.7. Youth Ready Clubs

The youth ready clubs are being implemented in 12 of the 22 schools of Magoye AP under the ZEELO project. *These clubs were formed through the career guidance and counselling departments of schools with the project recommending a membership of 25 children. The recommended age of the members is 15 to 24, however, the 90% of the members of the clubs fall in the age range 12-19, because the clubs are in schools. The clubs have lessons which are categorised in four modules namely;*

- *Who am I?*
- *Ready for employment*
- *Ready for empowerment*
- *Ready for citizenship’- World Vision Staff*

In the first module, the youth are encouraged toward greater self-knowledge and greater solidarity with their peers. Youth begin to identify the people, experiences and qualities in their lives that will help them shape their future and accomplish their goals. As youth begin the Viability Journey together, they embrace their own worth and the belief that they can attain “youth viability” by acquiring the core skills and development assets that prepare them to thrive both at work and in life.

The second module is tailored towards functional literacy and financial literacy. Functional literacy is the ability to read and comprehend material related to everyday life in one’s own language and context (like a notice, newspaper bulletin, an advert or an e-mail). Financial literacy is the ability to understand how money works in the world and how a person manages it. It is a set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources

The membership of the clubs in the district is as follows:

Table 3: Youth Ready Groups numbers

S/N	Name of School	# of Cohorts	# of pupils- Cohort 1	# of pupils- Cohort 2	Total
1	Kaleya Primary School	2	25	27	52
2	Nachipoma Primary School	2	25	28	53
3	Makoye Secondary School	2	25	27	52
4	Magoye Research Primary School	2	25	30	55
5	Manyana Primary School	2	25	28	53
6	Mweemba Primary School	2	20	27	47
7	Magoye Primary School	2	25	28	53
8	Munjile Primary School	2	25	27	52
9	Munenga Primary School	2	25	28	53
10	Mbiya Primary School	2	25	29	54
11	Chitongo Primary School	2	22	27	49
12	Home of Hope (City of Joy)	1	12	0	12
	TOTAL	23	279	306	585

The first module aims at inculcating positive self-esteem, saving habits and team work. This module focuses on creating resilience in children to overcome any type of challenge.

‘Through the youth friendly corners, the children have been taught on how to deal with disappointments and difficult times’ - school coordinator.

‘The things we learn in the club are very helpful us. I have really learnt how to work and live with different types of people in a team.’ - 15-year-old girl of Kaleya West School.

After learning about saving in the first module, the clubs have formed either savings groups and/or have collectively engaged in a business to generate income for themselves. Further, the club members are encouraged to have mentors regarding their aspirations.

‘In this aspect the child will select a person from the community who inspires them so that they can be mentored by that person. Say, if the child wants to learn tailoring, then they find a tailor or a farmer or whatever they want to be...We have just started the module and the children are identifying their mentors’ - Youth Ready Matron

The Patrons and Matrons have expressed visible change in most of the children in the club.

‘The content in the modules is good, the troublesome children that were enrolled in the club have become responsible’ - Club Patron

‘The children have this tendency to look out for each other now. I really wish we could have more children in the group’. - Club Patron

BOX 1: Youth ready Activity Club Story

Hilda and Christine’s Success

Hilda (16) and Christine (16) grade 9 pupil at one of the schools implementing ZEELO explained about the benefits and the lessons they have learnt since the inception of the Youth Ready Activity. ‘As a club, we learn about ourselves and how to deal with our emotions and others’, Hilda said. ‘We also just learnt about the importance of saving and starting our own businesses’ Christine added.

Their club has since had its own savings group where the girls have drawn loans to start their own businesses. Hilda sells tomatoes at the local market; when she is at school, her mother who is a trader at the market sells for her. However, every day, after school, she goes to take over her business till 18:30 or 19: 00 hrs. when the traders pack up for the day. ‘My business does not disturb my studies because I study from 21:30 to 23:00 hours’, she explained. ‘I am making profit. A lot of it especially now that tomatoes are very expensive! I am saving for my fees and school supplies when I pass to grade 10. My Mother helps me keep the money’

Christine has a business of selling freezits. ‘I ordered freezits when I got the loan and managed to pay back the money to the group within a month. The challenge with my business now is that since it is raining and cold, people are not buying as much’ She explained, ‘My mother is keeping the money for me as we are waiting for the weather to improve’.

4.2.8. Reading Camps

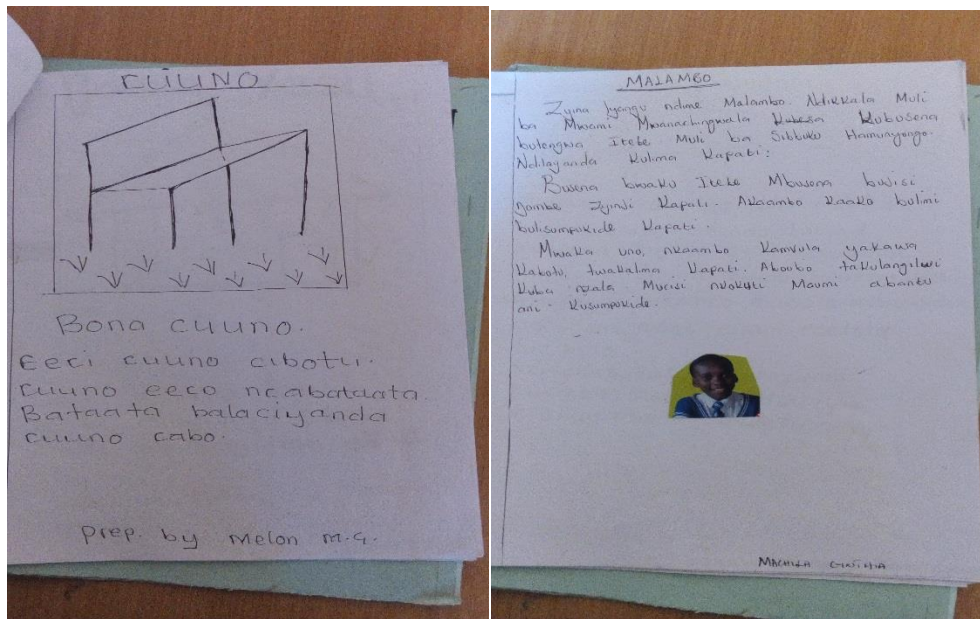
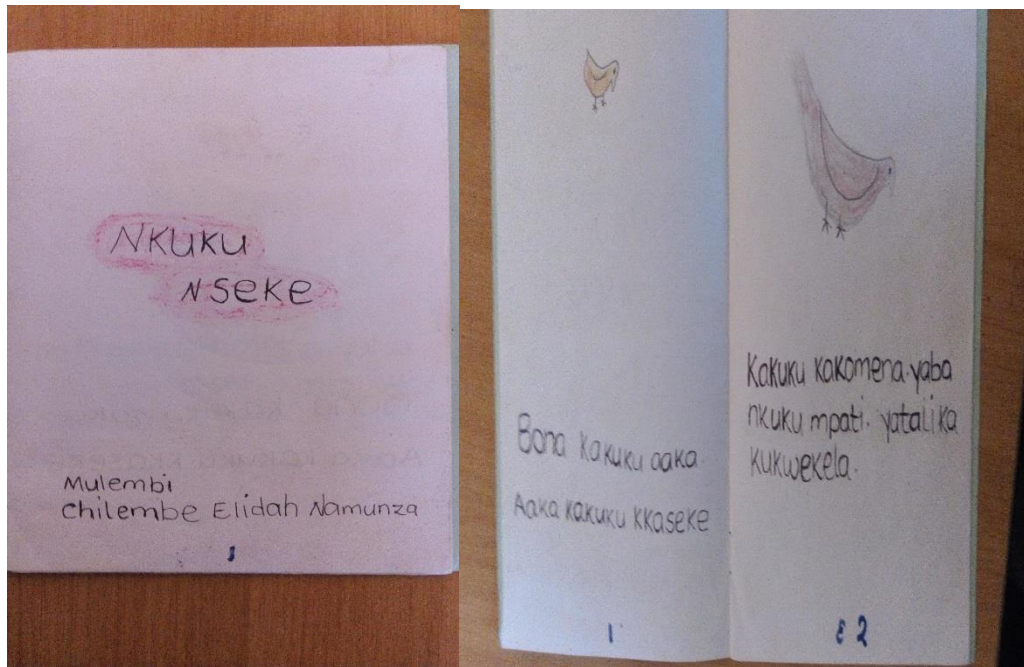
These are clubs that exist within the community to foster and enhance the reading and writing abilities of learners from Grade One to four. They are linked to a school. The camps are provided with book banks as well as encouraged to create their own reading materials that are replicated and stocked back in the book banks. Choongo and Magoye APs at the time of data collection had 10 trained and 23 reading camps. The creation of the books by the learners and their instructors enables them tell stories from their daily interactions.

‘This model ensures that the learner is not alienated from their reading material and fosters innovation and creativity because the material is created using local natural resources.’ -World Vision Staff.

An interview with the Zonal Coordinator reviewed that the children attending reading camps on the weekends and holidays tend to become better at reading and spelling than those who didn’t.

‘At the zonal reading competition, the children attending the camp outside of school read really well when compared to those who don’t’ - Teacher

Picture 1: Locally made books used in reading camps



An observation at a camp in Nteme revealed that children are eager to learn even with little resources. The children at the camp have goal and that is to be able to read news on the radio. A brainstorming session of ideas to make the camp attractive for its learners was held between the

development facilitator, the ZIC and the camp facilitators gave rise to the picture below; thus, becoming a hub for creativity in camps for other camps to learn from.

Review meetings were held with reading camp facilitators to assess their effectiveness were facilitated. The meetings also served as a knowledge sharing and information dissemination platform. The table below tabulates the successes, challenges, support received from the school and support received from the community.

Table 4: Reading Camp – Review Meeting- Learning Points

Successes	Challenges	Support received from the school	Support received from the Community
<p>Some Children can read and write</p> <p>Some children who are out of school have been attending the camps.</p> <p>Parents in Luyaba community also attend the camp to monitor their children and to understand the concept of camps.</p> <p>Some camps formed their own reading materials before they were formulated at a large scale</p>	<p>Absenteeism</p> <p>Late coming</p> <p>Lack of notice boards</p> <p>Local material glue not able to hold for a long period</p> <p>Lack of materials</p> <p>Some reading camps have no toilets</p> <p>The presence of infant siblings tends to disturb lessons</p> <p>Some parents discourage their children from attending because they do not have confidence in the facilitators since they are not trained teachers</p>	<p>Encourage children in school to join the camps</p> <p>Assist with reading materials and flip charts</p> <p>Assisted in mobilizing the community</p>	<p>Assist with securing and cleaning the camps</p> <p>Local leadership supportive of the initiative</p> <p>Some parents allow their children to attend the camp. Some parents constantly encourage the camp facilitators</p>

Recommendations based on the table above were raised as listed below:

- To reduce absenteeism, the reading camp should encourage meaningful play. One camp facilitator demonstrated results by having their camp near the playground. Children were promised time to play after the lessons and it drew in large numbers of children.
- The facilitators called for constant visitation from the SICs to offer them support. It was alleged that this indicates that the efforts of the reading camps are not isolated from the school. Others felt that these visits will assist in some parents to gain confidence in the initiative.
- There was need to redo parent awareness meeting and/or targeted counselling for the particularly difficult parents

4.3. Deliberate Initiatives to Involve Children throughout programming

The observations undertaken indicated that in as much as children are in their clubs, the programming is mainly done at a high level by adults. A point that was validated by a World Vision participant in the statement below;

‘Children have ideas but may not say much if there is no help from elderly people... We need to find ways of making children express their views which is very important for the development and future of the community’

Their views and/or achievements are collected through their various spaces as indicated above and through games and sports and shared through reports.

‘We collect their views as we are playing with them using base packs. This also helps us talk to them and monitor them. The more children are engaged in the community, the more information can be obtained from them’ - World Vision Staff

‘In their clubs, they are able to talk about their problems with each other and even offer solutions. They help each other.’ - Youth Ready Patron

‘The ideal is that the children also make their own materials to use in their camps’ - Zonal Coordinator

'The girl came to me and told me that she wanted to start a business with the money she got from the savings group... She then brought the money to me for safekeeping because she feared mispending it.' - Youth Ready Matron

4.4. Sustainability Approaches undertaken by the Organization

To ascertain sustainability of programming, the organization has used existing structures in government and the community as a point of entry for the various interventions in the child friendly corners identified.

'It is important for the government to do the implementation through facilitation of the formation of reading camps as well as the training. The DESO ODL's is the one that monitors the ZICs. I am informed of these trips and tag along if I can. Really, the government owns this.' -world vision staff

'The youth ready groups are premised in 12 schools and are patroned or matroned by one of the teachers' - world vision staff

'The young journalists initiative is something that we want to grow beyond the catchment area of world vision. This programme belongs to us. It is going to still be there even after World Vision phases out here. That is why we are working hard to build capacity in these young ones.' - Trainer of young journalists

'In as much as I may not have wanted to be a journalist as my career, joining this club has given me confidence and my English has improved. I have realised that I can be whatever I want to be' - 16 year old child

'Our greatest partners in development will always be the government, traditional leadership and the community'.-world vision staff

'The chiefs' commitment to child protection is amazing. The chieftdom of Choongo is reviewing the bylaws to include issues of child protection and to also align them to the Zambian statutory laws' - world vision staff

'The Ministry of health and agriculture have been key in ensuring that our nutrition programmes are effective. They are supportive and always ready to facilitate the trainings and conduct monitoring' - world vision staff

'We work with volunteers in nutrition' - world Vision staff.

4.5. Hindrances to child participation

Children's participation is to a large extent dependent on their parents and/or guardian's consent. Interviews with WV staff indicated that sometimes parents may not allow their children to participate due to lack of understanding or skepticism of the organization's operations. Other times it can be due to the geographical positioning of the child friendly spaces where the parent may not be very comfortable with the distance the child has to cover.

Review meetings for savings group agents and reading camp facilitators further validated that parents can be a hindrance to children participating and achieving their goals. Additionally, the interviews and informal discussions that engaging adolescents proves to be a lot more challenging as they may tend to find a lot of the spaces childish e.g. the base pack games. They tend to take interest in clubs such as Youth ready and Journalism clubs which also have limited numbers.

4.6. Conclusion

The chapter outlined the findings of the study in context of understanding the key concepts of the study by World Vision staff and their stakeholders. The child friendly spaces within which the organization is operating were discussed stating the perceived benefits and the challenges therein. The deliberate mechanisms of extracting the voice of the child was evaluated as well as key hindrances to the process. The next chapter discusses the findings in relation to the set objectives as well as available literature.

CHAPTER 5: DISCUSSION OF RESEARCH FINDINGS

5.1. Introduction

This chapter discusses the findings of the study of ‘The effectiveness of child participation in child centered NGOs: The case of World Vision Zambia’s Choongo and Magoye cluster APs’ in line with the objectives. Firstly, the chapter presents a structural analysis of the child friendly spaces and the benefits therein drawn from interviews, review meetings, observations and informal discussions. Furthermore, the sustainability approaches employed by the organization are reviewed with reference to models used in implementing the different activities within each technical approach.

5.2. Platforms for child participation

To understand the platform the organization has used for child participation, the study revealed that existing structures have been utilized in the communities they serve for child participation. Schools have implemented water, sanitation and hygiene projects through Good News Clubs, WashUp learning module and WASH clubs. The Young Journalist clubs and child protection sub-committees empowered children by exposing them to decision making platforms where they could influence local policy. The Youth Ready Clubs and Savings groups provide a platform for economic strengthening and self-development. Nutrition initiatives implemented by RAGWANUT in Choongo AP and ELO in Magoye AP. The reading camps fostered literacy and expressive arts for learners in grade 1 up to 3.

The integration of child protection into the existing traditional leadership structures and efforts of nutrition projects of ELO and RAGWANUT being implemented through the clinics rode on permanent structures. Literature suggests that having platforms for deliberate participation in their transitional childhood and adolescence stages is essential for learning and character building first for the child and secondly for the benefit of their societies (Ndugwa et al, 2010: IREWOC, 2005, Matthew 2007). However, Matthew (2001) and Thomas (2007), also argue that having in as much as such forums in already existing structures have social and educational values, it stifles wider participation from other potential members that do not belong within those structures.

5.3. Benefits of child participation

In response to exploring the benefits of child protection in Choongo and Magoye APs, the findings suggest a two-dimensional aspect based on:

1. The perception of adults of the children
2. The perception of the children of the spaces they participate in.

5.3.1. Benefits of child participation – Adult Perspective

Adults' interpretation of the benefits of child participation and protection was generally based on their understanding of child rights. While World Vision staff and the adults understanding of child participation blends within the tenets of child participant such as viewing children as individuals capable of influencing their own lives through knowledge sharing, decision making and advocacy (Kimberlee and Cole,2011; and Jans,2004). Their involvement in the various clubs have acted as a place where information is shared. Children are encouraged to think and act through advocating. This suggest that by participating in these activities, children are regarded as agents of change. Engaging young people equips them with new skills, gives them an opportunity to focus on what affects them (Matthews, 2001).

The table below illustrates the advocacy strategies that are perceived by adults in selected child friendly spaces.

Table 5: Operationalization of Advocacy

Child friendly Space	Operationalization of Advocacy
Child protection committees and Councils	Child representatives are the voice of the children since they are drawn from the school based child protection sub committees
Young Journalist Clubs	Children are accorded a platform to tell their stories from their perspectives. Children are given airtime on local radio stations i.e. Monze's Sky FM and Mazabuka's Community radio station. In Choongo AP, a children's radio broadcast sparked the review of the local Chiefdoms bylaws to align to Zambian statutory laws.
WashUp	Children can demonstrate good hygiene practices to their peers and parents. Children can create basic tip tanks around their schools
Reading Camps	Children can encourage their peers to attend the camp because it is helpful to their reading and because it is fun

Mentorship as a theme for adult perceptions over the benefits for child participation was prevalent among adult respondents. The presence of patrons and matrons for the clubs operationalized the theme. The adults viewed themselves as ‘guides’ for the children and perceived that children constantly sought their guidance as role models. This fostered the organizations’ approach in implementing through existing structures that have the patron/matron structure to chaperone over children’s’ activities. Thomas’ (2007:206) affirms this view in saying that, ‘There is a discourse of children’s participation that is predominantly social—that speaks of networks, of inclusion, of adult-child relations, and of the opportunities for social connection that participatory practice can create.’ Scholars such as Shemming (2000) and Cornwall (2008) argue that inasmuch as the platforms are available, there is a likely hood that adults would believe that they know what’s best for the child hence it is no means for verifying effective participation.

Self-esteem and confidence in children were viewed as a benefit of the various child friendly platforms from both child and adult perspective. This was prominent in Youth Ready Clubs, Young journalist clubs, Child Protection clubs and committees and Wash clubs where children are provided with information which guided in preparing their advocacy messages especially towards the campaign for ending child marriages and promotion of good hygiene. This fits within key components of participatory communication in terms of horizontal process of communication where children are informed and/or give information with a view to empowering them as Martin (2001) put it, in order ‘to have greater control over decisions that affect them’.

Capacity building in institutions and/or adults that serve children is a highlight of the study regarding the nutrition and literacy interventions. From the responses of the organization staff it is deduced that the organization has placed a linkage in its intervention for the all children from infancy, to childhood, to adolescent hood by building capacity in those that work directly with children in infancy and early childhood through trainings and review meetings with the aim of ensuring delivery of quality services at the nutrition clubs and reading camps. The process of building capacity resonates with paradigms of participatory communication, that is, problem solving for challenges experienced as they work with children; and values such as love for their children and communities, hope for a better future amidst poverty, faith in children’s inherent value to deliver change as well as providing a basis for good health and literacy which has the

potential to deliver critically analytical generations. Providing services directly to children and including an active parenting and skill-building component is a more effective strategy than providing information alone (Engle, 2007, 239). The aspect of training local formally untrained community volunteers in the reading camps and nutrition programs proved to be resourceful for the wellbeing of children. Studies conducted by Jaramillo and Tietjen (2001) further affirm that short, focused, reliable, and contextualized training can be more efficient and less costly than most available formal programs.

5.3.2. The perception of the children of the spaces they participate in.

From the group interviews and through observations, it can be deduced that children's perception of the spaces are as follows:

1. **Self-development:** Children from the young journalist clubs indicated that their motivation was triggered by the need to become better speakers, to pave a pathway to their preferred careers and to boost their self-esteem.
2. **Social Interaction:** Children enjoyed being in their spaces because they got to meet and interact with their peers. This was more evident in the reading camps which cater for early childhood through song, play and art. Expressive arts can create opportunities for collaboration between workers, children and young people and for the holistic, mutual engagement of head, heart and hands (Kimberlee and Cole, 2011, 16). In Youth Ready Clubs, children were taught collaboration with their peers through understanding oneself.
3. **Learning spaces:** For the groups of child spaces that cater for early childhood and adolescents, learning was a key component. In the Reading camps, children learnt how to read and write; the Wash Up and WASH clubs promoted good hygiene and sanitation; the Young journalists were taught on reporting and creative writing; Good News clubs were platforms for building character through morality; Youth ready clubs for character building and savings groups for financial independence and economic strengthening.
4. **Economic Strengthening:** This aspect was prevalent in the youth ready groups where entrepreneurship is taught as a module and all children are tasked to have a business either as a group and/or individually.
5. **Exposure:** This was a key benefit that most children from the Young Journalist and Youth Ready Clubs noted as a benefit since their clubs were accorded opportunities to travel away from their communities. Furthermore, it can be attributed to their parents' and mentors'

desires to have the children have a wider perspective of life by visiting relatively developed areas. The children in Choongo AP exhibited this desire a bit more than their counter parts in Magoye AP because of a girl child from the community that was selected to represent Zambia at a regional summit in South Africa themed ‘It takes a world to end violence against Children,’ because of her involvement in the Young journalist club and the child protection committee.

6. Role Models: The participation of children in the child friendly spaces accords them an opportunity to have role models either among themselves or with other members of the community.

The discussions presented above affirm that children’s participation involves creating networks of inclusion to foster social connection as well as enhancing relationships between children and adults and involving children in decision making at all levels (Thomas, 2007; Zambia Children’s Coalition, 2012). The participation of children at all levels of program implementation can potentially assist in provision of targeted relevant services (O’kane (2013).

5.4. Hindrances to Effective Participation

From the interviews, community meetings and reviews, and through observation, it could be noted that the following aspects of activity implementation and attitudes presented themselves as hindrances to having effective participation.

1. Minimum standards set for child friendly spaces: The maximum numbers set for the platforms that were set within the education sector, that is, Young journalist clubs, Youth Ready Clubs and Reading Camps were viewed as hindrance to participation because the clubs could not accommodate all the children. However, it is argued that participation should provide for equality of opportunity for all regardless of age, location, ethnicity, gender, abilities, class, caste or other factors (Inter Agency Working Group in Children’s participation, 2007).
2. Parents’ attitude towards the programs: The review meetings and interviews suggested that parents of some children tended to be unsupportive of the children participating in the child friendly spaces more so the reading camps. Notably, staff members also expressed concerns towards having had children not attending extracurricular play games which were used as an avenue to monitor children for wellbeing. However, sensitization of the benefits

that accrue to participating in the activities were ongoing. Corter and Pelletier (2005) stress that it is important to refocus parent and community involvement with backward mapping to outcomes, processes and programs.

3. Distance: Distance was a major hindrance for participation of children in reading camps; also, the implementation of selected child friendly spaces in selected spaces implies that the children from distance areas could not easily join.

5.5. Sustainability of Child participation Practices.

To maintain sustainability of the interventions implemented by the organization, linkages between all the projects were created through an integrated programming in nutrition, literacy, sanitation and hygiene, child protection, economic strengthening and spiritual nurturing. This practice is affirmed in Engle (2007)'s summary of Jaramillo and Tietjen (2001) characteristics of successful early child development which lists; Integration of health, nutrition, education, social, and economic development, and collaboration between governmental agencies and civil society; A focus on disadvantaged children; Sufficient intensity and duration that include direct contact with children beginning early in life; Parents and families as partners with teachers or caregivers in supporting children's development; Provide opportunities for children to initiate and instigate their own learning and exploration of their surroundings with age-appropriate activities and; Provide early child development staff with systematic in service training, supportive and continuous supervision, observational methods to monitor children's development, practice, and good theoretical and learning material support.

Collaboration with government agencies is key to sustainability because of their being state institutions that will stand the test of time. The organization had operationalized this through supporting government staff to facilitate the monitoring and mentoring of reading camps, water, sanitation and hygiene initiatives as well as nutrition and health initiatives. Furthermore, partnering with traditional leadership in all the initiatives especially child protection proved to be an effective tool for advocacy and local policy change.

The organization aimed to provide a sense of ownership of all projects by working with community volunteers through the reading camps, the nutrition initiatives and in general child protection processes such as routine monitoring. Additionally, working with the local church in child protection and spiritual nurturing fosters morality in the school based Good News Club. Anderson

and Mikula (1999) resonate with this approach in that ‘sometimes complicated system of services and strategies designed to respond to maltreated children, require the committed work of professionals in the child welfare system and the support and energy of the broader secular and faith-based community.’

5.6. Conclusion

This chapter discussed the findings presented in chapter four in relation to the objectives of the study; how they relate to literature; and how they fit into the conceptual framework. The next chapter presents an overview of the study, provides recommendations, and makes a conclusion based on the finding.

CHAPTER 6: SUMMARY

This study was carried out to investigate the Effectiveness of child participation in Child Centered NGOs: The case of World Vision's Choongo and Magoye APs. The study aimed at examining the different platforms used for child participation, exploring the benefits of the existing child participation platforms and examining the sustainability of the approaches used for child participation by the organization.

To achieve the objectives, exploratory and action-oriented research methods were deployed using structured and open interviews; group interviews; unstructured observations; informal discussions; discourse notes from community meetings; and review meetings. The information collected was presented and analyzed thematically. The analysis presented the platforms used for child participants, the benefits therein from a child and an adult perspective. Additionally, the hindrances were explored, and approaches being undertaken to ensure sustainability after the program phases out were expounded. The key findings reveal that the organization implements its activities through a child centeredness approach implying that a child's wellbeing is at the core of each project in the program. The platforms in which children's voices are amplified are premised in existing institutions within the community which are backed by traditional leadership, religious leaders and the government of the Republic of Zambia.

The approaches undertaken fostered advocacy for children by children; mentorship for children; improved self-esteem and confidence in children and; had built capacity in the institutions or individuals that work directly with children. From the children's perspective the platforms are a source of self-development; increased social interaction; learning spaces; assisted them in economic strengthening; given them exposure and; enabled them identify role models for themselves.

Findings further revealed that key hindrances to effective child participation as perceived by the study participants has been the limited numbers in the clubs which does not enable all the children to be active participants and; parents' attitude towards the programming of the organization. This can be attributed to lack of understanding of the value therein and; distance to some of the geographical positioning of some activities that other children may participate in. The organization has endeavored to use local structures to scale up the implementation of the spaces in the absence of funding and also to draw lessons from the smaller groups.

6.1. Conclusion

Children are key to a country's growth socially and economically because they present the building blocks for its future. This report studied the notion of child participation which implies that children are active participants/agents in the construction of their own lives. The study sites were World Vision Zambia's Choong and Magoye Area Programs. From the findings, it can be deduced that the organization through its programming has to a large extent operationalized the tenets of the National Child Policy, The African Charter on the Welfare of the child and the United Nation's CRC. This has been realized by taking on a child centeredness approach to programming.

It can be noted that the notion of child participation is within the tenets of participatory communication. Therefore, it emphasizes on horizontal communication, a process of dialogue where the children can articulate issues affecting them and their communities. Additionally, the children should be able to speak to these issues and influence change. Key to this process is the recognition of children as individuals capable of logical thoughts and adults taking the responsibility to ensure that the children are mentored throughout their childhood and adolescents. This process has been proven effective in the platforms the organization has created for the children in Magoye and Choongo APs. The benefits recognized by both adults and children demonstrated that there was an aspect of mutual trust between the children and adults and; the organization and its various stakeholders.

Furthermore, the organizations' mode of implementation met the conceptual and theoretical underpinning considered for effective participation in this study. Children are listened to in their various spaces' and are supported in expressing their views; and their views are considered as it made evident in the child protection committees and the young journalist clubs. In decision making, there were still strides to be made because only Choongo AP demonstrated change in bylaws owing to children speaking out against injustices inflicted on them. It is stressed that measuring impact of child participation at decision making level entails a process of looking at participation in 'a circular layout 'child-initiated, shared decisions with adults'; 'consulted and informed'; 'assigned but informed'; 'adult-initiated, shared decisions with children'; 'child-initiated and directed' (Thomas, 2007).

In defining effective child participation, the study proposed a circular conceptual framework adopted and modified from Treseder's (1997) model of degrees of participation which

encompasses children being consulted and informed; children involved in decision making; development programming centered on children; children are listened to and their ideas considered; children are encouraged to share their ideas and; children are encouraged to initiate ideas. Throughout the study, the links of these key tenets had been made manifest in the child friendly spaces, their operationalization of the key aspects of the projects objectives and the roles children have within their spaces. Whereas the child friendly spaces for nutrition are centered on programming for children's wellbeing, the rest of the spaces met the criterion for effective participation more so for the Youth Ready clubs, the Young journalist clubs, the Child protection committees and the saving groups that empower children socially and economically.

Empirical evidence seems to validate the effectiveness of child participation in the two APs, however, to measure sustainability at the time the study was undertaken would not be conclusive given that the Area programs had 3 years before scheduled phase out. The aspect of continued capacity building for institutions; exposure visits for children; purchasing of equipment and materials for the clubs and the like can potentially be discontinued if there is no funding from another source. Stakeholders, therefore, must start developing ideas for alternative sources of funding for the activities that the organization has been funding over the course of implementation in its existence in the two areas.

6.2. Recommendations

Based on the need for sustainability in child participation to enhance holistic child wellbeing and for lessons learnt through interactions with the organization and its stakeholders, the following are recommended.

1. For economic strengthening for children in saving groups, care must be taken especially for children that are school going as they are most likely to concentrate on business more than their studies. Deliberate check of performance must be encouraged so that the children strike a balance.
2. The rich content of the youth ready clubs can be rolled out to Choongo AP through the schools because it has proved to have changed the perception of life both socially and economically for children who have been selected to be part of the club.

3. The Organization should deliberately organize and/or provide linkages for proposal writing for its various stakeholders to ensure continued funding for scaling up for some of the child friendly spaces existing in the APs.

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APPENDICES

APPENDIX 1: FOCUS GROUP DISCUSSION GUIDE



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES
FGD GUIDE FOR CHILDREN'S CORNERS

TOPIC

Effective child participation in child centered development Non-Governmental Organization in Zambia. A case of World Vision Zambia Choongo and Magoye Cluster Area Programs.

EXPECTED TIME: 45 minutes

1. What inspired you to join this club?
2. What do you like most about it?
3. What is the most valuable thing you have learnt by being in the club?
4. What other things would you like to see in your community that you would love to join in?
5. What do you know about child rights?
6. What is your general feeling about these rights in your community?
7. What is the most difficult thing about being a child?
8. What kind of support would you want and from who?
9. Who do you feel is biggest support system?

APPENDIX 2: INTERVIEW GUIDE FOR WORLD VISION STAFF



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES
RESEARCH INTERVIEW GUIDE FOR WORLD VISION STAFF

TOPIC

Effective child participation in child centered development Non-Governmental Organization in Zambia. A case of World Vision Zambia Choongo and Magoye Cluster Area Programs.

EXPECTED TIME: 1 hour 15 minutes

1. What is your understanding of child participation?
2. Why is child participation important?
3. What has the organization put in place to ensure that children participate in your program areas?
4. To what extent are the child friendly spaces in your AP effective?
5. In what ways are children's views collected within those spaces and used in your programs?
6. What other opportunities do you think can be exploited for child participation?
7. What perceptions do you believe the community and children have about your programs?
8. What are the hindrances to effective child participation?
9. How are you ensuring that the current projects will be sustainable when the programs phase out?
10. Who in your opinion is the most reliable stakeholder in ensuring sustainability? Why?
11. What has worked best and what has not worked well?

APPENDIX: INTERVIEW GUIDE FOR STAKEHOLDERS



THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES
INTERVIEW GUIDE FOR STAKEHOLDERS

TOPIC

Effective child participation in child centered development Non-Governmental Organization in Zambia. A case of World Vision Zambia's Choongo and Magoye Cluster Area programs

EXPECTED TIME: 1 hour, 15 minutes

1. What do you know about child rights?
2. How are these rights upheld in your community and who ensures that they are observed?
3. What is your understanding of child participation?
4. Why is child participation important?
5. What projects are being done in this community by the organization that you are aware of?
6. How are children in the community involved in projects that are being done?
7. How satisfied are you with the projects implemented?
8. What other projects would you like to see in your community that you would be gladly involved in?
9. After World Vision leaves this area, how do you think the projects they have supported over the years will survive?
10. What are your recommendations?