

UNIVERSITY OF BERGEN
Department of Administration and Organization Theory

AORG 351

Master's Thesis in Public Administration

SPRING 2017

**Implementation of the Right to Children's
Participation:**

**The Case of Two Selected Public Primary Schools in Kampala
District in Uganda**

Eva Nabasumba

Dedication

To Richard Sewava Mubiru

My amazing husband,
Whose sacrificial care for me and our children,
made it possible for me to complete this work

and to our two children,

Elaine Gladys Namutebi and Ella Vanya Namubiru Kiwewesi,

Who are indeed a treasure from the Lord.

Next, I dedicate this thesis to my late father **John Hilton Ssenyimba** for loving and encouraging me, building my confidence by constantly assuring and reminding me that I am the best, during your time on earth! May your soul rest in eternal peace, I have fulfilled what you desired!

Lastly to my mothers, **Teopista Namakula** and **Joy Gladys Wamala** and the entire **family** for taking care of Elaine and Ella during the time of my study in Norway!

I love you all!

Acknowledgement

The Lord has enabled me to attain several academic milestones including this one. I am proud and I must thank God for His unending love, provision and protection for me and my entire family. I again thank the Almighty for blessing me with the gift of life, wisdom and strength during the entire period of my study at the University of Bergen, and my entire stay in Norway!

My sincere and deepest gratitude goes to my supervisor professor Marit Skivenes of the Department of Administration and Organization Theory, University of Bergen. Your rich knowledge, experience and exposure in child rights research and fraternity, the guidance and support you rendered to me right from choice of research topic to the final product of this thesis is unmatched and will always be appreciated!

I also thank my class professors Jamil Ishtiaq and Steinar Askvik for their guidance, critical comments, and support in the entire course. In addition, I acknowledge the support of my fellow classmates in the MPA programme for their contributions through constructive comments and advice in the entire course of my study.

My heartfelt gratitude goes out to the Norwegian State Educational Loan Fund (Lanekassen) for funding my study in Norway and to the University of Bergen for giving me the opportunity of a scholarship through the quota scheme, I am humbled!

I also thank the schools' administrations of Kitante Primary School and East Kololo Primary school for allowing me into their schools to collect data for my research.

I also acknowledge Ms. Sanyu Vicky for the support she rendered me during the data collection phase.

Lastly, I thank my family, especially my husband and my mother-in-law for taking good care of our daughters; Elaine and Ella, during my two-year stay in Norway. And to the rest of the people who supported me along the way, I am grateful!

Abstract

*The right to children's participation in Uganda, recently got attention in 2008 when the Uganda National Child Participation Guide (UNCPG) was published. This resulted from Uganda ratifying the United Nations Convention on the Rights of the Child (UNCRC), and the need to focus energies on the alignment of the implementation framework of Article 12 of the same Convention in Uganda. Article 12 of the convention is concerned with the right to children's participation, typically put as the **Right to be heard**. With the publication of the UNCPG, it was hoped that there would be a smooth implementation of this right, as guidelines would solve the adhoc way of doing things, of no guidance and Standard Operating Procedures(SOPs), of fostering CP. This study was conducted in Kampala district in Uganda over a period of two and half months in two primary schools in the Central Division; Kitante Primary School and East Kololo Primary School.*

*The study sought to find out the following; (a) **How the Child Participation right is perceived by different actors involved in its implementation in the schools** (b) **What resources are needed for implementation of meaningful Child Participation in the schools** (c) **What and how the Schools' characteristics affect the implementation of the Child Participation Right** (d) **How the behaviours of teachers affect the implementation of Child Participation in the schools** (e) **How socio-economic conditions affect the implementation of Child Participation right** and (f) **What are the likely ways of enhancing Child participation in the schools.***

The data was collected mainly through interviews with the MGLSD officials, Teachers, Schools' Senior management members, Parents, and Children. Direct observation for some school activities like agriculture and debating activities in the clubs, and non-verbal communication was employed for all respondents. Besides, minutes of various meetings, schools' development plans, school brochures, school rules and regulations handbooks among others were some of the documents analysed to support the study, anchored on a qualitative research approach. The data collected enabled an analysis that sought answers to the challenges facing the implementation of the right to children's participation.

The ladder of participation, a tool used to rank genuine and non-participation activities, was used as an analytical tool to back up the theoretical framework that employed two major implementation models, namely; the Winter's Integrated and Van Meter and Van Horn implementation theories. A synthesis of both theories provided explanations to the factors that affect the implementation of the right to children's participation, and explanations for the findings. The study of implementation of child participation based its analysis on the following theoretical elements: program goals and objectives, target group behaviour, social economic conditions, policy resources and organizational and inter-organizational behaviour. The study findings revealed that lack of clear implementation framework marred with ambiguities in implementation guidelines, inadequate financial and human resources, cultural norms, and beliefs regarding children are some of the barriers to implementation of CP. This is coupled with poor organizational and inter-organizational relations, opposition of child participation by some implementers in the schools and lack of enforcement mechanism by the government to enhance child participation. Given the above, the study therefore analyzed the findings in detail in the subsequent chapters, and the findings contribute to theory building of the two interactive models/theories employed in the study.

Table of Contents

Dedication	i
Acknowledgement	ii
Abstract	iii
Abbreviations	x
Chapter one: Introduction	1
1.1 Introduction.....	1
1.2 Background to the study	2
1.3 Problem Statement and Rationale of the study	3
1.4 Objectives of the study.....	7
1.5 Research Questions.....	7
1.6 Significance of the Study	9
1.7 Theoretical Framework.....	10
1.8 Methodology	11
1.9 Composition of the Thesis	12
Chapter Two: Child Participation in Ugandan Context, Players, Policy, and Legislation..	13
2.1 Introduction.....	13
2.2 The CRC and ACRWC regarding the right to Children’s Participation and the context in Uganda.	13
2.2.1 The CRC as a legal and policy implementation instrument in Uganda.....	15
2.2.2 The African Charter on the Rights and Welfare of the Child (ACRWC).....	16
2.3 The Uganda National Child Participation Guide (UNCPG) of 2008	17
2.3.1 Objectives of the Uganda National Child Participation Guide of 2008.....	18
2.4 The Ministry of Gender, Labour and Social Development (MGLSD).....	21
2.5 The National Council for Children (NCC)	22
2.6 Generic Understanding of the right to Children’s participation.	22
2.7 Conclusion	27
Chapter Three: Theoretical Perspectives of the Study.	28
3.1 Introduction.....	28
3.2 Theoretical Underpinnings.....	29
3.3 Relevance of implementation theories for this study.....	29
3.4 Conclusion	43

Chapter Four: Research Methodology	44
4.1 Introduction.....	44
4.2 Research Approach	44
4.3 Case Study Research Strategy	46
4.4 Study Area and Selection of cases	47
4.4.1 Justification for Selection of the schools.	48
4.4.2 Justification for choice of study area (Kampala District).	48
4.4.3 Selection of Respondents	49
4.4.4 Sample Size and Profile of Respondents	50
4.5 Data Collection Methods	54
4.5.1 Interviews.....	54
4.5.2 Key informant Interviews	55
4.5.3 Direct Observation.....	55
4.5.4 Documents review/analysis	56
4.6 Data Analysis	57
4.7 Addressing the Issues of Validity, Reliability & Generalisation	58
4.8 Ethical Considerations in the Research.....	59
4.9 Conclusion	60
Chapter Five: Structures, Indicators of CP and how they Affect/Influence the Implementation of Child Participation in the Two Schools.....	61
5.1 Introduction.....	61
5.2 Child Participation Implementation Structures in the schools.....	61
5.2.1 Prefects body/Students’ representatives.	62
5.2.2 Class Representatives or Monitors.....	63
5.2.3 Children’s Council.	64
5.2.4 Children’s court.	64
5.3 Indicators of Implementing Child Participation in the Two Schools.	65
5.3.1 School rules and regulations that cater for Children’s participation.....	65
5.3.2 Inclusive, Voluntary and feedback oriented Child Participation	65
5.3.3 Child leadership bodies/clubs in the two schools	66
5.3.4 Perceived benefits of children’s participation in the two schools:	67
5.4 Conclusion	68

Chapter Six: Discussion of Findings on Independent Variables	69
6.1 Introduction.....	69
6.2 Findings on Policy	69
6.2.1 Policy standards and objectives.	69
6.2.2 Policy Resources.....	71
6.2.3 Organizational and inter-organizational behaviour	76
6.3 Findings on Parents and Children.....	77
6.3.1 Target group behaviour.....	77
6.3.2 Socio-economic conditions.....	79
6.4 Conclusion	81
Chapter Seven: Findings on Dependent Variable-Implementation of Child Participation. 82	82
7.1 Introduction.....	82
7.2 Existence of Children governing bodies and Clubs in the two schools.....	82
7.3 Pre-determined School rules and regulations that cater for children’s participation.....	85
7.4 Inclusive, Voluntary and Feedback oriented participation.	86
7.5 Perceived benefits of children’s participation on different actors in the two schools.	87
7.6 Conclusion	89
Chapter Eight: Summary, Implications, and Recommendations of the Study.....	90
8.1 Introduction.....	90
8.2 Summary.....	90
8.2.1 Ambiguity in understanding, measuring and application of Child Participation.....	90
8.2.2 Inadequate Resources to foster implementation.	91
8.2.3 Inconsistent and weak Organizational and Inter-organizational relations and networks	92
8.2.4 Late disbursement of funds for payment of teachers’ salaries by the government.....	93
8.2.5 Dependency on external actors for implementation of the CP Guidelines	93
8.2.6 Opposition of Child Participation by some teachers.....	94
8.2.7 Social-economic conditions and Target Group behaviour.....	94
8.3 Recommendations.....	95
8.3.1 Introduction.....	95
8.3.2 Adoption of a Systems approach to implementation	95
8.3.3 Capacity building of actors through sensitization and training.	96

8.3.4 Government to put in place clear, structured and facilitated implementation action plans.....	97
8.3.5 Implementation of the Committee recommendations and prompt reporting.....	98
8.4 Concluding Remarks.....	99
8.4.1 Introduction.....	99
8.4.2 Implementation framework for child participation.....	99
8.4.3 Allocation of both financial and human resources to accelerate the implementation drive of Child Participation.....	99
8.4.4 The ladder of participation as an evaluation tool in this study.....	100
8.4.5 Parental Support.....	100
8.4.6 The role of NGOs and other private actors.....	100
8.5 Contribution of the study.....	101
8.6 Emerging Issues.....	101
References.....	103
Appendix A.....	108
Appendix B.....	109
Appendix C.....	110
Appendix D.....	111
Appendix E.....	112
Appendix F.....	113
Appendix G.....	114
Appendix H.....	115

List of Tables and Figures

Table 4.1: Sample size of the Study.....	50
Figure 1.1: The posts of East Kololo and Kitante Primary Schools.	2
Figure 2.1: Ladder of Participation.....	25
Figure 3.1: Analytical framework of the study.....	43
Figures 4.1: Post of the Girl Guides and Scouts in the school compound of Kitante Primary School	51
Figure 4.2: Plants by the children and child friendly messages on the walls in East Kololo Primary School.....	52
Figure 4.3: Child friendly messages on the walls in the compound of East Kololo Primary School.	53
Figure 5.1: A partial view of one of the Demonstration gardens of Modern Agriculture run by the children at Kitante primary school.....	68
Figure. 6.1: Conditions required for Successful Implementation of Child Participation.	81
Figure. 7.1: Some of the Clubs at Kitante P/S, where children are participating.	84

Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
ANPPCAN	African Network for the Prevention and Protection against Child Abuse & Neglect
CAP	Chapter
CBO	Community Based Organizations
CDO	Community Development Office
CFPU	Child and Family Protection Unit
CP	Child Participation
CRC	Convention on the Rights of the Child
FBO	Faith Based Organizations
LCs	Local Councils
MDD	Music Dance and Drama
MGLSD	Ministry of Gender, Labour and Social Development
MoES	Ministry of Education and Sports
NGOs	Non-Governmental Organization
NPHC	National Population and Housing Census
NSPPI	National Strategic Programme Plan of Interventions
NTC	National Teachers' College
NWSC	National Water and Sewerage Cooperation
OAU	Organization of African Unity
PSWO	Probation and Social Welfare Office
PTA	Parents Teacher's Association
SMC	School Management Committee
SWAS	School Water and Sanitation
UCRNN	Uganda Child Rights NGO Network
UNCPG	Uganda National Child Participation Guide
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

Chapter one: Introduction

1.1 Introduction

The focus and foundation of this study is to understand the implementation process of Child Participation at Primary School level in Uganda. Child participation is the general understanding that children ought to be given a chance to contribute to different processes around them, considering their level of development and maturity. The study was based on two public primary schools, both in Central division in Kampala district. I intend to understand and analyse the challenges encountered in implementation of the right to participation of children. I was motivated to investigate the right to children's participation (Article 12 of the UNCRC) because Uganda is one of the state parties that ratified the United Nations Convention on the Rights of the Child (UNCRC, 1989). Further, because the participation right of children is said and believed to have numerous implementation challenges specifically due to the elitist, superficial and foreign "eye" it attracts (Gal and Duramy 2015& Kaime 2009). This is so because, habitually, society regards children as human beings who cannot contribute meaningfully to decision-making processes, and therefore, giving them the chance to participate looks like a luxury. Therefore, it is imperative to explore the process of implementing this right in the primary schools, and, find out the context specific challenges to Uganda, so that better implementation strategies could be established and recommended to contribute to on-going research in implementation studies and child rights. Therefore, the study bases its foundation on empirical data collected in Uganda from June to August 2016; from two government-aided primary schools, shown in pictorial below:



Figure 1.1: The posts of East Kololo and Kitante Primary Schools.

Source: Author's own.

This chapter entails the background of the study, statement of the problem, significance of the study, research objectives, and research questions of the study. It also comprises of the scope of the study, theoretical framework, methodology of the study, and composition of the thesis, as elaborated below.

1.2 Background to the study

In 1989, the United Nations came up with a document with extraordinary implications for overall children's welfare. The United Nations Convention on the Rights of the Child (UNCRC) is a set of universal standards for the protection and development of children (CRC, 1994) as cited in (Osler, 1994: 141). The Convention on Rights of the Child considers any person below the age of 18 as a child, unless otherwise stipulated in the law applicable to the child (Hart, 1992)

The Convention on the Rights of the Child (CRC) detailed an international imperative to fulfilling, protecting, and respecting the rights of every child (Lansdown 2014:3). In particular, the Convention set out a clear mandate for guaranteeing opportunities for children to be heard on all matters of concern to them (Lansdown, Jimerson, & Shahroozi, 2014: 3). The attainment of these goals involves respecting and valuing children as active participants in the educational process (ibid). If fully implemented, the right of children to express views and have them taken seriously,

throughout the school environment, would represent one of the most profound transformations in moving towards a culture of respect for children's rights, for their dignity and citizenship, and for their capacities to contribute significantly towards their own well-being (Lansdown et al., 2014: 3).

It is worth noting that, Children's participation in decision-making processes affecting their lives is at the centre of the Convention on the Rights of the Child (CRC 1994) and its central contribution to the children's rights discourse (Gal & Duramy, 2015:1). However, the right to participation of children comes with a lot of challenges especially regarding its implementation (ibid: 2). Some scholars like Gal and Duramy attribute this to the different legal procedures and mechanisms that have been explored in different ways worldwide in favour of the children's right to participate in decisions that affect their lives. They further raise a concern that these worldwide developments have only rarely been accompanied with empirical investigations. The effectiveness of various policies in achieving meaningful participation for children of different ages, cultures and circumstances have remained largely unproven empirically (Gal & Duramy, 2015:1).

Therefore, with the growing awareness of the importance of evidence-based policies, it becomes clear that more studies that are context specific and sensitive to the needs of children need to be carried out so that appropriate measures and policies are made for effective inclusion of children in decision-making (ibid). Therefore, this study will contribute to practical contextual knowledge regarding children's participation in the school setting in an urban area/setting in Uganda, and more so, in other countries across the globe.

1.3 Problem Statement and Rationale of the study

Historically, children's perspectives and experiences have been disregarded in favour of those of adults because children have been considered to lack the expertise and competence to inform adult decision-making, irrespective of whether the decisions directly affect them. Now, governments, policy makers, professionals, and parents are required to take greater note of the concerns of those younger than age 18 years, giving due weight to the views expressed in accordance with the age and maturity of the child (Lansdown & Karkara, 2006 :690).

The problem investigated in this study is the failure to implement the right to children's participation in a satisfactory and meaningful way, despite the increased child participation initiatives and programs in the country (Uganda Child Participation Guide, 2008). Different scholars agree that inefficiencies characterize implementation of programmes especially in developing countries, which make it highly impossible to create the desired output and change. For example, Van Meter and Van Horn (1975) point out ambiguity in policy standards and objectives, lack of resources, the influence of implementers and others as some of the factors responsible or accounting for implementation failure.

Although increasing children's participation in school programmes and activities may be visible in post industrialized countries, it is not accurate to generalize this pattern to developing countries like Uganda, where socio-cultural and economic contexts are different from those of the developed world (Knill & Tosun, 2012 :75). Specific studies on the politics of implementation in practice regarding children's participation in their day-to-day lives are inadequate (Gal & Duramy, 2015).

One of the academic CP studies conducted in Uganda in Kabarole district by Zalwango, using data collected through interviewing upper primary school children, their teachers and head teachers revealed that, Child Participation in schools was characterized by manipulation, decoration, and tokenism as the dominant levels of participation, accruing from the ladder of participation as an evaluation tool. According to Zalwango, the author of the said research, this trend of claiming children's involvement which does not genuinely exist undermines the capacities of children as social actors who can make meaningful contribution to their own development through self-confidence, esteem and other development goals. (Zalwango, 2013).

Therefore, this research set out to investigate how the schools are involving and considering children's views in the general running of the schools in the urban areas of Central Uganda. In addition, the study sought to understand the challenges that manifest in the implementation of this right, which possibly results in children being decorated and manipulated instead of fostering genuine participation.

Article 12 of the UNCRC gives children the right to be heard by considering a child's views in all matters affecting him or her. The CRC also recognizes the complementarity of other Articles for children's participation to be meaningful. According to Save the Children UK, these include; • Article 13: Right to freedom of expression, • Article 14: Freedom of thought, conscience, and religion, • Article 15: Freedom of association, • Article 17: Access to appropriate information for children so that they can express their opinions about issues that affect them (Article 12), they need information (Article 17) and they need to be able to gather with others to discuss issues (Article 15) See (UK, 2010:9). Without freedom of expression and freedom of thought (Articles 13 and 14), children cannot have a voice (Jones, 2010). Therefore, the above justifies the notion that the participation right enhances all the other rights.

In Uganda, children make up about 60% of the total population (National Population & Housing Census (NPHC 2014). It is therefore unreasonable to leave out the views, opinions and contributions of more than half of the population, especially in matters affecting them (MGLSD, 2008). As Fitzgerald acknowledges, "For children to learn to speak up and voice their opinions, for example, it is important for adults to create participatory spaces and to provide support and guidance in partnership with children, in order to help them formulate their views" (Fitzgerald, 2009: 94). Therefore, of fact, children need to fully participate in the development process, so as to develop informed and smarter programmes for our governments (MGLSD, 2008: 12).

Considering that, much impressive work has been undertaken in recent years to create opportunities for children to participate in the public arena, it is also apparent that equal investment has not been made in addressing the opportunities for children to be heard in their day-to-day lives, within the school setting (Lansdown et al., 2014:4). This subsequently lessens the impact of the wider societal (e.g. national) child participation interventions (Lansdown, 2011; CRC, 1994); Roosevelt, 1958). This cannot be over-emphasized for Uganda. The school is held in highest regard as a social network generally because children spend most of their time in the school (Lansdown, 2011a).

Arguably, "early in life, when most impressionable, we leave our families daily and go to school where we are oriented, together with our peer-mates, to respect and learn from those who are older, bigger, stronger, louder and more dominant than we are" (Chambers, 1997: 61). This is one of the

quotes, that portray the social relations between human beings and the school environment, most especially the children. School is very important aspect for children because that is where they spend almost eighty percent of their time, hence, a rationale for my choice to study the participation of children in school based activities or school setting (Lansdown et al., 2014). The Committee on the Rights of the Child believes that, human rights education can shape the motivations and behaviours of children only when human rights are practiced in the institutions in which the child learns, plays, and lives together with other children and adults (CRC, 2009:24).

In the committee on the rights of the child (CRC) report, general comment no. 12, it was emphasized that,

“Steady participation of children in decision-making processes should be achieved through, inter alia, class councils, student councils and student representation on school boards and committees, where they can freely express their views on the development and implementation of school policies and codes of behaviour. These rights need to be enshrined in legislation, rather than relying on the goodwill of authorities, schools and head teachers to implement them”.

(Committee on the Rights of the Child, General Comment No.12. 2009:25)

Owing to the above, it is pertinent to note that, respect for right of the child to be heard within educational settings is fundamental to the realization of the right to education itself (CRC, 2009). The Committee was cognizant of, and concerned with the continuing authoritarianism, discrimination, disrespect, and violence that characterized the reality of many schools and classrooms (ibid). Such environments were believed to be uncondusive to the expression of children’s views and the due weight to be given these views (ibid). Therefore, the Committee recommended that States parties act to build opportunities for children to express their views and for those views to be given due weight regarding all educational environments, including educational programmes in the early years, and the active role of children in a participatory learning environment ought to be promoted (ibid).

Therefore, the purpose of this research is to explore and understand the dynamics involved in the implementation of children’s participation right in practice in the school setting based on empirical

evidences. The study drew from article 12 of the United Nations Convention on the Rights of the Child.

1.4 Objectives of the study

The main objective of the study was to analyze the implementation of the right to children's participation in Uganda, anchoring my analysis in Kampala district.

The specific objectives included the following:

- To explore how the understanding or perception of the child participation right by the different actors affect its own implementation. This mainly entails getting to know whether the different actors know and understand what they are supposed to do to make the enjoyment of this right by the children a reality.
- To identify the actors involved, and their roles in the implementation process of the Child Participation right at the school level in Uganda. The implementation of this right involves several interested parties including the beneficiaries, each with distinct interests. Therefore, the study sought to find out how all these interests were catered for to realize this right in Kampala district.

1.5 Research Questions

The central research question of the study is; **what are the challenges that affect the implementation of the right to participation of children in Kampala district?**

The specific research questions below helped me to narrow down the study such that relevant empirical evidence is gathered to enable the study to answer the research questions:

1. **How is Child Participation right perceived by different actors involved in its implementation in the schools? Is the concept clear to the implementers?** – The MGLSD officials, SMC, Teachers, Parents, and Children. As one of the background

questions, it helped to enrich the researcher's knowledge and understanding the different stakeholders attached to the study topic. The stakeholders included both the implementers and beneficiaries of CP initiatives and activities. This subsequently blended with the general outlook of individual perceptions of the respondents and how it influenced the way, they executed their different roles in implementing child participation in the schools.

2. **What are the resources needed for implementation of meaningful Child Participation in the schools?** Resources are paramount in execution of any plan. This is one of the major questions directly showing the influence of resources on implementation. The resources specifically in form of human, financial, and managerial support the implementation of child participation, without them, implementation is almost not possible.
3. **What are the characteristics of the schools and how do they affect the implementation of the Child Participation Right?** This being a background question provides empirical evidence as to whether the social demographic features of the school may have an influence on the outlook of implementation. This supported the researcher to make context specific analysis important in understanding variations in the study findings.
4. **How do the behaviours of teachers affect the implementation of Child Participation in the schools? Is there any opposition of children's participation by the teachers?** This question addressed the specific role of teachers in the implementation of CP in the schools. This is because the teachers were the main respondents of concern in the analysis of the process of implementing CP. Their role was categorically vital because they are the major implementers and therefore, the analysis of their day-to-day interactions, perceptions, norms, and beliefs all had a major impact on implementation.
5. **How do socio-economic conditions affect the implementation of Child Participation right?** Social-economic conditions are crucial for influencing the output of many things, implementation inclusive. They influence how, why and when things happen. Therefore, it was important to highlight their influence in and over this study.

6. **What are the likely ways of enhancing Child participation in the schools?** This is a general question but very important for the study, as it forms the basis for empirical evidence from which the researcher derives new knowledge to bring to the fore. It supports the notion of coming up with context specific knowledge that could aid CP implementation in the schools, especially those with similar social-economic conditions like Kitante and East Kololo Primary Schools.

I obtained the data for answering the above six research questions from interviews from the Assistant commissioner of Children Affairs and the Principal Probation and Social Welfare officer as key informants mainly at policy level and providing an updated status of child participation activities in Uganda. The support of the Schools' senior management to the entire CP activities in the two schools and the attitude of teachers towards implementation of CP catered for the disposition of implementers. The social-economic status of the schools answers the questions relating to the characteristics of the schools, and how they influence the implementation of CP. Whereas the social-economic status of parents, helps to determine their capacity to support their children to participate. Other factors were also considered for example, the level of exposure and response of children towards participation activities.

1.6 Significance of the Study

Notably, “a number of influences on thinking about childhood are closely bound up with more contemporary understandings of children as having strengths and competencies which have transformed them from invisible objects into subjects with legitimate voices of their own” (Fitzgerald, 2009 : 84).

The Committee on the Rights of the Child, General Comment No.12, emphasizes that,

“Children’s participation is indispensable for the creation of a social climate in the classroom, which stimulates cooperation and mutual support needed for child-centered interactive learning” (CRC, 2009:24).

The significance of the study is majorly the contribution of new knowledge in respect to rights implementation especially in the context of developing countries. The case being that, in the context of Africa, children's rights and respect for their opinion has not been widely and concretely recognised, so it would be deemed necessary to get a strategy that incorporates local factors in context that would aid cultural legitimacy (Kaime, 2009). The study also contributes new knowledge on child participation and how it can be meaningfully applied to benefit the society.

Therefore, this study comes with grounded exploration of what in practice transpires in a Ugandan primary school in lieu of child contribution to the decision-making processes, involvement in various activities with contextual issues in question unleashed and understood in their own settings of origin. Many other writers and researchers agree that children's participation is an empowering process for children and builds their capacities to voice out their views, helping them to build trust and cope with stressful situations. In addition, when children participate in decision making processes, they fulfil their democratic right, and they are moulded into future competent participants, leading to better decisions, and improve their perception of the process as fair (Lansdown, 2001 and Gal & Duramy, 2015).

1.7 Theoretical Framework

I employed two main theories in the study, which include Winter's integrated implementation theory, and Van Meter and Van Horn's implementation theory. Key to note is the study's unique employability of the ladder of participation analytical structure from the eight rungs of participation to be incorporated with the two major theories for a comprehensive analytical framework. The above theories gave rise to various factors that affect or may determine policy implementation. However, not all the factors attributed by those theories were applicable in the study. I capitalized only on those theoretical features/elements, which were relevant to my study. These included: Policy standard and objectives, policy resources, the characteristics of implementing agencies derived from Van Meter and Van Horn's implementation theory, and organizational and inter-organizational relations, the role of street level bureaucrats, target group behaviour, cultural and socio-economic conditions from Winter's integrated implementation

theory. The theoretical perspectives of the study and the variables are elaborated in detail in chapter *three*.

1.8 Methodology

This study applied a qualitative research methodology. According to Creswell, 'Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem' (Creswell, 2014:4). This means that the researcher plays an important role through being an active learner who can tell the story from the participants' view other than as an expert who passes judgment (Creswell, 2014: 18). Qualitative methodology enabled me to gather multiple forms of data through methods such as key informants, interviews, observation, and documents reviews. This approach provided comprehensive evidence for the study, thereby, creating depth in empirical data gathered and attaining validity of the study's findings.

Furthermore, the methodology enabled me to be a key instrument of the data collection thus putting me in the position to understand the problem from the participant's point of view and experience child participation implementation process from its natural setting. I collected primary data through face-to-face in-depth interviews, key informant interviews, and observation. Secondary data was got through document reviews. Additionally, a case study strategy was adopted for the study. Case study strategy helped me to authentically derive a richer, more contextualized interpretation of the phenomenon of interest than would do most other research methods by virtue of its ability to capture a rich array of contextual data" (Bhattacharjee, 2012:93).

It also enabled me to study child participation from the perspectives of multiple participants and using multiple levels of analysis (ibid: 93). Overall, the methodology guided and helped my rich and contextualized data collection process that formed the basis of my understanding and analysis of the implementation of children's right to participation in the two schools in Kampala district.

1.9 Composition of the Thesis

This thesis is organized into eight chapters. The *first chapter* consists of an introduction to the study, background to the study, statement of the problem, study objectives, research questions, scope, and significance of the study. It also includes a snapshot of the theoretical framework, research methodology and organization of the thesis. *Chapter Two* comprises of a detailed background to the study of child participation, the policy provisions, and actors/players in Uganda. In addition, it also covers an Overview of legislation on Child participation, plus initiatives, trends in Uganda and generic understanding of CP. It also highlights the Ladder of participation as an analytical tool that buffers the theoretical framework of the study. *Chapter Three* comprises of the theoretical perspectives, highlighting the operationalization of theoretical independent variables.

The *fourth chapter* discusses the research approach used, research strategy, area of the study and its rationale, selection of respondents and sample size for the study. It also includes data collection methods; data analysis, limitations of the study, and addresses issues of validity, generalization, reliability, and finally ethical considerations that pertain to this study.

Chapter Five tackles structures and study generated specific indicators of child participation and how they affect the implementation of CP in the two schools. *Chapter Six* elaborates findings and discussions on the independent variables of the study including policy standard and objectives, policy resources, organizational and inter-organizational relations, socio-economic conditions, and target group behaviours. *Chapter Seven* involves key observations and findings on the dependent variable-the status of implementation of child participation. Finally, *Chapter eight* comprises of summary, emerging issues, contribution of the study, recommendations and concluding remarks.

Chapter Two: Child Participation in Ugandan Context, Players, Policy, and Legislation.

2.1 Introduction

This chapter consists of the different literature that explains children's participation in Uganda, tailored to some generic concepts of understanding CP. It also highlights the current situation and trends in Uganda, especially the policy interventions by the government to implement children's participation. The chapter gives a detailed analysis of the rationale for this study by highlighting the mandate and relevance of the study of children's participation. Subsequently, the chapter gives an overview of children's rights situation in Uganda, and why it is important and interesting to consider children, especially their meaningful contribution to the society. This chapter is the foundation of the whole study as it informs on the updated policy provisions concerning children in Uganda and the implementers who are supposed to make things happen.

2.2 The CRC and ACRWC regarding the right to Children's Participation and the context in Uganda.

Through her activist aspirations and writings concerning children's participation, Elise Boulding is quoted proclaiming that;

“We may be unnecessarily sabotaging our present, and our children's future, by being blind to the inconsistencies and irrationalities of adult-child interaction in family and community in this century. Mass media programmes about the right to a happy and secure childhood and to a happy and secure retirement cannot substitute for the actual experience of frank and honest confrontation between generations when perceptions, needs and interests differ, in a context of mutual acceptance of responsibility for each other. Neither can special feeding, health and education programmes undertaken for children substitute for joint community projects carried

out by adults and children together, in which capacities of the young to contribute to the welfare of all receives full recognition”. (Boulding, 1979:89).

The above statement re-enforces the need for consideration of child participation.

Over the past two decades, Uganda has shown its commitment to the welfare of children through adoption and implementation of both national and international policy and legal instruments that concern children (APSP, 2015:iii).

At the international level, Uganda has ratified several conventions including, the United Nations Convention on the Rights of the Child (1990), the Organization of African Unity Charter on the Rights and Welfare of the Child (1990). At the policy and program level, the Ministry of Gender, Labour and Social Development (MGLSD) is the lead agency mandated to ensure that the rights of all children, including orphans and other vulnerable children are promoted and upheld (APSP, 2015: iv). So, formally Uganda has committed to many important principles and rules. However, in practice, there is a long way to go.

Other legal instruments include the African Charter for the Welfare and Rights of the Child (specifically Articles 4 and 7), which was adopted by Organization of African Unity (OAU) in 1990 to localize and contextualize the provisions of the UNCRC in Africa. This is further elaborated in this chapter.

Also, children’s participation is domesticated in the following instruments namely; The Children Act, Cap. 59, The Local Government Act, Cap. 243 and at policy level in the current National Strategic Programme Plan of Interventions (NSPPI-2). At the policy level, the NSSPI-2 which is the overarching national planning framework commits to applying the human rights based approach to development, which in principle embraces child participation as a right and human rights principle.

2.2.1 The CRC as a legal and policy implementation instrument in Uganda

Uganda ratified the Convention on the Rights of the Child (CRC) in November 1990. As a signatory to the UNCRC, Uganda pledged to implement the provisions of the Convention to its fullest by putting in place administrative and institutional measures for the realization of these commitments. Child participation is recognized as one of the fundamental principles. Other basic principles include non-discrimination, honouring the best interests of the child and dedication to realizing all the provisions of the UNCRC (UNCPG, 2008:16).

Article 12 of the Convention on the Rights of the Child affirms that:

“States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child” (Convention on the Rights of the Child, 2009:5)

Therefore, owing to the above, the CRC emphasizes that, “a child should be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of the national law” (CRC, 2009:5). This serves to maintain the sovereignty of the national law, without being an excuse for violations of any human right, civil, political freedoms, and liberties. Important to note is that, Article 12 of the Convention on the Rights of the Child is a unique provision in a human rights treaty; which addresses the legal and social status of children, who, on the one hand lack the full autonomy of adults but, on the other, are subjects of rights (General Comment No. 12, 2009:5).

Therefore, the right of all children to be heard and taken seriously is one of the fundamental values of the Convention and should be respected. The Committee report on the rights of the child identified article 12 as one of the four general principles of the CRC. And, the others being the right to non-discrimination, the right to life and development, and the primary consideration of the child’s best interests, which highlights the fact that article 12 establishes not only a right in

itself, but should also be considered in the interpretation and implementation of all other rights (CRC, 2009:5). In addition, the committee emphasizes the right of children to be heard, mainly organized in groups than for an individual child because of collective response to a cause (ibid).

2.2.2 The African Charter on the Rights and Welfare of the Child (ACRWC)

African Charter on the Rights and Welfare of the Child (ACRWC) was adopted by the Organization of African Unity (OAU) in 1990 to localize the provisions of UNCRC in the African context. Currently, 41 African states have ratified, nine (9) have signed but not ratified while four (4) have neither signed nor ratified the ACRWC. Just like the UNCRC, the Charter recognizes child participation as a means of ensuring that all actions and decisions by individuals or authorities are taken in the best interests of the child. The main articles that provide for participation of children in the ACRWC are 4 and 7 (Union, 1999). The ACRWC, the regional children's rights treaty, introduced in the same spirit like the CRC, however, had to pay special attention to the peculiar vulnerabilities of African Children (Ehlers & Frank, 2008).

I refer to, and quote **Article 4 of the ACRWC, which states that:**

1. *"In all actions concerning the child undertaken by any person or authority the best interests of the child shall be the primary consideration".*

(<http://www.achpr.org/instruments/child/>)

And,

2. *"In all judicial or administrative proceedings affecting a child who is capable of communicating his/her own views, an opportunity shall be provided for the views of the child to be heard either directly or through an impartial representative as a party to the proceedings, and those views shall be taken into consideration by the relevant authority in accordance with the provisions of appropriate law".*

(<http://www.achpr.org/instruments/child/>)

Article 7 states that:

3. *“Every child who is capable of communicating his or her own views shall be assured the rights to express his opinions freely in all matters and to disseminate his opinions subject to such restrictions as are prescribed by laws”.*

(<http://www.achpr.org/instruments/child/>)

It is important to note that, the ACRWC also does not clearly point out the specific activities in which children should participate, just like the UNCRC. Therefore, member states would implement Child Participation given their own contexts.

Similarly, the conventions believe and stress universal participation of all children in all matters affecting them, in an environment which supports children’s expression of their views, but also the same views to be given consideration.

Article 11 of the ACRWC, also stresses the right of the child to education by; promoting the development of the child’s personality through nurturing the inherent talent and physical abilities to their fullest potential, fostering a culture of respect for human rights and fundamental freedoms. This prepares the child for outside world of adult responsibilities built on understanding, tolerance, dialogue, mutual respect and friendship among all human beings of all lifestyles, among others. The above statement reinforces the art of child participation, by building supportive relationships with children that nurture them into informed and responsible adults who can embrace and foster, preserve and strengthen positive African morals, traditional values and cultures.

2.3 The Uganda National Child Participation Guide (UNCPG) of 2008

The situation of vulnerable children is still in a dire state and far from solved. The increasing population geared by increasing birth rate in Africa and Uganda in particular, is a call for concern. Research shows that poverty is a cross-cutting issue for vulnerability not only to children but the communities and the population at large (See https://www.unicef.org/uganda/UNICEF_SitAn_7_2015 (Full report).pdf). Internal conflicts,

family breakdowns, wars, uncoordinated child programs and government inefficiencies contribute to vulnerability of the population (ibid).

Currently, several child-focused interventions and programs by civil society and government are being undertaken to address vulnerability of the population (APSP. 2015). These interventions are project-based, un-coordinated, traditional/ conventional in nature not programs which are broadly planned to encompass wider interventions incorporating vital structures like family units, community structures like LCs, and finally enriching the programs with creative and innovative interventions which are universal to all the people including the poor (ibid). Therefore, this compromises the sustainability of such interventions, dependent on availability of donor funding.

Uganda also recognizes the right to participation by all persons in the Constitution of the Republic of Uganda (1995), the Local Government Act (Cap.243), and the Children Act (Cap 59).

The 1989 UN Convention on the Rights of the Child has inspired advocates and policy makers across the globe, injecting children's rights terminology into various public and private arenas. (Gal & Duramy, 2015:1). In a bid to implement child participation in the country, the Uganda government came up with a Child Participation Guide/Strategy of 2008. This guide was designed specifically for those working at institutions/organizations including schools and health care providers; legal institutions; probation and welfare institutions; local councils; Non-Governmental Organizations; Community Based Organizations; and the media (Uganda National Child Participation Guide, 2008). However, the right to children's participation is also stipulated in the National Orphans and Vulnerable Policy of Uganda of 2004 (NSSPI).

2.3.1 Objectives of the Uganda National Child Participation Guide of 2008

1. To provide organizations with a clear approach and methodology on how to involve children (UNCPG, 2008:8).
2. To stimulate action towards providing a safe environment and space that promotes the participation of children at the family, community and institutions (UNCPG, 2008:8).

The challenge before the introduction of the guide, was lack of guidelines to be followed by everyone promoting child participation. Each agency promoting children's participation applied its own approach, which resulted in complete confusion among the public including child actors, young people, and the children (UNCPG, 2008:7). Therefore, the National Child Participation Guide was designed and published in 2008 to contribute to the realization of participation as a right for all children and to respond to the good intentions of actors promoting child participation. The Guide was developed under the leadership of the Ministry of Gender, Labour, and Social Development (MGLSD), a government arm or ministry mandated to set standards through policies and guidelines for services and activities targeting children, among other categories (Source: National Child Participation Guide, 2008:7).

However, participation of children as stated in the UNCRC is often seen as foreign, superficial and alien to the African and Ugandan culture (Uganda National Child participation Guide, 2008:14). Whenever discussions on issues concerning children arise, it elicits political, cultural, social, and emotional concerns (ibid). It is often challenged as elitist and interpreted as an intrusion into the jurisdiction of the family head and a threat to parental authority (MGLSD, 2008)

Although adults believe that children have rights to life, shelter, clothing, health, education, etc., many are not convinced that children have the right to participate in such community issues as decision-making (ibid). Child participation is restricted especially in the African society because African family relationships are divided into classes and role expectations that are clearly defined (UNCPG, 2008:14). In some communities, children are not allowed to speak among adults without permission and doing so can bring disgrace on the parents and is punishable (Uganda National Child Participation Guide 2008:14).

The issue of child participation is a cornerstone in realizing children's rights because, without it, children are invisible to government and other services, resulting in policies and programmes that are potentially poorly designed, implemented and evaluated (Situation analysis of children report, 2015: 83). Specific to the Uganda National Child Participation Guide of 2008, some of the benefits of child participation include; helping children to identify their key concerns, critical to designing programmes specifically tailored to children, provides children with a greater sense of ownership and responsibility, especially in programme development. Also, develops life skills including

empowerment, self-esteem and self-confidence, enhances democracy and the democratic process, increases sensitivity to perspectives and needs of others. Develops competencies such as cooperation, tolerance and collaboration, exposure to social networks, skills and enjoyment, promotes group responsibility – sharing experiences and solutions, preparation for leadership , creates positive relationships among children and inculcates a sense of patriotism in the children (GoU, 2008:12).

In Uganda, however, children’s participation initiatives tend to be related to specific programmes funded and run by international and local NGOs (Situational analysis report 2010). There is a concern that many participatory initiatives do not reach the most disadvantaged or excluded children and, as such, can potentially contribute to further social exclusion (ibid). Therefore, my study sought to inform what in practice transpires in the Kampala typical school that limits or fosters meaningful children’s participation. The above assertion shows that there are possible tensions between the formal ideas laid out in policy and legislation, and the attitudes and practices in families and administration including schools themselves.

I appreciate researchers who have opened the door to others by bringing new knowledge and views in the field of child studies. I have come to learn that, ultimately, children’s participation, their involvement in decision-making, their opinions and contributions may be highly regarded as a post-materialistic value of the cleavage approach as highlighted by Knill and Tosun (2012). The cleavage approach considers an advanced array of human rights dimensions that go beyond basic needs to demanding rights that fall into first class trajectory of enjoying individual rights, some of which are regarded minority rights. For example, emancipation of same sex marriage and gay rights. Especially in Africa where there is still a big struggle with fulfilling the basic rights to food and shelter, talking of child participation is considered a luxury. See (Knill & Tosun, 2012 :75). But even when it is appreciated that the developed countries are doing well in terms of human rights, there still exists barriers to especially, involving children for example in decision-making processes in matters that affect their lives directly.

Kaime acknowledges that, in the context of Africa, it is important to consider an approach which takes into account local factors because children’s rights seem not to enjoy sufficient cultural

legitimacy within the various African cultures and respect for children's rights is yet to firmly gain ground (Kaime, 2009:2). This accrues from the different cultural and contextual issues involved, including political, economic, and social factors (ibid). Consequently, the diverse and different cultural orientations in Africa affects the possibility of meaningful and organized children involvement because of having to take care of various interests and expectations from different stakeholders which are uncoordinated.

Studies done in the area of child participation reveal that, with the transformation in ensuring that children's opinions are mainstreamed in all matters concerning them, show that, meaningful participation may still be a nightmare as children are manipulated, decorated and engaged through tokenism, and that is what is often called participation of children, guided by Roger Hart's ladder of participation of 1992 (Zalwango, 2013).

The findings of Zalwango, a Master student from Makerere University who did a small-scale Child Participation study in a rural district in Uganda showed that, children were not meaningfully involved in the school life, which inspired me to find out the reasons for this kind of outcome. Therefore, my study set out to explore the challenges that affect the implementation of the child participation right, and that is the gap that my research is bridging. I believe one of the goals of research is to bring new knowledge on board to guide future programming and more studies. I am sure my study findings will be of valuable input and contribution to the knowledge base and data for other researchers as well.

2.4 The Ministry of Gender, Labour and Social Development (MGLSD)

The Ministry of Gender, Labour and Social Development in Uganda is one mandated to promote social protection of children in Uganda. It is the Secretariat for the Social Development Sector under the sector wide approaches. The ministry has fully fledged department for Children Affairs. In fact, the two key informants for this study namely, the Assistant Commissioner for Children Affairs and the Principle Probation and Social Welfare Officer were got from the ministry in question. It is also a ministry charged with culture, community mobilization and gender concerns that largely affect children.

2.5 The National Council for Children (NCC)

This was established by the National Council Children Act of 1996. One of the core functions of the NCC is the coordination and monitoring the implementation of child rights related programmes. The NCC is a semi-autonomous body, the Ombudsman for children. However, the NCC and its development partners have come up with the Early Childhood Development policy, as one of the ways of nurturing and promoting children's participation. Some of the plans for the NCC to be worked on include; capacity enhancement for its staff, council and actors in child rights and coordinate them to create harmony in child rights programming, and monitor and evaluate the implementation of various child rights policies and programmes. According to the Committee report on Gender, Labour and Social Development on 21st April 2015, it was highlighted that, some of the challenges experienced by the NCC include; inadequate operational and programme funding from the government. The council depends on development partners who at times have their own agenda. It was noted that, on several occasions the council had not completed activities it had planned to carry out because of insufficient funds. In addition, the council faces a human resource problem, of the 21 approved staff, only 12 have been hired consequently hampering the achievements of desired out puts (ParliamentWatch, 2015).

2.6 Generic Understanding of the right to Children's participation.

Existing literature has guided my understanding of the concept of children's participation. Child participation is a kaleidoscopic concept comprehended and highlighted differently which makes it a challenge to come up with a standard and consolidated definition. However, the different spheres in which it is understood do not necessarily contradict one other because of the different assimilations to culture, traditions and political life in which children are portrayed (Fonseca, Kincardett, & Giertsen, 2005).

Many writers have considerably emphasized children's participation transformation from a universal human right to a need, a copying mechanism, and developmental milestone that benefits children of all ages (Gal & Duramy, 2015:4) . In the same lens, Save the Children makes an explicit statement of each human being's need for participation by proclaiming that,

“Participation is a human need, inherent to human beings, to their socialisation; and it is fundamental for satisfying and realising oneself fully and that it orients decision-making and with that self-valuing and self-determination” (Fonseca et al., 2005:1)

Generally, child participation is the right of every child and participation can mean; a) Seeking information, forming views, expressing ideas. b) Taking part in activities and processes c) Being informed and consulted in decision-making. d) Initiating ideas, processes, proposals, projects. e) Analysing situations and making choices. f) Respecting others and treating all with dignity (UNCRC, 1989).

Fitzgerald acknowledges that, in its broadest sense, participation for children refers to children taking part in a range of settings, both collective (for example, voting, participating in youth parliaments, schools, local councils etc.) and personal (for example, having a say in family law and care and protection matters, family relations etc.) (Davis & Hill, 2006) as cited in (Fitzgerald, 2009 :79). She further quotes Lansdown (2006:139) that, understanding of what is meant by participation varies widely but, if it is to be meaningful, needs to be an on-going process of children's expression and active involvement in decision making at different levels in matters that concern them (ibid, 79)

As per the Save the children (Norway) 2005 report on Child Participation, emphasis is put on Child Participation as a working principle, specifically for Organisations working for and with children for example Civil Society Organisations, Non-Governmental Organisations, and others. Moreover, Child participation is also generally viewed as a process because it focuses on the process which is the “how” more than the outcomes. This is due to the belief in non-mechanical steps for enhancing Child participation because, being a learning process, it should be flexible and therefore should focus on the process rather than output.

Therefore, for purposes of this study, Child Participation means the involvement of children in school clubs, children's courts and parliaments, elections and campaigns and other school based activities including agriculture, debating clubs among others. These activities may be initiated by the children themselves or assigned, with the support of responsible, responsive, and organised school structures in the daily running of the school.

In defining CP, it is important to consider the 'Ladder of Participation' because it is an analytical tool employed in this study to highlight the different levels of both participation and non-participation. It is also a basis for analysing findings and hence, making conclusions.

The ladder of participation is a model developed by Roger Hart in 1992, and widely used by other authors and researchers, which identifies children's levels of participation in projects (See figure 2.1 below). It is designed to encourage those working with children to think more closely about the nature and purpose of children's participation in community activities (Hart, 1992:36). Roger Hart argued that, genuine participation should not be confused with activities such as children's dance, music and theatre performances in which children act out predetermined roles in projects designed by adults (ibid). He acknowledged that such performances, while they may be worthwhile in themselves and a positive experience for children and adults alike, need to be recognized for what they are; performances (ibid).

I employed the ladder of participation as an analytical tool in this study, working hand in hand with the two-implementation theories to analyze and understand participation activities in the two schools. The activities that children engage in are measured against the ladder to see whether they qualify to be perceived or understood as participation. The ladder of participation is the tool that has been employed to such activities evaluated in the quest for the implementation of the right to children's participation. Consequently, the ladder of participation was therefore employed in my study to understand the scope of children's participation based on the different activities deemed important in enhancing child participation in the two schools in this study. Secondly, the ladder of participation is a guiding tool in the Uganda National Child participation Guide of 2008, which is the current guiding document on implementing CP in Uganda. Some other researchers have used the ladder of participation in their studies for example Zalwango, 2013.

The Ladder of Participation

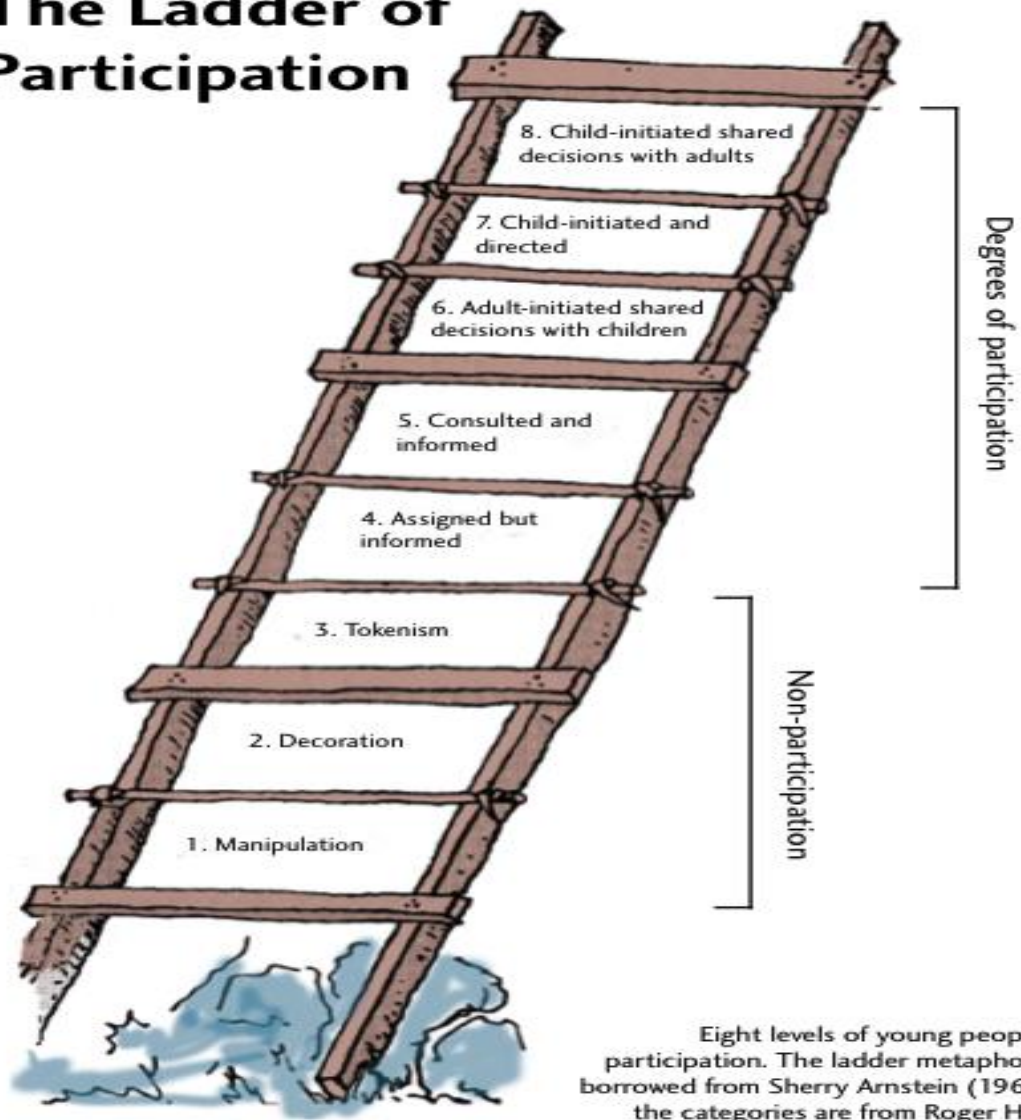


Figure 2.1: Ladder of Participation

Source of the Ladder Image: Google Internet Images:

The ladder of participation, as elaborated below, gives more insight on the different levels of participation/non-participation, as highlighted by Roger Hart (1992:36-37).

1. **Manipulation, Decoration, and Tokenism:** The three levels of non-participation are those from one to three. They range from children having no understanding of issues and hence do not understand their actions, then, this is **manipulation**. For example, young children used to carry political placards concerning the impact of social policies on children. Again, when adults simply use the children to bolster their cause in a relatively indirect way. Take for example; those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at the event in such dress, but have little idea of what they sing about or even campaign for, this is **decoration**. Lastly, **Tokenism** happens in those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it. There is little or no opportunity to formulate their own opinions (Roger, 1992) For instance, this is common in conferences when children are given pieces of information to present to the audience when they have no opinion about what they are presenting.

Levels of participation from fourth (4th) rung onwards.

2. **Assigned but informed, advancing real participation.** This involves actions where children are consulted and informed; adults consult children on events and take the children's contribution seriously. Another form of participation is a process where adults initiate projects but share decisions with children. Next, there are projects, which are initiated and directed by the children themselves one of the strongest pillars of genuine participation. When the conditions are conducive and supportive for them, even younger children can work cooperatively in large groups (Hart, 1992). Lastly, there are activities or projects initiated by the children but they share decisions with adults. This relies heavily upon the impressive insight of adults. Key to note is the usual occurrence of teenage children that tend to incorporate adults into projects they have designed and managed (Hart, 1992).

The above steps of participation as highlighted by the participation ladder, guided my study in finding out and analyzing the scope of the activities in which children participated. The ladder of participation is employed as an analytical tool to help explain and show the scope of activities that

make up child participation. The activities that were being implemented in the two schools as mechanisms for enhancing child participation are further elaborated in subsequent chapters.

From the activities in which children are involved in the two schools studied, I gathered ideas that were driven by the ladder of participation as an analytical framework. The ideas for which schools implemented as child participation are discussed in detail in subsequent chapters.

2.7 Conclusion

The policy instruments and legislation all opt for, but varying contexts and capabilities in implementation exist. It is therefore important to consider the different circumstances and environments in which states parties implement child participation. The generic understanding of child participation calls for consideration of the level of maturity of the child, the best interest of the child and hearing the child's views. On documents level, it seems viable and implementable, but when subjected to the evaluation lens of the ladder of participation, the results are far below the genuine standards of participation. Hence, a need to focus energies to realistic and practical ways of genuinely involving children.

Chapter Three: Theoretical Perspectives of the Study.

3.1 Introduction

This chapter elaborates the implementation theories and the concept of participation with a reflection on the research questions and the data material used to answer the questions. The research questions that the study sought to answer include; (a) How the Child Participation right is perceived by different actors involved in its implementation in the schools. The data for the first question is mainly from responses from key informant interviews, face-to-face in-depth interviews, vignettes with the children, interviews with parents. (b) What resources are needed for implementation of meaningful Child Participation in the schools. The second question was answered by data from interviews of all respondents, observation, and documents reviews. (c) What and how Schools' characteristics affect the implementation of the Child Participation right. Consultations with the school management teams enabled this, and school documents in place including school development plans, disbursement mechanism of funds to the schools, teacher-pupil ratio informed the basis for answering this question. (d) How the behaviours of teachers affect the implementation of Child Participation in the schools. I analysed the teachers' attitudes based on their responses, observation by the author and their responsibilities informed the basis of answering this question. (e) How socio-economic conditions affect the implementation of Child Participation right. The type of households whether low or high income, the status of parents, their education level and exposure and the willingness to support CP initiatives informed the basis for answering this question. And finally, (f) What are the likely ways of enhancing Child participation in the schools. The suggestions for likely ways of enhancing CP in the schools were contributions from all the respondents. These included, the policy formulators from the MGLSD, the implementers in the schools including the school heads, teachers, parents, and finally the children. The children are the beneficiaries whose attitudes, response to social economic conditions in which they live, and willingness to participate influenced the thriving of CP in the schools.

3.2 Theoretical Underpinnings

I employed two main theories, the Van Horn and Van Meter implementation theory and the Winter's Integrated theory. "The development and use of theories enable the analyst to specify which elements of the framework are particularly relevant to certain kinds of questions and to make general working assumptions about these elements" (Sabatier, 1999 :40). Thus, "theories focus on a framework and make specific assumptions that are necessary for an analyst to diagnose a phenomenon, explain its processes and predict outcomes" (ibid).

The two theories gave rise to theoretical assumptions that would enhance effective implementation of child participation. The preliminary assumptions included; the availability of resources both human and financial, clear implementation framework, favourable social and economic conditions, and a responsive target group (children) and the role of implementers who are the teachers.

These two theories together with the ladder of participation as an analytical tool helped to shape and explain findings for my study. The ladder of participation is an important tool in the study of children's participation, paving way for corroboration and allocation of implemented activities to a specific rung on the ladder, hence enabling evaluation of results.

3.3 Relevance of implementation theories for this study

Implementation theories have in the past been highly used to study policies. This meant a whole set of specific objectives against which formed the basis of measuring implementation failure or success. However, given the various dimensions of understanding and defining public policies, a general agreement recognized by a given government could qualify for a public policy. I specifically refer to the definition of policy implementation by Thomas Dye, where he simply defines policy implementation as 'anything government chooses to do or not to do' (Dye, 1972:2). Therefore, by the fact that the government of Uganda ratified the UN Convention on the Rights and welfare of the child, the African Charter on Rights and welfare of the child, and later domesticated participation in the 1995 Uganda Constitution and other Acts, makes it relevant for analysing the implementation of child participation.

Hill and Hupe note that, modern literature has tied the basic idea of implementation to public policy, however, they argue that the analysis of implementation should be part of study of organisational behaviour or of management. It is noted that, there is an implicit assumption in most policy studies that, once a policy or plan has been formulated, it is expected that the given policy or plan will be implemented (Smith, 1973). However, this assumption is invalid of policies or plans formulated in many Third World nations and for some types of policies in Western societies (ibid). They further opined that, implementation is a complicated process or sub-process because of the involvement of different actors with different and numerous expectations and changing relationships hence frustration at the point of causal linkage which makes implementation very difficult. In other words, it is not easy to establish what is causing what, that is why evaluation is not easy given the different actors who implement. Therefore, it may be hard to know who did what given the complexity of managing big numbers with sometimes unclear and undefined goals. Consequently, policy implementation occurs depending on the cultural and institutional settings (M. Hill & Hupe, 2014).

In the lens of policies beyond the nation state just like the case of the right to children's participation stemming from the UNCRC, it is acknowledged that it should not be taken for granted that if countries adopt common policies at the international level, that there is guarantee that the same countries are willing and able to implement them (Knill & Tosun, 2012). They further extrapolate that implementation of international policies is characterised by features that further reduce the likelihood of effective compliance which include deficient policy designs such as vague legal terms, control deficits and the preferences and the strategies of the involved actors. For example, in this study, was the right to children's participation well defined and elaborated in the Convention on the Rights of the Child so that member states know how to go about its implementation? Therefore, the need to understand the challenges facing the implementation of the right to child participation in the context of Uganda.

My study employed the Winter's Integrated Implementation theory by Soren C Winter of 1990 and Van Meter and Van Horn Implementation theory of 1975. However, reference was made to other theories to augment my explanations and discussions henceforth;

(a) Winter's Integrated Model (1990)

This implementation model by Soren C. Winter (Winter, 2012), also elaborated by Neal Ryan in 1996 (Ryan, 1996) is one of two theories I employed for my study. The model was developed as a response to bridge a gap that existed with the top-down and bottom-up models of implementation (Pierre & Peters, 2007). Winter acknowledged that implementation research grew out of evaluation research (Winter, 2012:255). Subsequently, I worked with three of the variables from the model as highlighted below;

(i) Organizational and inter-organizational behaviours

Organizational and inter-organizational behaviours are simply programme implementation systems, networks and mechanisms employed across organizations that work for the same cause, and, therefore influence implementation in several respects. The degree of conflict between agencies during implementation is assumed to be the most important institutional/organizational issue. This conflict was primarily concerned with organizational interests competing with programme objectives (Ryan, 1996:259). Regarding this research, the organizational and inter-organizational behaviours influence the level of implementation of child participation in the schools. Different schools have different interests and strategic areas that have a direct influence on how various interventions are implemented. This is especially true in resource allocation where priority is given to the core programme areas of the schools. Besides, what is contributed to the national programme depends on the ranking on the priority list. In this case, the CP mother ministry, the government ministry (MGLSD) has various competing programmes, which could not guarantee following strictly what is on the policy documents/ guidelines and subsequent guidance to the schools.

However, Van Meter and Van Horn in their variable of Inter-organizational communication and enforcement activities, they opined that, the nature and clarity with which policy goals and standards are communicated influences or has a bearing on implementation. Often, information is distorted or omitted within the different channels of communication either intentionally or unintentionally (1975:465). Therefore, this is likely to influence how the implementers both within

an organization and across organizations comprehend and perceive the requirements and the necessary tools for implementation. What is normally emphasized is the accuracy and consistency with which the policy goals and objectives are communicated (ibid). In addition, the superiors (managers) have power over subordinates (implementers) in relation to hierarchical control (Van Meter and Van Horn 1975). The superiors can enforce policy implementation using the powers assigned to them through appointment, delegation, promotion, and dismissal in case of non-compliance by implementers. The superiors in addition provide technical assistance and advice to the implementers as well as ensuring participation of subordinates, and strive to win them to the side of the policy, by the superiors using the different powers and avenues at their disposal to influence policy implementation (ibid). In the schools, the top management has influence and control on how child participation initiatives are implemented. This is because they are the final decision makers on all that goes on in the schools. They have the powers to control the operations of the teachers. They delegate, promote and give encouragement to the teachers to perform, and they influence implementation for what they consider priority, accordingly.

(ii) Target-group behaviour

Winter recognizes target group behaviour and the impact of socio-economic conditions on any programme outcomes. These aspects of implementation analysis are incorporated into Mazmanian and Sabatier's framework explicitly in the case of socio-economic conditions, and implicitly through their treatment of sound causal theory linking programme objectives to changing target group behaviour (Ryan, 1996:747). Target group behaviour is a measure of whether a programme has been successful, although 'top-down' and 'bottom-up' authors differ in their interpretation of whether these changes should be judged per programme objectives, or by the expectations of target groups (Ryan, 1996: 749). Therefore, there ought to be a balance between programme objectives and the expectations of the target group. Socio-economic influences are treated in conjunction with changes to target group behaviour because they are considered to condition the response of groups to programme initiatives (Ryan, 1996:750). In fact, in this study, it was further discovered that socio-economic conditions influence child participation patterns and levels. For instance, Children with a positive and conducive social-economic environment are likely to participate more than their counter parts in socially, and economically strained environments. Possibly because a sound

social and economic environment offers resources that activate and stimulate participation of children.

In addition, Ryan opined that, target group responses are influenced by the extent of the behavioural modification required, and the validity of the causal theory applied to accomplish these changes. This is highlighted as a weakness in earlier proponents of top-down and bottom-up approaches, which doubles as a strength for the Winter's theoretical model. This is because the former ignores context (Ryan, 1996:751). Ryan also noted that, programmes need to account for the nature of target groups. For example, different educational or socio-economic backgrounds may imply different implementation strategies. Target groups are more likely to co-operate with programmes when prescriptions are in accordance with existing behaviours and norms (ibid). In addition, target group behaviour is likely to also influence the behaviour of street level bureaucrats in as far as implementation is concerned. The extent of children's self-motivation, environment and exposure is linked to target group behaviour. In this sense, the children themselves shape the world in which they are supposed to participate through their commitment, creativity, self-motivation, confidence, and exposure. An example to substantiate the above argument therefore, in the committee report on the legal analysis of children's right to participation of the CRC on 20th July 2009, it was emphasized that, "The child, however, has the right not to exercise this right. A child expressing views is a choice and not mandatory or obligatory. States parties must ensure that the child receives all the necessary information and advice to make an informed decision in favour of her or his best interests" (CRC, 2009, General Comment No. 12). This has a relationship with the integrated model in a way that, much as implementation of the right to participation can be executed; the success of this will also depend on the response from the children. If the children do not want to participate, they cannot be forced, they have a right to participate or not, depending on what they want, because participation should be a voluntary action and initiative, it shouldn't be forced on children, though adults can guide and initiate participation initiatives. Therefore, the response or behaviour of children towards getting involved in the school activities also has a bearing on the teachers' reaction, support and eventual involvement of children in decision-making processes and having their views and opinions incorporated into the school overall planning and executions.

(iii) **Social-economic conditions** are pointers to the characteristics of implementing agencies as referred to in the Van Meter and Van Horn Implementation theory. The characteristics of the implementing agencies affect policy implementation in a way; consisting of both the formal structural features of organizations and the informal attributes of their personnel (Van Meter & Van Horn, 1975:471). There is also a focus on the implementing agency's ties to other participants in the policy delivery system (ibid). According to Van Meter and Van Horn, the following components are highlighted as those that affect the organization's capacity to implement policy namely; the competence and size of an agency's staff; the degree of hierarchical control of sub-unit decisions and processes within the implementing agencies; an agency's political resources (for example support among legislators and executives); the vitality of an organization; the degree of open communications (i.e., networks of communication with free horizontal and vertical communication, and a relatively high degree of freedom in communications with persons outside the organization) within an organization and the agency's formal and informal linkages with the "policy-making" & "policy-enforcing" body (1975:471).

It is notable that; the above factors have a bearing on the organization's capacity to implement a given policy. Specific to this research, the role of the school management has a bearing on the implementation of child participation in the schools through their executive structure and powers as political resources to advance the cause for children's participation. The competence and size of the agency's staff, in this case the competence of the teachers, the school management but as well the required number of teachers in form of teacher-pupil ratio, to foster meaningful child participation. The hierarchical control within the schools, the state of the schools and their relationship with the relevant line ministries namely, the Ministry of Education and Sports, the Ministry of Gender, Labour and Social Development since it is the mother ministry behind the child participation strategy. The way the teachers relate with the parents, and how the government supports or regulates the enforcement of child participation activities has a bearing on eventual implementation.

(b) Van Meter and Van Horn implementation theory (1975)

The Van Meter and Van Horn policy implementation model is another and very interactive one for my research. The model focuses on policy implementation as a necessary step to execute policy objectives. It's worth noting that, policy implementation involves actions by both public and private individuals or groups that aim at fulfilling objectives set out in policy decisions (Van Meter & Van Horn, 1975 :447). This is believed to include either one-off or one-time and on-going efforts to execute policy decisions, which may change densely or greatly (ibid). Therefore, Hill argued that, "to understand the policy process, it is necessary to give attention to policy implementation" (1997:213). I employed three theoretical variables by Van Meter and Van Horn 1975 as highlighted below;

- (i) Policy standards and objectives** influence policy implementation. When policy objectives are clear to the different stakeholders, there is much likelihood that implementation will be smooth. If policy objectives are ambiguously set, there is confusion and no clear standards will be conformed to because of uncertainty in what is expected, so implementation turns out very rudimentary and adhoc, and dependent on the implementer's abilities and capacities in relation to perceived comprehension (Van Meter & Van Horn, 1975). In addition, Program goals need to be specific, realistic and measurable, so that they can be measured against performance. In this study, there is consideration and linkage with the objectives and standards of the Uganda National Child Participation Guide of 2008, whether they were clear and could easily be implemented by the teachers in the schools. The way the objectives and standards were set in the Guide automatically has a bearing on the implementation of child participation in schools. In fact, the objectives and standards of the Child Participation Guide were ambiguously set which affected the implementation of child participation, and I will be expounding on this, in the discussions regarding the findings section/chapter.
- (ii) Policy resources** are very influential determinants of policy implementation. Policy resources are one of the independent variables derived from the Van Meter and Van Horn implementation theory relevant to my study. According to Van Meter and Van

Horn, policy resources can be in form of technical/human and financial, where technical are the professional personnel involved in the implementation process, who have the specific skills in implementing the given policy requirements, whereas the financial resources are the required inputs to foster execution of program activities (Van Meter & Van Horn, 1975). These can also be incentives to motivate the program implementers to do effective execution (ibid). For policy resources to be instrumental, policy objectives and standards need to be clear too. In this study, the teachers are the human resources who are technical in implementing child participation but they also need financial resources to be motivated, to aid participation activities for children to get involved in. However, Grindle and Thomas gave more segments on the issue of resources needed for a reform and these include, political and bureaucratic resources; where political resources include mobilizing for support of the reform and also counteract opposition, whereas the bureaucratic includes the technical, managerial and financial resources (Grindle & Thomas, 1991:142-148). The financial resources in relation to this study include the funds for paying teachers' salaries, renovating school classrooms, buying food for the pupils and the teachers as well plus other logistical arrangements for the schools.

The human resources are what Winter refers to as 'Street level bureaucrats'. The theoretical framework by Winter under the variable above moves the previous focus from institutional and organizational authority to the power of individuals. 'Street-level' bureaucrats in this case are the teachers. Winter acknowledges that 'street-level bureaucrats' have the capacity to systematically distort the implementation of programmes given their discretionary powers (Winter, 2012: 260). Winter also argues that the distorting behaviour of street-level bureaucrats' responses may be considered an aspect of organizational culture. Thus, changing the behaviour of 'street-level' bureaucrats requires a change in organizational culture (ibid)

This also necessitates that, if a new programme is to be implemented, some things must be done differently; you cannot do the same thing, the same way with the same resources over time and expect different results. So, for implementation of CP to be successful in the schools, the teachers, have to be up to the task, through technical support, training and mentoring, and facilitation with

the required resource inputs, consultations and involvement, motivation and appraisal of performance, and the reverse calls for "unsuccessful implementation" (Ryan, 1996).

Different writers have different views about the behaviour of frontline staff who are the street level bureaucrats. In fact, some believe that it is difficult to control the activities of these frontline staff (M. J. Hill & Hupe, 2002), while others like Michael Lipsky believe that, "the decisions of street level bureaucrats, the routines they establish, and the devices they invent to cope with uncertainties and work pressures, eventually become the public policies they carry out" as cited in (Hill 2002:52). However, it is also pointed out that most front-line staff join public service with some degree of commitment to serve but are later frustrated by scarce resources, too much pressure from clients for not delivering as expected, hierarchical control and uncertainties involved in living a corrupted world of service (ibid).

In the same lens, however, Van Meter and Van Horn have a different view regarding implementers. For instance, sometimes, implementers do not understand the general intent and specific objectives of the policy; the implementers may not identify with the policy objectives and therefore may end up rejecting or running a defiance campaign against the policy. With that in consideration, it is likely that a given policy may face negative pressures if the main people on ground do not embrace it.

The policy objectives could also be rejected because they offend the implementer's norms, cultural values, and political inclinations (Van Meter & Van Horn, 1975:473). Additionally, with the inter-organizational communication emphasized by Van Meter and Van Horn, it is likely if the superiors impose a policy or their attitude through delegation and other avenues, this directly has a bearing on the delivery mechanism of the street level bureaucrats. Specific to this study, is the relationship through communication and attitude of the head teachers and overall senior management, how they treat the teachers finally affects the teachers' output. The attitude towards the child participation policy has a bearing on its implementation. If they support it, it will thrive and vice versa.

(C) Synthesis of the two Theories.

In this regard, I noted some explanations to my choice of theory to back my study and variables. The Van Meter and Van Horn implementation theory and Winter's integrated theory work in a complementary role in this study by going in depth to show the relationship between different theoretical explanations and my independent variables. My independent variables include; policy standards and objectives, policy resources, characteristics of implementing agencies, organizational and inter-organizational communication, street level bureaucratic behaviour, and target group behaviour and cultural and social-economic conditions.

Key to note in regard to the integrated model, the conditions that were prevalent at the formulation period play an important role in implementation outcomes (Winter, 2012). More questions arose regarding my study including; was there clarity in the Guide objectives, instruments, executors, beneficiaries, conflict resolution, resources, or role differentiation? Is there any commitment and monitoring by the Ministry of Gender, Labour and Social Development to see that children are involved in the school based and decision-making processes/activities? Is there supportive human, technical and financial resources to ensure meaningful participation of children? Are the children themselves motivated to participate? Do the teachers and parents play a supportive role? The findings of this study shape an understanding of the answers to the questions above.

More salient but peculiar features in the theoretical framework, having similar and unique explanations of the variables as highlighted above. Whereas Winter considers the policy climate before a new policy is formulated, Van Meter and Van Horn note the importance of clarity of policy standards and objectives. Either way, both sides to the implementation climate are very important and consideration for merging the explanations gives rise to a comprehensive understanding where one covers up the deficiencies of another.

Van Meter and Van Horn were explicit on the issue of resources both financial and human/technical while Winter embeds it in the economic, social and political conditions, which are flexible and open, rendering an analysis in different ways. Considering another avenue, Winter clearly points out target group behaviours as a factor affecting implementation whereas Van Meter and Van Horn consider the disposition of implementers, whose norms, beliefs and attitude towards

a given reform could affect implementation. In the rest of the variables, there is concurrency of both theories on issues of inter-organizational communication and networks, the role or influence of frontline staff, social, economic and political conditions, characteristics of the implementing agency among other blending explanations. Notwithstanding, my study borrowed relevant variables to aid comprehensive understanding of the relationship between the theories and the independent variables.

Arguably, there may be other variables not derived from the theories but mentioned in the study for example cultural norms and beliefs which affect children's participation, other social economic conditions like education level and status of the parents in the community among others. Therefore, during data collection, I took interest in exploring some of those other factors that could be important in analysing children's participation in the school setting which are not originally part of my theoretical framework but worth considering for further analysis by other researchers as well. In lieu of the commonality of the theories, the characteristics of implementing agencies of the Van Meter and Van Horn implementation theory could as well be considered under the socio-economic conditions of the Winter's integrated model. This portrays a strength of both theories in relation to implementation studies and therefore complementarity of the two models.

It is important to highlight that, I used some components of other theories to strengthen and relate circumstances, to augment explanations to findings but also were also helpful in explaining the relationship between the independent variables and the findings in relation to the theoretical propositions. Most times, the relevance of employing more than a single theory is to concretize and augment findings since social science research is not static; it changes given the context and becomes very interesting with multiple back up of evidence-based explanations.

(d) Theoretical Operationalisation of Variables (How resources, objectives and standards of the policy, target group behaviours, organisational and inter-organisational behaviours and social-economic conditions affect or influence the implementation of child participation?)

(i) Resources.

This variable was derived from the concept of the need for policy resources from the Van Meter and Van Horn policy implementation model. The resources referred to here, are both financial and human/technical resources.

(a) Financial Resources:

These are the real inputs that facilitate children's participation and the technical resources are the teachers with the required skills to foster and implement child participation. Almost all policies require finances to be implemented, moreover, the technical personnel require funds to be motivated and carry out the work.

(b) Human Resources.

The teachers are the major implementers of child participation in the schools. Their attitudes towards participation of children has a bearing on overall implementation. The teachers also known as the Street level bureaucrats, a concept of the Winter's integrated model, also contextualized as the disposition of implementers in the Van Meter and Van Horn implementation theory. Both theories give an upper hand to the implementers playing a major role in implementation because of direct contact on ground and execution. Therefore, it is imperative to ensure that staff members working with children have adequate knowledge and skills to proactively promote and support children's participation (MGLSD, 2008:24). In addition, if teachers embrace children's participation, they would be committed and willing to go an extra mile to make it happen. However, for this to become a reality, the teachers must be facilitated to enable them to execute. Both the Winter's Integrated implementation model (1990) and the Van Meter and Van Horn implementation model (1975) emphasize the role of implementing staff in success of implementation. They both opined that, the behaviour, perception and knowledge of frontline staff/street level bureaucrats have a bearing on the implementation output.

(c) The Objectives and standards of implementing Child Participation.

This variable was derived from the notion of policy objectives and standards from the Van Meter and Van Horn implementation theory. Both international and local legal instruments recognize the right to Children's Participation, thereby justifying its implementation. Article 42 of the Convention on the Rights of the Child warrants States Parties to disseminate and make the principles and provisions of the Convention widely known, by appropriate and active means, to both adults and children (CRC, Art:42). In Uganda, several initiatives of implementing this right were put in place including The National Child Participation Guide of 2008, where the Ministry of Gender, Labour and Social Development, UNICEF and other partners were the architects. This is a document legally mandated from policy provisions including the Constitution of Uganda (1995), the Local Government Act, Cap. 243, the Children's Act cap.53 among others. It is the current guiding document for the implementation of child participation in Uganda. The way objectives and standards were made in this document has a bearing on implementation. However, it is just a guideline document with two general objectives that have no specific action points for implementation, hence directing my decision to study the right in general. Generally, with the right, itself being abstract, there are no standard agreed on and enforced measures to implement child participation. Regarding the findings of this study, the implementation of this right in the two schools is at the will and understanding of the teachers, from the knowledge they acquired for the National Teachers' Colleges of inclusive and participatory education.

(d) Target group behaviour

The extent of children's self-motivation, their understanding of their participation, their experiences and exposure is very important in facilitating their participation. I derived this variable from the notion of Target group behaviour of the Winter's integrated theory. The children's level of motivation and exposure has a direct bearing on their overall participation in the school programmes. Therefore, it is important to highlight how their behaviour and character shapes them to be motivated for eventual participation. If they are negative towards participation, this automatically affects implementation of child participation.

(e) Organizational and inter-organizational behaviour.

These are implementation relationships and channels from the Ministry of Gender, Labour and Social Development to the schools and other related partners. Since the inception of the National Child Participation Guide, no government entity has come up to disseminate the Guide to the two schools; hence, the schools are unaware of the guiding document in question. Additionally, there is no direct working relationship between the Ministry and the schools regarding fostering child participation. Therefore, the schools adopted their own child participation implementation mechanisms, which have never been monitored or considered an area of focus for the ministry in charge. However, from the research findings, the Ministry of Gender, Labour and Social Development and other development partners like UNICEF and Save the Children have recently come up with a Child Participation Strategy, which includes training teachers in the current plan.

(f) Socio-economic conditions

This has a direct bearing on target group behaviours. This is because it includes the way of living of people, what they believe in, the norms and beliefs and their interests in a given situation, which forms their behaviours. In addition, social-economic conditions determine the characteristics of the schools, which Van Meter and Van Horn refer to as the characteristics of implementing agencies. Van Meter and Van Horn 1975 embrace Ripley in this view, when they consider this component to consist of both the formal structural features of organizations and the informal attributes of their personnel. They also point out another attribute of the implementing agency's ties to other participants in the policy delivery system. This is regarded as buffer in terms of need and compliance to better execution of a plan. The state of the school as the implementing agency has a bearing on how implementation of this right is done. The attributes of the school for example financial capacity, number and competence of staff, quality of management and leadership, bureaucratic structure, the strength and priorities of the senior management committee, their beliefs and norms have a stake on implementing child participation and how things turn out.

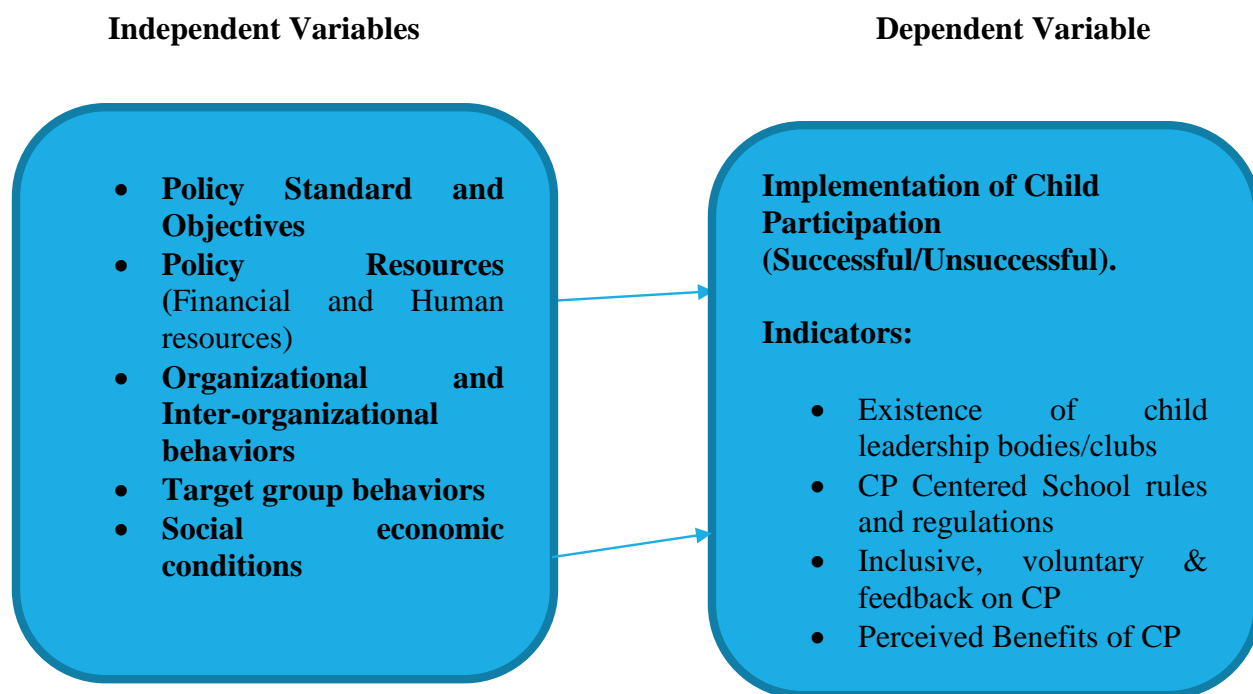


Figure 3.1: Analytical framework of the study

Source: Author's Own.

3.4 Conclusion

The independent variables above were derived from the theories and they helped to explore the state of implementation of children's participation in the two schools. The indicators are context specific to the two schools, measured against the ladder of participation to qualify for genuine or non-participation.

Chapter Four: Research Methodology

4.1 Introduction

A research Methodology outlines the procedures that the investigator uses to collect data until it is analysed. Therefore, this section or chapter discusses methodological path or choices for the empirical study in question. The chapter focuses on the research approach, research strategy, sample size, area of study methods of data collection, data analysis and discusses the quality of the study. The chapter also highlights some of the challenges I encountered during fieldwork, the ethical issues I took into consideration before, during and after collection of data from respondents.

4.2 Research Approach

I employed a qualitative research approach to analyze the implementation of child participation in Kampala district in two primary government-aided schools. The reasons behind this choice include; (a) analyzing the process of implementing child participation by giving me an opportunity to focus on the context of people's everyday lives from their own setting where all the action happens other than passing judgement as an expert, (b) to analyze the problem thoroughly by conducting in-depth interviews with people directly involved in the implementation of CP, thus analyse data inductively, hence, aiming at theory building which is an element of qualitative research that focuses on individual meaning, and the importance of rendering the complexity of a situation (See Creswell, 2009:4).

I explored and understood the meaning the study's respondents ascribed or attached to the concept of child participation. In this process, I used emerging questions and procedures, by typically collecting data in the participant's natural setting, thereby, analysing data inductively by building from particular sets to general themes, while I made interpretations of the meaning of the data (See Creswell 2014).

In this study, open-ended questions were used to gather as much information regarding child participation as possible. These questions enabled me to get detailed and contextual data, which later enabled me to build and make meaning out of the data collected. In other words, the open-

ended questions enabled me to get detailed information to build my case study, as this was an explorative one. These were complemented by key informant interviews conducted with the Ministry of Gender, Labour and Social Development officials. The key informants were essential data banks and think tanks in terms of policy regarding child participation. They updated me with data regarding the current child participation strategy, policy issues surrounding child rights and CP plus government inputs and the different support partners including UNICEF, Save the children among others. The key informants also updated this study by informing that the Child Participation Strategy was being tabled before the Parliament of Uganda so that tangible and realistic action plans would be emphasized for better implementation and outcomes. I interacted with the teachers in both schools through face-to-face in-depth interviews, in their natural setting, which all fall within the jurisdictions of qualitative research. This face-to-face interaction and bond helped me to create rapport with the teachers and understand their environment to better make meaning out of the data I got from them. These interviews were majorly interactive and detailed, to get the teachers' contribution to the subject matter, the problems they were facing and their side of bettering outcomes through a modest and fair process of delivery.

I also applied a qualitative research approach in this study because it considers reality not as a fixed, objective, and constant construct but as a more fluid, ephemeral, and ever-changing thing (Cooper & White, 2011:6). Due to this mode of conception, there are a multiplicity of constructions of reality, limited only by one's life events, historical facts, culture, and imagination (ibid). This gives the respondents the mandate to attach meaning to their own surrounding and understanding of events. As such, given the interpretive nature of reality, qualitative research has concerned itself with the process of doing research, rather than with the results or the products of this type of research (ibid). Cooper and White opine that, while qualitative research is concerned with understandings of reality, is more concerned with how that reality is arrived at than it is with what that reality entails (Cooper & White, 2011:6). Therefore, the fact that my study aim was to find out how children are involved in school activities, I deemed it appropriate. In addition, qualitative research favours a context bound phenomenon in an exploratory mode, just the way my study is set up.

However, critics of qualitative research say it is time consuming, intellectually fatiguing and depends for its success upon the ability of the investigator. Nevertheless, it is expected of a researcher to act responsibly and professionally to minimise errors especially common in qualitative research. In my case, indeed I had to dedicate valuable time and sobered up to the task of having to understand the different data that came my way. I was as open-minded as possible to avoid biases in the research process. I made sure the respondents felt free as much as they could, without creating an artificial outlook or environment that could create a boundary between them and myself, because the artificial environment makes the respondents say what you want to hear. This also enabled me to improve on the credibility of my data. I asked good questions, was a good listener and fully aware of my own ideologies to avoid mixing up the views of the respondents with my own. (See Yin 2009). I was sensitive and responsive to contradictory evidence. I acted professionally by taking stalk of my personal influences on the study from the start, and I would always revisit this for checks! Even in instances where the response seemed obvious, I gave the chance to the respondents to give me as much information as possible. In cases where I wasn't understanding the response, I asked the respondent to elaborate on the issue, followed by probing and bringing in creativity consisting of interaction on issues that were relevant but weren't part of the questions. This enabled me to understand many issues some of which I had under-looked or missed out at the preparatory stage. This was further exemplified and expounded in the presentation of findings chapter, where I even reported contradictory evidence that I got.

4.3 Case Study Research Strategy

A case study research strategy was considered for this study. Yin considers it an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between the phenomenon and context are not clearly evident (Yin, 2003:13). Case study is used in many situations to contribute to our knowledge of individual, group, organisational, social, political, and related phenomena (Yin 2003:1). The distinctive need for case studies arises out of desire to understand complex social phenomena (ibid). In brief, case studies allow the investigator to retain the holistic and meaningful characteristics or real-life events such as individual life cycles, organisational and managerial processes (ibid).

In this study, I chose to do analysis in two schools, both public schools aided by the government but at different academic standards that enabled me to compare the dynamics and variations in the implementation of CP. The two schools were my cases, in form of a multiple case study. This enabled me to do an in-depth analysis of CP in the two schools in Kampala district. Besides, the issue studied was context specific and process oriented, which made a case study strategy befitting. This is because exploratory studies are better studied in-depth; to get holistic and real practicalities of what happens on ground. In this case, I intended to explore the processes of implementing child participation in the schools, how it is done, what is involved and in the natural setting of where it happens/occurs. This kind of research strategy enabled me to describe what I explored at the same time since case studies give rich and detailed information about an issue being studied. In addition, the ability of a case study to accommodate several data collection methods that enabled me to answer the research questions was a driving factor behind my choice of strategy.

In addition, I opted for multiple case studies because of the advantages it has over the single case study, as Yin warns against “putting all your eggs in one basket”. This is because it is always better to have something to compare with than having to deal with one case, and besides, this strengthened the external validity of the findings compared to those from a single case alone (Yin 2003:53). The data I collected from both cases is rich enough to unveil uniqueness and different ways of operation in process studies.

4.4 Study Area and Selection of cases

The study was carried out in Kampala district. Kampala District is the capital city of Uganda. Kampala District is divided into five Divisions including; Central, Nakawa, Kawempe, Rubaga and Makindye divisions. I focused on one division for an in-depth analysis, both, Kitante Primary school, and East Kololo Primary school are in Central division. According to the National Population and Housing Census report of 2014, Kampala is the second largely populated district in the country with a population of over 1,516,210 million people (NPHC, 2014).

4.4.1 Justification for Selection of the schools.

Kitante Primary school is a model school for the Universal Primary Education policy in Uganda, which is doing quite well in terms of academic performance far better than most private schools but of course with valid reasons including parents paying 9/10 of the school dues, whereas the government only contributes a tenth (1/10) of the financial requirements.

East Kololo primary is currently not doing well both in the enrolment rates and academic performance, whose parents cannot afford to pay for lunch for their children. However, both are government-aided schools but with different academic, social, and economic environments. Therefore, it enabled me to build a causal relationship for my study because of the comparative analysis of the two schools based on their different characteristics.

In choosing the two schools, I had background questions that were later answered within the research findings including whether consideration for the status of the school, the status of parents, exposure of children and other factors, have a linkage with their perceived contribution to either promoting or hindering child participation.

4.4.2 Justification for choice of study area (Kampala District).

1. To compare with rural findings on child participation, based on already existing data, I found out that there was a study done on child participation in the school setting but from an evaluation lens in the rural area of Uganda in Kabarole district (Zalwango, 2013). I wondered how participation of children in the urban setting would turn out to be, hence my choice of Kampala district. My study is of benefit to the study of CP as we have data comparisons from both rural and urban setting.
2. Resources in terms of time and finances. Data and field access are usually constrained by the time and other resources at the investigator's disposal (Muriisa, 2007:56). The fact is, my study being a qualitative one, it was time consuming and demanding. So, consideration was made so that I chose a location manageable for me in terms of time and finances.

3. Language and communication. Being that the biggest population of Kampala or almost everyone in Kampala understands and speaks Luganda, so, it was fair and a smart move for me to use the study area where I did not have to pay for interpretation services. In addition, since I was interacting with schools, I expected English to be the medium of communication though that was not guaranteed, because flexibility of the investigator is paramount for the nature of the study, and mine was no exception.

4.4.3 Selection of Respondents

Respondents for the study were selected from the two schools and officials or personnel from the Ministry of Gender, Labour and Social Development, which is the ministry responsible for children's affairs. Collecting data from these respondents covers the various stakeholders in the district to seek their views on the implementation of the right to Child participation. The study did not focus on survey of representative sample of people in the district. Rather the focus was on selected respondents for analytical purpose.

I used purposive sampling for officials in the ministry of Gender, Labour and Social Development, Senior management Committee Members (SMC), and Teachers to enable meaningful contribution to the study. The pupils/ children were got through random selection from the different classes from Primary Two (2) to Primary Seven (7) while the parents were purposively chosen from the sample of the children who were interviewed. This meant that the parent had to be of one of the children I had interviewed to enable me corroborate evidence from different sources. Purposive sampling also helped me to get specific relevant information to the study and corroborate different information from multiple data sources hence making my findings more valid. Key to note is the fact that the officials of the ministry were the key informants. I also carried out some interviews with children but these were narratives of story-telling done in a child friendly manner, guided by ethical principles of child handling. For interviews with children, I used Vignettes to capture their perceptions, success stories of participation, and cross-checking with the information I got from other segments of the research target group especially within the schools.

1

¹ Vignettes are short, catchy, and impactful stories from children meant to bring out the concept of child participation. They are reported within the study but presented artistically.

4.4.4 Sample Size and Profile of Respondents

It is very vital for the researcher to identify the population in the study (Creswell, 2009). For this case, I collected data from Twenty-seven (27) respondents in the study area for my research. These included two officials from the Ministry of Gender, Labour and Social Development namely; the Assistant Commissioner for Children Affairs and the Principal Probation and Social Welfare Officer, two (2) Senior Management Members from each school, six (6) pupils from each school, three (3) teachers from each school, and three (3) parents in total. However, the earlier planned sample size at planning stage was cut short by a difference of one (1) person, a parent who never made it for the interview during the data collection period. I clustered the respondents into four categories. These categories of persons provided the needed data for the study. The way I clustered my respondents is tabulated below;

Table 4.1: Sample size of the Study

No.	Category	Representative	Sample size	Type of data
1	Government Ministry (MGLSD)	Assistant Commissioner for Children Affairs, Principal Probation and Social Welfare Officer	2	Key informant interviews, document review
2	Kitante Primary school	Director of Studies, Deputy head teacher, teachers	5	Face to face in-depth interviews, Observation and documents review
		Children, Parents	8	Interviews and observation
3	East Kololo Primary School	Head teacher, Deputy Head teacher, teachers	5	Face to face in-depth interviews, Observation and documents review
		Children, Parent	7	Interviews and observation
	Total		27	

Source: Author's Own.

4.4.5 Unit of Analysis.

The units of analysis are the two primary schools where the data for this research was collected. The schools are Kitante Primary School and East Kololo Primary School. A snapshot of some details and important information regarding the two schools is captured below:



Figures 4.1: Post of the Girl Guides and Scouts in the school compound of Kitante Primary School

Image Source: Author's Own.

Kitante Primary school is a government-aided school, founded in 1968 as a joint effort between the British and Ugandan governments to educate children of diplomats and top civil servants who were working in Uganda's capital city. It is in Kampala Central division, Eastern Zone, Nakayima road. Currently, the school is a government aided co-education school that follows the national curriculum. In fact, it is the model school for the Universal Primary Education policy of the

Ugandan government. The current enrolment is 3,488 pupils with the number of girls slightly higher than that of boys. Primary grades, one and two, follow a thematic curriculum while the other grades being taught. A traditional core curriculum of Mathematics, English, Science, and Social Studies. Other subjects taught are Physical Education, Music, Handwriting, Agriculture and Religious Education. Kitante Primary School operates with an active Parent Teacher Association (PTA) and a School Management Committee (SMC) that give input into school operations. Pupils also have a say in the school and there is an active government in which both boys and girls are elected by their peers. Kitante school day runs from 7.30 a.m. to 4.30 p.m. each day. Every Friday, the school has a two-hour general assembly where teachers give a message; pupils entertain, read the news, and give a message about HIV/AIDS awareness. Kitante has two major development plans in construction and information Technology. Since they have a big space, they would like to reduce their class sizes by adding more classrooms. See (<http://www.schoolnetuganda.com/primary/kitante-primary-school/>) and **(Another Source: In-depth Interview with the Director of Studies and some information got from School Brochure and internet link highlighted above).**



Figure 4.2: Plants by the children and child friendly messages on the walls in East Kololo Primary School

Image Source: Author's own.



Figure 4.3: Child friendly messages on the walls in the compound of East Kololo Primary School.

Image Source: Author's own.

East Kololo Primary school is a government-aided school in Kampala located in Kololo, central division. Currently, it has about 311 pupils from primary one to primary seven, with 156 boys and 155 girls. They have a very dedicated Senior Management Committee. Primary grades, one and two, follow a thematic curriculum while the other grades are taught a traditional core curriculum of Mathematics, English, Science and Social Studies. Pupils also have a say in the school and there is an active children's court in which both boys and girls are elected by their peers. The school was a very prominent one in the 1980's and was ranked high of the standards of the time, where one would want to be associated with. However, since the inception of the Universal Primary Education programme, the school was turned into a government-aided school and numbers

drastically dropped, parents took away their children and I would say, it is undergoing reconstruction in all the spheres of the education service delivery system. The school is facing several challenges including low pupil enrolment, high school fees defaulting tendencies, many pupils do not access meals among others. However, the school has also registered some achievements for example fixing the school compound posters, pupils won Tennis Trophy, Urban Agriculture, and Rabbit project ongoing and crashing stones to improve the outlook of the compound. (**Source: Head Teacher's Report to Senior Management Committee for Term II, 2016 and Researcher's Field Notes**).

4.5 Data Collection Methods

I collected data from both primary and secondary data sources to get empirical evidence for my study. I obtained Primary data from face to face in-depth interviews with teachers, MGLSD officials who were my key informants. Observation as a very important instrument for primary data gathering was also employed, especially to capture non-verbal communication. For secondary data, I reviewed documents including the current Child Participation Strategy tabled before the parliament of Uganda among others as highlighted henceforth:

4.5.1 Interviews

I conducted face-to-face in-depth interviews with the teachers, the officials of the Ministry of Gender, Labour and Social Development as key informants/ respondents, and children. To be able to capture their views, their understanding and perception of their involvement as children, this was done through vignettes. I chose in-depth interviews as a data collection method because they enabled me to study the topic in detail. The interviews enabled me to generate new knowledge to add to the existing data about children's participation. This informed me of what the teachers and children did, and how they did it. Under interviews, *Vignettes* with children were important and therefore employed for my study. They enabled me to get impactful stories that have resulted from children's participation. For example; how children have benefited from participation, what they made meaning of their participation and their different experiences, and what they wanted to see schools do to mainstream them more in the decision-making processes. In total, I did thirteen (13)

in-depth interviews, four (4) with senior management staff of both schools, six (6) with teachers of both schools and three (3) with the parents. The interviews were conducted from the schools at the convenient time of the respondents. Each interview lasted between 30-45 minutes. This I deemed appropriate and ample time was given to each respondent to air their views, which enabled me to gather information from a multitude of sources that aided comprehensive response to my research questions. Since the parents were also mobilised by the focal teachers I was assigned to work with in the schools, the parents suggested that it would be convenient for me to meet them in the schools in the afternoon time for the scheduled interaction.

4.5.2 Key informant Interviews

Key informants are very crucial sources of information in case study research and critical in the success of a case study (Yin 2003:90). This is because they give insights into the matter but can also suggest sources of corroboratory or contrary evidence and initiate the access to such sources (ibid). For the case of this study, the two (2) Ministry of Gender, Labour and Social Development officials were my key informants. This enabled me get insights into the ministry initiatives and the broader plan for child participation. Specific policy information was provided, which only people in their capacities, exposure and civil role would possess and evenly pass on. I analysed the information I got from them and compared with my findings from the schools for corroboration purposes or any contrary findings. Yin however warns about the investigator being cautious of the key informants as they may have interpersonal influence over the investigator. That is why he recommends cross-checking with different sources to counter that challenge, which I did in this case, by employing multiple data collection techniques where one compensated for the deficiency of another. These informants were paramount in availing me data regarding the progress of implementing child participation since the publication of the Uganda National Child Participation Guide in 2008, and the specific work and support to the schools and the status quo.

4.5.3 Direct Observation

As Yin notes that, since a case study should take place in the natural setting of the “Case,” one is creating the opportunity for direct observations. He emphasizes some relevant behaviour and

environmental conditions that are available for observation (2009:109). I observed some activities where children were involved as they were happening, since I was given the opportunity to do so. For example, I observed the Modern Agricultural gardens and how the children were looking after them in both schools, the Debating Club, Music, Dance and Drama, the '*Talking compounds*' with messages of Child Participation, protection, empowerment, etc. This enabled me to study the behaviour and actions of the various types of respondents including the teachers, children, parents, and the MGLSD officials, as they occurred in a natural and conducive environment. I employed an observation protocol, which included guiding aspects in form of open-ended questions, which I followed during observation. However, this could have affected the behaviour of children or their usual way of doing things. (See Yin 2009: 108). Therefore, I made sure I created a conducive environment, which was not distractive for them, so that they were free. This enabled me to decode events as they occurred, in their natural setting.

4.5.4 Documents review/analysis

The Secondary data for the study was collected through document reviews. In doing case study research, the review of documents is important to corroborate and augment evidence from other sources (Yin, 2009: 103). Documents enabled me compare data from other sources so that I could collaborate and filter different information from different sources, as highlighted by (Yin, 2015).

Documents review enabled me to get information of events that happened prior or in my absence. They also helped me corroborate evidence, some provided correct names and locations of some specific information for example; the brochures gave me very rich information on what programmes are run in Kitante Primary school and how the children are involved. Documents also provided me with statistical data regarding numbers of children in the schools, for instance enrolment rates among others. In addition, the documents revealed the technical capacity and level of education of the teachers in relation to their work, and, the performance reports for the Primary Leaving Examinations for both schools for the previous years. In addition, the financial documents highlighted the funds that the government had disbursed to the schools to support the education of children, and the time frames for the disbursements. All that information was relevant in answering especially my background questions, hence giving a basis for my analysis. However, these

documents could also have false information, which can be misleading at times. Therefore, I made sure I cross-checked with my respondents for some of the information that was relevant to my study.

The documents reviewed included school reports, the draft of the current Child Participation strategy tabled before parliament, the Hard copy of the National Child Participation Guide of 2008. In addition, the Situational Analysis Report of Children of 2015, the Uganda Primary Leaving Examination performance reports for the two schools for the previous three consecutive years among others. Other reports were from some Non-Governmental Organizations regarding the concept of Child Participation, the Ministry of Gender, Labour and Social Development minutes of the meetings that paved way for the tabling of the current CP strategy, minutes of meetings of child rights clubs and reports of other relevant activities for the study.

4.6 Data Analysis

The process of data analysis involves making sense out of text and image data (Creswell, 2009 :183). I started analysing data right after collection through the various methods of collection namely; interviews, direct-observation, and documents analysis. It also involved organising and preparing the data for analysis, reading all the data and then begin a detailed analysis with a coding process (ibid). To that effect, I wrote reports, made interpretations of the data as it emerged all through the process of data collection. I did content analysis by checking for hypothetical data relationships and gathered views on each theme. This I did by analysing content from both written documents and verbal communication. I used an audio recorder and later transcribed the data under different themes and made meaning out of it, giving consideration for also the non-verbal communication including facial expressions; attitudes form the observation method of data collection. Some of my work is tabulated, and, or presented in simple percentages to give a clearer picture of the analysis. The respondents were also given the opportunity to feature through the inclusion of some direct quotations to stress strong and relevant points especially impactful stories from children, teachers and other respondents. Editing was also done to check on the accuracy and consistence so that themes could be well established.

4.7 Addressing the Issues of Validity, Reliability & Generalisation

Research is only as good as the investigator, as noted by Morse and others. It is the researcher's creativity, sensitivity, flexibility and skill in using the verification strategies that determines the reliability and validity of the evolving study (Morse, Barrett, Mayan, Olson, & Spiers, 2002:17).

Validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while reliability indicates that the researcher's approach is consistent across different researchers and different projects (Gibbs, 2007) as cited in (Creswell, 2009:190). I employed multiple strategies including, triangulating from different data sources, used member checking. For example; I had a follow up interview with some teachers and 1 ministry official for them to have an opportunity to comment on the findings (See Creswell 2009). The various methods of data collection including (face-to-face in-depth interviews, key informant interviews, observation, and documents review) enabled me to get rich information that I could cross-check for corroboration. This eliminated biases and strengthened the validity of the study. The data was collected from various respondents of different status some of whom being the implementers and other beneficiaries (children), hence there was easy cross-checking for misinformation hence strengthening validity of my findings. The inter-play of the ladder of participation as an analytical tool with the implementation theories is another strategic consideration for validity. This is because the ladder of participation is highly used in child participation studies and as well, the Winter's Integrated and Van Horn and Van Meter are widely used theories in implementation studies. I also reported or presented both positive and negative or discrepant data and information in the study. Subsequently, this enhanced the credibility of my study. Besides, the key informants requested to be informed of the preliminary results from the data collection and I had them review my draft report of the findings from the data collection (See Yin 2003:34).

Generalisation.

The findings and conclusions of my study may not be generalised to other studies in other districts, which may have different social, economic and political situations. One of the known and agreed upon limitation of doing case study research is the inability of the researcher to generalise the

findings to a population, which is known as statistical generalisation. (Yin, 2009). Case studies rely on analytical generalisation, where, the investigator strives to generalise to a particular set of results to some broader theory (Yin, 2009:43). This is because studying a given case does not give the researcher the mandate to assume findings can be related to a bigger population of people. Therefore, my study findings and conclusions may provide important information regarding the dynamics of implementing child participation especially in schools that could have the same conditions and structures as Kitante primary School and East Kololo Primary school in Uganda.

4.8 Ethical Considerations in the Research

Codes of ethics are formulated to regulate the relations of researchers to the people and fields they intend to study (Cooper & White, 2011). First, I got an introductory letter from the university of Bergen-Department of Administration and Organisational Theory, which my supervisor signed, introducing me and requesting for support in the research sites where I was going to collect data for the study. The schools asked me to write another letter specifying the nature of support that I wanted so that they could see how to support me appropriately, which I did very well. I obtained consent from all the respondents and permission from the schools and the ministry to carry out research in the schools.

It is pertinent for every researcher to guard against invading the privacy of his/her respondents. I made sure I protected the respondents, their privacy. For example, I never asked for their names in a bid to maintain anonymity and I have not used them in reporting my findings. Some techniques and tools for data collection may put the respondent's privacy at risk for example the use of hidden cameras during observation without consent is a breach of research ethics. For example, I asked for respondents' consent for me to record their voices/audio as I observed and wrote notes. I ensured to inform them, and asking for their permission, and assured them that I would use the audios for academic purposes of playing back as I analyzed my data. I also guarded against the respondents sharing sensitive personal data, which is common with the interaction using open-ended questions. I made the data collection environment as friendly as possible. First by introducing myself and my intention for the research, informing them that the participation in the research was voluntary and enlightened them about the research ethics I was going to observe so

that I would not expose them to harm. This made them feel at ease as I conducted my interviews and observed in a research-enabling environment.

Furthermore, a researcher has the responsibility to maintain confidentiality during the data collection stage, during the reporting and dissemination of findings. I built rapport especially with the focal teachers assigned to me by the schools' administrations, the children, and the parents because of the nature of information I was supposed to get from them. This enabled them to build confidence to share with me the realities on ground, and not fear to be exposed anywhere because for example, some of the information the teachers gave was against the school administration but they were sure that it was a professional research. Many times, the respondents have no control over events after the data is collected, so the onus lies on the researcher to be professional enough not to harm the respondents. And my research has no intention of harming my respondents, strictly for academic purposes only.

4.9 Conclusion

This chapter was highlighting the methodological choices for the study. The qualitative research approach was adopted to enable the analysis of the implementation of child participation in the two schools. I did this by applying different data collection methods and techniques encompassing both primary and secondary sources. These included face-to-face in-depth interviews, key informant interviews and observation falling in the former, whereas, the use of documentary sources including reports, minutes of meetings, school brochures were used for the latter. Both methods were applied to enable sufficient and substantial contribution to answering the research questions. The beauty of applying the qualitative research approach was the flexibility in the interaction with the respondents through the asking of open-ended questions, which later emerged to provide rich data for the study. The application of case study strategy and techniques for example triangulation of data from different sources made it possible for me to cross-check for any inconsistencies and thus strengthening the validity of my findings and making them reliable.

Chapter Five: Structures, Indicators of CP and how they Affect/Influence the Implementation of Child Participation in the Two Schools

5.1 Introduction

This chapter presents data on implementation structures in the schools and the indicators derived from the study, which are not standard but specific to the two schools studied. These structures act as vehicles for transmitting or avenues through which child participation is implemented in the two schools and it is upon these structures that an analysis is made using the ladder of participation. This means that the activities implemented in the structures are what we refer to as child participation in this study. The upper four rungs of participation on the participation ladder, as already highlighted above, helped to rank the activities, whether they belong to genuine participation and the intensity or degree of participation. The structures for children's participation are therefore elaborated below;

5.2 Child Participation Implementation Structures in the schools.

The government of Uganda recognizes the right to children's participation through different avenues, as already mentioned in earlier chapters. It is for this reason that schools are identified as the main beneficiaries for the use and implementation of the Uganda National Child Participation Guide of 2008. The UNCPG stems from the requirements of the UNCRC, which Uganda ratified. According to, and stipulated in the Uganda National Child Participation Guide of 2008, Uganda recognizes the right to participation by all persons in the Constitution of the Republic of Uganda (1995), the Local Government Act (Cap.243), and the Children's Act (Cap 59). Several efforts by both government and Civil Society Organizations (CSOs) to promote child participation have been initiated including tabling the child participation Strategy before the parliament of Uganda. Participation of children in all government programmes including education is also enshrined in the 1995 Uganda Constitution as a universal right. The Constitution further emphasizes that all Ugandans must enjoy rights and opportunities and access to education without any form of

discrimination. (chapter. 4 Clause 30). Children's participation is not just limited to work related areas; it needs to be integrated into every part of society (UNCPG, 2008:8).

In addition, it was also noted that, "In schools where children and young people have opportunities to be involved, it improves their discipline, promotes transparency, enhances skills, promotes learning and strengthens the quality of learning and interaction between staff and the pupils/students" (UNCPG, 2008:12). One of the most prominent CP structures in the schools highlighted in the Guide is the election of school prefects. Teaching and learning as acknowledged, must consider life conditions and prospects of the children. For this reason, the education authorities and administrators have the responsibility of including children's and their parents' views in the planning of curricula and school programmes. There are four (4) different CP structures in the schools I studied, some of which are formal by being part of the educational program, while others are capacity building and child friendly clubs including; life skills training like agriculture, guidance and counselling, promotion of child friendly environment for example, talking compounds among others. The groups and clubs specific to the study include;

5.2.1 Prefects body/Students' representatives.

A prefect is a pupil who is elected by their peers, teachers, and the school administration. The intending members apply to be considered for a given position, say, of a sanitary prefect. An electoral committee consisting of both fellow children and teachers vets them. Once the vetting is done, they do campaigns in most cases financed by parents, to produce campaigning materials for some who have better and advanced preparations. The children do the voting and the winners under-go orientation meetings to prepare them for the service. The prefects are selected to represent the school in many different roles and work together as a team. They are supposed to act as good examples to all other pupils in terms of attitude and behaviour, uniform, punctuality and school and class attendance. They represent the school; promote the good name of the school in and around school and in the community. The prefects uphold the school rules and regulations and help to see that others do the same.

They also help maintain the smooth running of the school by assuming the following responsibilities:

- a) Completing a duty according to the Break, Lunch and late Afternoon Time Duty Rota, being punctual and dealing with fellow pupils and adults in a mature and responsible manner.
- b) Representing the school at school events and functions, for instance on Open Day, Parents' meetings etc.
- c) They are the link between the pupils and staff at the school.
- d) Help the teachers on duty to get late comers.
- e) Organize school assemblies with the support of teachers on duty.

5.2.2 Class Representatives or Monitors.

The class monitor is a class representative elected by the children themselves or appointed by the class teacher. The class teacher may appoint a pupil as a class monitor either to build their self-esteem or out of the exhibited willingness of the pupil through charismatic actions. The class monitors are mandated to assist the class and subject teachers to keep order in their own classroom. The class monitor must be responsible and be exemplary to the class and the school. He /she plays the following functions among others;

- a) Bringing text books from the school library to the classroom and collecting them for return after use.
- b) Responsible for maintenance of silence in the classroom, they sometimes write names of noise makers in the class and report them to the teacher for disciplining and punishment.
- c) Collection of the books/ textbooks and homework in the class and delivering them to the staff room for the teacher to mark.
- d) Supervisor of classroom facilities.
- e) Supervises the cleanliness of the classroom.
- f) In charge of the class register/diary

5.2.3 Children's Council.

This is composed of children/members elected by the school to represent and present children's views and concerns to the school administration. The pupils identify more with the children's Council because it represents their interests as opposed to the prefects' body, which upholds the interests, rules and regulations of the school. In other words, the council is the voice for the children, their grievances and representation and presentation of their views to the school administration. The Council executive is voted from the class councillors initially elected at classroom level. The executive consists of the President, the Vice President, the General Secretary, the Welfare Officer, and the Secretary for girls' Affairs. The children's council was found in Kitante Primary School. Once one is serving in the Council, he or she cannot be a member of the prefects' body and vice versa. The Students' Council is facilitated with materials like pens, notebooks and manila files for record keeping purposes. They look out for the accountability of the school administration, teacher- pupil relations, accountability for Universal Primary Education funds as one of their roles is to monitor the proper use of those funds.

5.2.4 Children's court.

This is an organized group of children or pupils with more independence compared to the prefects' body. They act as a disciplinary committee in the school. The children's court was found in East Kololo Primary school. It can be composed of both prefects and other pupils in the school. It takes charge of attending to basic child misbehaviour, and reports to the school matron and patron. In cases of gross misconduct, the court informs the school administration of such cases, some for advice and others for direct handling. The children involved learn problem-solving skills. Confidentiality and privacy are some of the core values of the Court. Records are supposed to be kept for the different cases handled by the children's court, with periodic reviews done by the Senior Woman and Man teachers. The court is facilitated with stationary in form of pens, notebooks and manila files for record keeping.

Other clubs or groups included; Agriculture club, Girls Guides and Scouts club, Keep it Real club Sports club, Debating Club among others.

5.3 Indicators of Implementing Child Participation in the Two Schools.

These indicators highlighted below are specific to the context of both Kitante and East Kololo Primary Schools.

5.3.1 School rules and regulations that cater for Children's participation.

All formal schools have rules and regulations that work as a guide for both the pupils, teachers and the school administration. They are used to nurture and foster discipline in the school. The school rules and regulations are very important because they are the basis for planning and decisions regarding the welfare of the children including regulation and management of time, other resources like classroom furniture, the compound among other things. The daily running of the school revolves around the same principles. In this study, it was emphasized that if the schools embraced children's participation, then it had to be part of the school legislation instead of children participating basing on the capability, will and discretion of the teachers and the school administration. If a plan should be executed but there are no guidelines to enforce it, then it is bound to fail, as no one can be held accountable for non-compliance. It is important to note that some school formalities foster child participation but done on adhoc basis, making it hard to be evaluated and ranked on the ladder of participation due to inconsistency on the occurrence, however, meaningful execution qualifies activities implemented under this section as those that fall under participation.

5.3.2 Inclusive, Voluntary and feedback oriented Child Participation

According to the UNCRC, genuine participation is founded on the values of non-discrimination regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status including disabled children (Article 2 of the CRC, 1989). As also highlighted by the Committee on the Rights of the Child, child participation should be voluntary. Based on the committee's report on the legal analysis of children's right to participation of the CRC on 20th July 2009, it was emphasized that, 'The child, however, has the right not to exercise this right. Children expressing views and taking part in activities is a choice, not an obligation. Therefore, States parties have a responsibility of ensuring that the child receives all the

necessary information and advice to decide in favour of her or his best interests'. In addition, children should be given feedback on their contribution so that they know the changes and progress they are making. This motivates them and is part of the evaluation exercise, which enables them to reflect on their engagements and know that they are contributing and that their views and opinions are valued. Inclusiveness also involves considering children's contribution at the different stages of a given programme. Again, an inclusive, voluntary and feedback oriented system is pro participation, falling in the four rungs of genuine participation on the ladder.

5.3.3 Child leadership bodies/clubs in the two schools

A child rights club is an organized group of children aged 18 and below who come together to learn and promote children's rights and translate them into their daily activities at home, school, and the community.

The concept of children rights clubs is to help children to learn about their rights and responsibilities in an organized setting. This helps them to become both responsible and better advocates of their rights as children as well as responsible adults when they grow up.

Children are generally regarded as the students of today, the educators of future generation, and the citizens of tomorrow! They must therefore be made aware that as children, they possess human rights and are entitled to have those rights legally protected.

It is believed that, Child Rights clubs are a vital means of mobilizing schools around children's protection and wellbeing. Admittedly, Child participation is at the forefront of the operation of these child rights clubs, which is paramount for any successful child protection intervention (Nambatya & Gubo, 2016:79). Therefore, children need to be involved right from the initial stages of any child protection activity designing, planning and implementation (ibid). Any other avenue deemed appropriate in the school to foster child participation will be considered for discussion in subsequent chapters. This element of participation falls within the four upper rungs on the ladder of participation, which is a meaningful way of involving children commonly known as genuine participation. This is because it encourages children to initiate, be assigned participation activities by adults, and run their projects. For example, the Elections of the Prefects body which are a

combined effort of both the teachers and children through selection of the electoral committee, which consists of both the teachers, and the children who do the vetting process for the aspiring candidates. Another example are the agricultural gardens. National Water and Sewerage Cooperation introduced the concept or idea; the children were empowered on how to manage the gardens. Currently, the children are in charge and own the crops, which builds their capacities falling in the upper most rungs of participation where the children oversee projects.

5.3.4 Perceived benefits of children's participation in the two schools:

This involves analysing the benefits or impact of children's participation on children themselves, on families, on the supporting agency and the realization of young people's rights within families, local communities and at local national government level. In other words, why is it being done? We can also understand how child participation is implemented by looking at the results accruing from the process. Normally, results inform us how implementation was done. Therefore, the positive things that have accrued from children's participation at the same time motivated and guided implementation. The teachers confessed to empowerment of children through self-esteem, fending for their rights, nurturing good discipline, and saving the schools' financial burdens. For example, involvement in modern agriculture where schools prepare food planted and grown by the children themselves in the school gardens, which helps the schools to save some money, and it also enables the children whose parents cannot afford to pay for lunch dues to be able to have a meal at school. Modern agriculture (as shown in Figure 5.1 below) done by the children in the schools has a multiplier effect in many ways including equipping the pupils with skills, creating a sense of responsibility, belongingness, and contribution at the same time. Meaningful participation bears fruits or results, and we can only say the children participate when we see what they have done, the proceeds from their efforts, which encourages and builds trust between the adults and the children, hence fostering better participation.

2

² Pupil is used in the study to mean a primary school child. Sometimes used interchangeably with a child.



Figure 5.1: A partial view of one of the Demonstration gardens of Modern Agriculture run by the children at Kitante primary school

Source: Author's Own.

5.4 Conclusion

Children clubs form the basis of strong collaboration and capacity building for the children. They are the spaces/avenues in which children demonstrate their potential and, exploit it for the realization of the group cause. However, these groups need sensitization, support and regulation to be able to add value and foster meaningful participation of children. In both schools, the different clubs/groups equipped the children with different skills required for transition in mature responsibility, politics, strategic planning and decision-making.

Chapter Six: Discussion of Findings on Independent Variables

6.1 Introduction

This is the first chapter that elaborates the findings on the policy dimensions of the study, the school, parents and the children. Therefore, there is contextualization of the findings to the two schools in the study.

6.2 Findings on Policy

6.2.1 Policy standards and objectives.

When substantiating this variable, reference is made to the Uganda National Child Participation Guide of 2008. The document in question encloses guidelines for enhancing and mainstreaming child participation in the country. The guidelines document has two specific objectives namely; (i) Providing organizations with a clear approach and methodology on how to involve children and (ii) Stimulating action towards providing a safe environment and space that promotes the participation of children at the family, community and institutions (MGLSD, 2008:8).

When policy standards and objectives are clear, implementers will know what they are supposed to do and it is one way of smoothening the implementation process (Van Meter & Van Horn, 1975). Both the key informants in this study knew very well the theoretical aspects of child participation, in fact they had recognition for meaningful and non- participation of children. Since they are part of the team that enforces the implementation of this right, the assertion would still catalyse the implementation process. Accordingly, the teachers and administration of both schools, varied in their perceptions of child participation. One hundred percent (100%) of the teachers interviewed had never heard about the Uganda National Child Participation Guide. This was evidence that they were implementing based on their personal knowledge, interest, and values. Besides, the school rules and regulations only formerly recognized the contribution of children towards the school affairs by election of prefects and councillors. However, verbally the teachers acknowledged that, children should be given a platform to contribute meaningfully in matters affecting them. Therefore, it was a customary arrangement not written down in the rules or

guidelines for most CP activities. Even in the formation of the school rules and regulations, children were never consulted, apart from the remedial and occasional class rules in the management of different events and situations. According to the school administrations of both schools, they had no compelling ability on the teachers to help foster CP; it all depended on the zeal and interest of the teacher. However, when assigned a responsibility to perform a specific task, the teacher must fulfil it, whatever their interest or belief.

To some teachers, what was very clear was their knowledge that child participation is a right and they knew they had to implement it. However, in both schools, some of their implementation mechanisms were fragmented, adhoc because of various reasons including not knowing how to meaningfully implement this right. The teachers had never had any sensitization or training concerning mainstreaming child participation. The knowledge they were applying was what they learnt from the National Teachers' Colleges (NTCs). This lack of debriefing and direction makes the implementation of the right to children's participation to be at the mercy of the teachers, whichever way they can execute this.

One of the teachers proclaimed,

'The government has so many policies they bring to the schools, in fact they are all well written policies just like the laws we have in Uganda, if implementation was to be done the way policies were formulated and written on paper, we would be in a better world. The problem is that the government introduces so many policies and never follows them up to monitor what is happening. It is mostly the NGOs that engage us, and most trainings are done by them not the government'

The study of implementation warrants policy goals and objectives be identified and measured since implementation cannot succeed or fail without goals against which to judge it (See Pressman & Wildavisky 1973: xiv as cited in Van Meter & Van Horn, 1975: 464) Under this variable, the study posed questions like: How is the Child Participation right perceived by different actors involved in its implementation in the schools? Is the concept clear to the implementers? Van Meter and Van Horn (1975) posit that clear goals and objectives provide performance indicators for implementers to base measurement and evaluation of implementation results. In instances

where ambiguous policy standard and objectives are set, there is a likelihood of occurrence of inconsistencies that may compromise the ability of the implementers to follow up on the policy goal. For example, the Uganda National Child Participation Guide presented two seemingly general specific objectives, but on a critical lens, they are ‘justification statements’ that never planned for actual implementation. This is because of the absence of implementation framework, action plans and commitment to review and fund the transition from fragmented child participation initiatives, to a system and environment that embraces children’s participation. Secondly, the government put in place guidelines for implementing child participation; however, they are just guidelines with no implementation action plans. The NGOs are the ones that mostly operationalize these guidelines. However, the challenge is, those organizations have varying and competing strategic plans, which makes them, emphasize child participation segments depending on the different projects’ requirements tailored to donor conditional ties. Therefore, when NGOs come to the schools, they emphasize elements that are supportive and are identical to their projects but not specific to mainstreaming child participation comprehensively. In addition, during the design of the guidelines, the UNCPG architects fell short on planning for implementation, for example; considering avenues for the realization of child participation. Moreover, no incentives were put in place to attract the schools to embrace the CP guidelines. Additionally, the achievement of such objectives also depended on efforts of the schools which had an insignificant role during the formulation of the guidelines; therefore, their views were not included and specifically contextually planned for, in the Guide, and therefore, could not implement the CP guidelines. As Hill notes, policy as written often fails to teach implementers what they need to know to do policy. Instead, actors who are not implementers are the ones who disseminate the policy objectives to the implementers, whose work environments are crowded with competing demands for action, to get policy done (H. C. Hill, 2003). The study also informed that different actors understood participation as a concept differently and this led to ill defining of the term and making it obscure (Situational Analysis of Children Report, 2015). The same has had an impact on implementation.

6.2.2 Policy Resources

Generally, execution of any plan requires resources. It is therefore acknowledged that, ‘Involving children and building their capacity to engage effectively is not a one-time event, it’s a process.

The greatest impact of participation on children's lives is through on-going programs. This is no small investment of time, effort and of course money' (UNCPG, 2008:50).

Implementation literature presents resources mainly in two forms i.e. human resources and financial resources (Van Meter & Van Horn, 1975). In addition, Grindle and Thomas propose political, financial, managerial, and technical resources to implement a reform, though not all the four listed resources would require to be applied at the same time, depending on the nature of the reform (Thomas & Grindle, 1990). The study focused on both human and financial resources from the implementation model of Van Meter and Van Horn.

(a) Human Resources

Human resource is one of the policy resources needed for effective policy implementation. CP implementation requires availability of well-trained teachers who conduct daily implementation of CP activities in the schools. In the same lens, Michael Lipsky referred to front-line staff involved in policy implementation as 'street-level bureaucrats' (Lipsky, 1980). The teachers are the human resources, the street level bureaucrats in this case, who are at the frontline of implementing child participation, and, they seemed very positive about children's participation in the two schools. These are very crucial because without their contribution, children in the schools would not have the opportunity to be empowered, heard, and have their capacities built to encourage their participation. However, other studies have noted that, there are also limitations regarding the capacity of politicians, government, and civil society officials to facilitate children's participation, which requires a wide range of skills and experience (Situational Analysis Report, 2015:84). Initiatives often fail because the adults working with children are unable or unwilling to relinquish full power over children in favour of an approach based on partnership and collaboration (ibid). The perceived role of teachers in implementing child participation in the context of this study included the following, career guidance and counselling, sensitizing children about child rights, listening to them, consultations, assignments and delegation. In addition, the teachers also offer encouragement, instill discipline through exemplary living, self-control, self-esteem, public speaking, patience building, appreciation of bigger steps and initiatives, considering children's views and contributions, giving them the platform to be themselves, encouraging slow learners, fair treatment and employing inclusive education.

However, key to the above, the teachers expressed concerns in terms of workload resulting from teacher-pupil ratio, where one teacher manages over eighty (80) pupils especially in Kitante Primary School. I found out that teachers had a lot in store for the children to enhance their participation but the teachers' efforts were rendered futile, as they had to concentrate on academic output at the expense of other activities. The teachers noted that child participation requires a lot of planning, for example *one teacher* revealed that,

'In preparing the lesson plan, if you are likely to involve group work and presentations, it would take a lot of time which goes beyond the allocated time for the lesson, yet you have to make sure you finish the syllabus. Besides, a teacher does not teach only one class, so if you are to follow participation for all the classes, you can never handle the tension of following the curriculum which is your major role'. (Primary Six Teacher, Kitante P/S)

The above is what Gal and Duramy suggested that, professionals are perhaps too often willing to give up children's 'participation' for the sake of their 'best interests' even though the latter may not be necessarily in conflict with the former (Gal & Duramy, 2015:3). However, they also noted that for meaningful participation, for younger children, requires intense preparation and substantial adjustments. That is why policy makers and practitioners are reluctant to embark on child-inclusive projects (ibid: 4). Much as Lipsky conforms to the copying mechanism of street level bureaucrats in the stressful working conditions, Winter (2002) holds a view that, it is just an ambitious theory in that sense because, that it is only possible for implementing social policies and not regulatory policies.

Different perceptions, attributes and attitudes of teachers towards children's participation was another cross-cutting issue unveiled in the study. Ninety six percent (96%) of the total respondents believed that child participation was a good cause whereas four percent (4%) believed it was a waste of time to involve children's views in any activity since they are young and cannot be like adults.

Surprising and interesting at the same time, the children were more conversant and articulate of what themselves and the schools had achieved because of child participation, whereas the adults focused on the hypothetical and theoretical outcomes of children's participation. Probably, this

thinking has had a bearing on how the teachers implement child participation if they could not recognize the tangible benefits it brought! Generally, failing to acknowledge what you have contributed to any process or situation means either you do not know what you are doing or you acknowledge that you have not invested enough in that venture. Attitudes of adults were the most commonly mentioned barrier to participation by children and young people in several reports (ActionAid International Uganda et al., 2012; Restless Development, 2012; Skeels, 2012; Witter and Bukokhe, 2004) as cited in Situational Analysis Report of Children of 2015. This is something that children themselves are very aware of, which tends to have a diminishing effect on their willingness to get involved and their trust in participatory processes (ibid).

In both schools, much as there were differences in enrolment rates of children, all the teachers complained of heavy workload of teaching of so many classes beyond their capacity, which had a negative bearing on children's participation. Concerning training of teachers in implementing child participation, the teachers confessed to have been informed of child friendly and inclusive teaching methodologies when they were still in school in the National Teachers' Colleges. Interestingly, the MGLSD officials reported having trained some teachers in Kampala at the inception of the Uganda National Child Participation Guide of 2008; but they also gave more credit to the NGOs for sensitizing schools in child participation.

(b) Financial Resources

Financial resources are very important tools that foster execution of plans. Like any other reform, finances are required at a certain stage of executing a plan, be it an information meeting, disseminating action plans or any other form of implementation. Funds are required for enabling training and sensitization for the teachers, giving them incentives for motivation, buying child-friendly and other learning aids, employing a bigger work force to relieve teachers of heavy workload and enabling the monitoring of child participation initiatives by the line ministry to ensure implementation. The teachers expressed concern of lack of learning aids in form of Information, Education, and Communication materials in the schools to help them implement child participation. For example, the issue of '*Talking compounds*'. The teachers expressed need to have resources to have more informative and educative messages conveyed to the children, where the

children themselves compose the messages. For instance; those messages de-campaigning early marriages, child sexual abuse and harassment, and those that sensitize children about their rights. In addition, the children in both schools expressed the need for more resources in terms of buying items like badges for the prefects, balls for netball, volleyball, football, hockey among others.

To build an exciting and vibrant bond between them and the pupils, the teachers needed to break the routine, which had become boring for the children, hence not stimulating their potential. The teachers confessed to an environment where they have no inputs to help boost children's involvement. For example, East Kololo Primary School which was in dire state of malfunction due to lack of finances.

In addition, they had leaking roofs, whenever it rained, there would be no classes and the children would be affected, a result of lack of funds to repair the roofs. The school could not afford meals for the children for their lunch, which is a big burden to the teachers, how do they teach hungry children? Would they be actively involved if they cannot even be fed? As a 'blessing in disguise', National Water and Sewerage Cooperation (NWSC) Uganda came into the picture and introduced the School Water and Sanitation (SWAS) project which embraced modern but small-scale Agriculture in both schools. In this arrangement, the children are involved in gardening of different plants, vegetables and food including; tomatoes, onions, maize, beans, eggplants, peas among others. The children get the seeds from their homes and they plant them in containers in gazetted areas of the school, called the school gardens. The pupils water the plants daily and look after them with a sense of ownership, responsibility and belonging. This has taught them gardening skills, a sense of self-worth, self- appreciation and actualization of their potential, responsibility, and contribution. The project has contributed to the general cleaning of the school environment by creating '**Talking Compounds**' where the children create the messages themselves and maintenance done by the children with the support of the prefects' body and the school administration. Key to note was the sense of pride exhibited by the school administration and teachers of both schools for this contribution from the children.

3

^{3 3} Talking compounds are those having posts/placards with child-friendly messages most times composed by children themselves, with the support of teachers and other adults.

In Kitante, it was revealed that the government's contribution to the finances of the school was very minimal compared to that of the parents. For instance, in a quarter, the government disburses six (6) million Uganda Shillings (equivalent to 1,715 USD) to the school while the parents contribute about two hundred and eighty (280) million Uganda shillings (equivalent to 80.000 USD), in form of a government supporting arrangement of the parents, keeping in mind that these are government-aided schools. Besides, most times the government funds are disbursed very late, hence rarely serve their intended purpose, the schools keep operating on deficits in a very constrained environment especially East Kololo. All the above have an implication on implementation of child participation, because for children to be actively involved, inputs are required to foster a conducive environment that stimulates a learning process that values and gives feedback.

6.2.3 Organizational and inter-organizational behaviour.

These include but not limited to implementation linkages and mechanisms right from the line ministry (MGLSD) down to the schools. The study revealed that there were no functional structures to foster implementation of child participation. The Guidelines that were published in 2008 were only being implemented by Non-Governmental Organizations (NGOs). Moreover, their implementation was adhoc and specific to the core areas of different NGOs ranging from health, education, human rights among others. There was also no direct interaction between the line ministry and the schools regarding implementation of child participation. Key to note is that, the schools implemented CP knowingly and unknowingly because of absence of standard structures to foster CP. Each school encouraged CP differently depending on the discretion of the Senior Management Committee and the teachers, plus the overall contribution of NGOs, which are very instrumental in this cause. Some school rules and regulations indirectly fostered CP but it was being done as a routine with no room for checks and balances for what would not be working to be evaluated. There was no feedback mechanism between the school administration and the pupils' representatives, implying that the views of the pupils never mattered. Nevertheless, in all this, the pupils were willing to participate given the chance and guidance because for interventions where

they participated, positive results were observed. The ministry officials believed the main obstacle to child participation implementation is the mind-set of negativity towards children's views by adults while the teachers believed scarcity of resources was the biggest obstacle. In fact, the ministry officials believed CP mainstreaming would be successful without injecting more resources into existing programmes, that the same budgets for other programmes would be used concurrently with CP implementation. There already existed tensions on what is required for meaningful implementation on either side of the both the Ministry and the schools.

6.3 Findings on Parents and Children

6.3.1 Target group behaviour

The target group in the study are the children in the schools. In implementation studies, it is asserted that for implementation to happen, there should be motivation, information and power as core variables driving target group behaviour (Bressers, 2004:291). They argue that, implementation is a process of social interaction and the attributes of motivation, information, and power stand in an exceptional position to explain the dynamics involved in such processes (ibid).

In the two schools, the children's motivation, access to information and exposure were guiding principles in their active involvement. For children to participate, there should be something to motivate them, provide information, so that they have the power to participate from an informed point of view as the saying goes 'knowledge is power' which is got through accessing valid and age appropriate information to boost the power tank to be able to fend for their rights. In the study, the children's level of participation had more to do with age, level of exposure and motivation. Older children tended to participate more compared to the younger ones because of the evolving knowledge capacities, exposure levels to different club activities and motivation from the general belief that the older children have, that they can manage compared to the younger ones. In addition, older children participated more than the younger ones because the school expectations from the different categories of age groups were different, so the older ones embraced the tasks placed before them by the school. However, about fifty percent (50%) of the children interviewed had meagre or no knowledge of child participation, it sounded a new term especially in East Kololo P/S.

The proceeds from participation also motivated the children to participate, as they had seen other children get good things out of the process. For example, those that participated as candidates in school election process and went through, enjoyed more privileges after they were elected into office than their counterparts that never participated. In addition, those that refused to be part of the voting process, when the leaders they never wanted were elected by others, they felt bad and blamed themselves for not being part of the process, hence, when the children wanted their voice to be heard, then, they participated in voting school representatives. Interestingly, when they elected their favourite candidates and they won, they felt a sense of power after entrusting the person they want to be their leader with their votes. It is pertinent to note that, participation should be voluntary; hence, the schools can only make the environment friendly for children's participation but cannot force children to participate, hence an implication on implementing the participation right for children.

In the above sense, the children themselves shape the world in which they are supposed to participate through their commitment, self-motivation, and exposure. An example to substantiate the above argument therefore, in the committee report on the legal analysis of children's right to participation of the CRC on 20th July 2009, it was emphasized that, "The child, however, has the right not to exercise this right. A child expressing his or her views is a choice, not an obligation. States parties must strive to ensure that the child receives all necessary information and advice to make a decision in favour of her or his best interests" (Committee on the rights of the child: General comment No.12). This has an attribute of the Winter's integrated model in a way that, much as implementation of the right to participation can be fulfilled, the success of this will depend on the responses from the children. If the children do not want to participate, they cannot be forced, they have a right to participate or not, depending on what they want, because participation should be a voluntary process and initiative, it shouldn't be forced on them, though adults can guide and initiate participation initiatives. Therefore, the response or behaviour of children towards getting involved in the school activities also has a bearing on the teachers' reaction and eventual participation of children. More so, in decision-making and having their views and opinions incorporated into the school overall planning and development.

6.3.2 Socio-economic conditions

Considering Socio-economic conditions is an important element of the implementation process. Socio-economic influences are treated in conjunction with changes to target group behaviour because they are considered to condition the response of groups to a programme (Ryan, 1996:749). The economic aspect of this variable also has a close relationship with the variable of resources, the financial in the Van Meter and Van Horn theory. The study identified cultural beliefs shaping mind-set and economic status of the household where the children came from as some of the conditions that affected implementation of children's participation. One cross-cutting issue was the belief or mind-set that children are not capable of contributing any meaningful views like adults.

The key informants identified mind-set as a key challenge to child participation that society has not yet come to terms with, of treating children as human beings who are worth giving the platform to exercise their democratic rights, contribute in terms of views and opinions and to the decision-making processes. In the study, children who came from economically strong households were more likely to participate due to exposure than those from economically poor households. Also, there was more participation of children in Kitante because of the financial power of the school, pupils were involved in a range of activities compared to East Kololo which had a weak financial standing. In addition, parents of the children in Kitante were educated and interested in advancing the human rights based approach, created opportunities for their children to participate and were in position to buy the learning aids that create and enabling environment for participation. One hundred percent (100%) of children in Kitante were knowledgeable and exposed about their participation rights compared to forty percent (40%) in East Kololo. Children from poor households have little room for motivation due to lack of 'role models' in their interaction and socialization networks, and exposure that can act as a stimulus to trigger participation.

There is a relationship between the social-economic conditions and the characteristics of the school, which are the implementing agencies. This is because social-economic conditions determine or have an influence on the nature, out-look, and subsequent operation of the schools. This is in relation to the two schools, which were studied in this research. The make-up of the

schools in terms of their enrolment rates, teacher-pupil ratio, economic strength, academic performance and other support networks and systems at their disposal. In Kitante, there was a favourable implementation of child participation arising out of a stronger economic power, which enables the school to buy child friendly learning aids compared to East Kololo. The teachers in Kitante ranked above up to the task because of an added advantage of the sound contribution of their parents in terms of finances and other learning aids. Besides, Kitante being a model school for the Universal Primary Education (UPE) programme, it attracts many NGOs and other donors, and given its good academic performance, there is continued exposure for the teachers and children, which accelerates an enabling environment for children's participation compared to East Kololo. The stature of parents in Kitante enhances children's participation implementation because of the exposure of the parents, most of them from a learned background compared to the poor and mostly illiterate parents from East Kololo P/S.

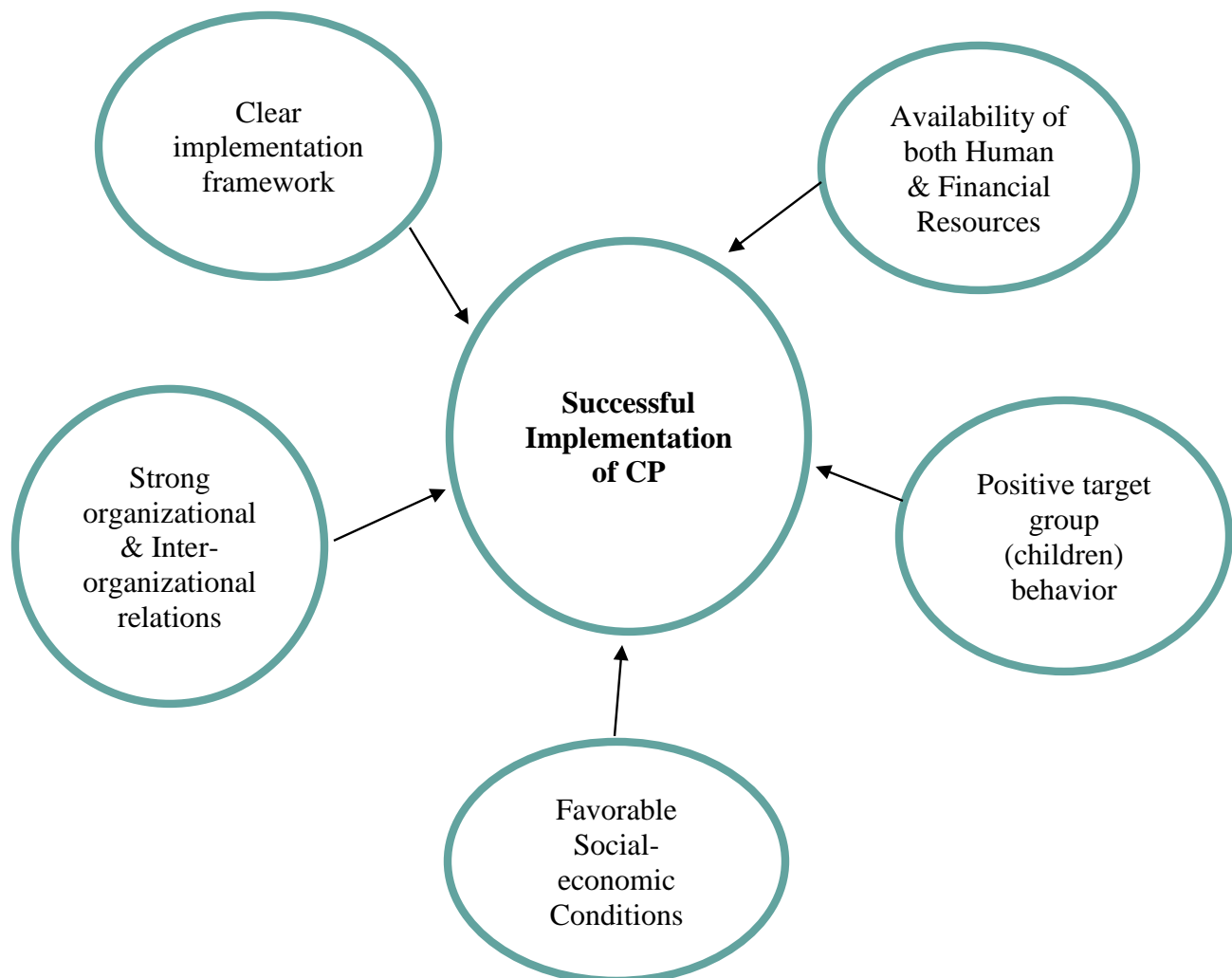


Figure. 6.1: Conditions required for Successful Implementation of Child Participation.

Source: Author's Own.

6.4 Conclusion

The conditions required for effective implementation of Child Participation as shown above, regarding the study's findings. The study asserted that, with the above conditions in place, the right to children's participation would be implemented better. It is observed that there is a causal relationship between the various independent variables and deriving between the two theories, as the performance of one affects and depends on another. So, if many are not doing well in terms of findings has a bearing on the state of implementation, particularly, poor implementation where the conditions do not favour the programme to thrive.

Chapter Seven: Findings on Dependent Variable-Implementation of Child Participation

7.1 Introduction

This is the second chapter on findings detailing the status of implementation basing on the contextual indicators in the two schools in the study.

How child clubs, school rules and regulations, voluntary, inclusive and feed-back oriented participation and the perceived benefits of CP influence implementation of child participation.

7.2 Existence of Children governing bodies and Clubs in the two schools.

Children clubs is one of the avenues for enforcing child participation in the schools. There are many and can be as many clubs in the schools that involve children. The most prominent are the child rights club and children's court or council. Both schools have child governing and representative bodies, democratically chosen by the pupils themselves. In Kitante Primary School (P/S), there is a prefects' body, which is freely elected by the children themselves. The contestants undergo the campaigning process, and children are given the mandate to decide who becomes their leader, hence enhancing the decision-making capacities for the children. There is also a children's council, which the children elect to represent them, and, is independent of teacher interference unlike the prefects' body, which may represent and enforce the values of the teachers. Specifically, the council is pro-children, gets the views from the children, presents them to the school administration for consideration, action, and follow up. In addition, in Kitante P/S, pupils are involved in other clubs that enhance their participation. For example, the Agriculture club which works hand in hand with School Water and Sanitation (SWAS) club, plants food for the school and helps the school to save some money while at the same time the children learn the skills for modern agriculture.

Another avenue is the disciplinary committee, which acts as the Electoral Commission of the school, where the children manage the elections themselves, with the guidance of the teachers to conform to guidelines. From this, it is evident that children manage situations that empower them to contribute to the welfare of the school and the community at large. This level of control gives children an upper hand for their views and opinions to be considered in the schools, through the mandate given to the involved children.

There are also co-curricular activities like games and sports, Music, Dance and Drama (MDD) Club and Debating club. All these are avenues that involve children, build their capacities into competent and responsible adults. However, inconsistency was noted to be one of the traits of these clubs especially for the MDD, which happens once a year. For example, the SWAS club is an idea that was inculcated by the National Water and Sewage Cooperation but currently managed by the children through practicing modern agriculture. The schools are benefitting from this and that could be a motivation for them to continue with the programmes even when their initiators have left, for sustainability.

However, these governing bodies face challenges including lack of resources to procure prefects' badges especially in East Kololo P/S. In Kitante, the children's council was not performing as expected, as the children did not feel its impact. For example, one of the Senior Management members of the school said they would embark on strengthening the school council so that its contribution becomes meaningful in the school. It was very evident that the school administration knew that the council was weak but had not taken any initiative to support the council to perform better. When asked if there was any case that had been handled by the children's court in East Kololo, there were no records of any meeting having taken place, meaning it was just a body that either was on paper or non-existent because governing bodies usually have meetings to attend to matters and evaluate performance. However, when asked about the Meeting of the Senior Management committee, the minutes of various meetings were availed with the attendance lists attached. This portrayed a picture of either negligence by the school to support the children to ably exercise their potential or poor coordination and follow up of children's activities. Key to note was the lack of resources experienced in both schools to meaningfully foster children's participation, though with variations between the two schools. These included; funds to organize for

refreshments for the meetings, badges, procurement of balls and other items for co-curricular activities, funds for making certificates for the representatives among other materials. These were some of the demotivators for both the pupils and the teachers, which limited effective participation of pupils. In fact, the posters I saw around the school compounds were those of informal clubs like Straight Talk, Girl Guide and Scouts, Agriculture. This is because NGOs and other private agencies, and not the schools funded such initiatives. If the schools had the resources or if they prioritized, they would have posters and messages for prefects, the children's council among others.

Other clubs that are performing are those specifically funded by outside companies and organizations such as Non-Governmental Organizations where they have budget lines to cater for the specific programme core activities. However, when those organizations pull out or when the project ends, the sustainability of those activities in which children participate is uncertain and questionable.



Figure. 7.1: Some of the Clubs at Kitante P/S, where children are participating.

Source: Author's Own

In East Kololo, there is also a prefects' body, and a children's court, which act as a disciplinary committee for managing disputes and misconduct in the school. The prefects' body however is elected by joint power sharing between the teachers and the pupils, where the teachers can decide who becomes a prefect through regulating voting guidelines and sometimes the teachers appoint some prefects. The contestants also campaign prior to the voting exercise, though these campaigns may not be charming and vibrant like those of Kitante because of the differences in the economic status of the households of the children in the two schools. The campaigns at Kitante are very engaging, highly financed by the parents and entirely managed by the children themselves while at East Kololo, timid manifestation of parental involvement and contribution in terms of finances for campaigning materials!

7.3 Pre-determined School rules and regulations that cater for children's participation

The schools run based on the rules and regulations put in place most times by the school administration at a centralized level, and, children could be part of the process at the decentralized level especially the classroom level. In this study, it was found out that the issue of children's participation was highly talked of and about in both schools, but it never existed anywhere in the school rules and regulations. However, it was treated as a customary and development trend that could be mainstreamed orally without having to be put in formal documents. The teachers agreed and believed in the notion but it just happened depending on the teachers' interest without having to be accountable to anyone in case of failure and unwillingness to implement children's participation. In both schools, regardless of the differences in their characteristics, high levels of commitment and determination by the teachers seemed to be the driving force for the implementation of child participation. It is not because they were mandated to do it, but because they felt it was a good thing. Notably, is the fact that not all the teachers shared the same interest. Some thought it was just a waste of time, and that, children were not capable of any significant contribution, so they saw no need of wasting their time on seeking children's views. Children's gains in the academic learning were being attributed to the teachers' role, their ability to create an enabling environment through teacher-child-centered relationship (Hännikäinen & Rasku-Puttonen, 2010). Pertinent to note, in both schools, there existed barriers to effective participation

of children but the remedial or copying mechanisms were different. In Kitante P/S, teachers experienced challenges like high numbers of children in the classroom; they required further training on fostering child participation, more incentives among others. The teachers recognized their role and contribution, valued communication channels, and gave access to activities and enabled the children to have the platform to initiate ideas that the children themselves embrace. For example, setting ground rules for the classroom, by the children, the teachers give the children in the class the opportunity to also elect their class representatives and honour the contribution of those representatives. The issue of many demanding activities to be fulfilled in the school impinged the capability of the teachers to actively involve children. This is because the time was always an issue especially with group work where if the teacher wanted the children to come up with ideas and contribute them holistically, they would be limited and this has been pointed out in other studies, see also (Sandberg & Eriksson, 2010). The teachers in both schools generally understood the concept of child participation but some varying perceptions existed too. Some thought they were doing a favour by involving children, in fact some did not know that it was a right. Therefore, you cannot expect someone to implement what he or she does not know. The teachers also supported government initiatives, because government programmes must be implemented, though rarely followed up for feedback and evaluation by the government/ministry officials. The teachers also noted varying perceptions of some fellow teachers towards participation, others are supportive while others not. However, overall the teachers consented to children's participation being a learning process, strengthening the bond between the parents and the schools. The teachers in both schools expressed the need for more Information, Education and Communication materials, and learning aids, to enable active and meaningful involvement of children.

7.4 Inclusive, Voluntary and Feedback oriented participation.

In both schools, participation was more vivid for older and economically advantaged children compared to their counterparts of opposite qualities. A case in point is the fact that, among the interviewed children, those from classes from five (P.5) upwards to seven (P.7) were very conversant and articulate of the concept of participation. The younger children were unaware of their right to participation. This trend and outlook may be explained by the fact that, older children may have been exposed to different learning experiences and can devise copying mechanism

compared to the younger ones. Another observation to account for that was the fact that workload and numbers of children overwhelmed the teachers, to allow concentration and involvement of younger children, which takes a lot of time. Regarding giving feedback to the children on their views and opinion, the administration of both school had not invested any effort in this because they saw no need to do that since the children were not the major decision-makers, meaning the views of the children were heard but not taken seriously, yet the reverse should have been the case. As one of the members of school management of one of the schools exclaimed,

‘We need to empower and strengthen the children’s council more, by sharing with them and giving them feedback on what they propose’.

7.5 Perceived benefits of children’s participation on different actors in the two schools.

In the study, the perceived benefit of child participation in both schools was explored as a motivational factor for implementing CP or actively involving children. Ninety-eight (98%) of the respondents agreed that child participation is important for not only the schools, children but also their families and the wider communities. The Ministry officials asserted that child participation empowers children, and therefore, a socialization and learning process. Other authors share the opinion that, the purposes of children’s participation have been variously identified to include; upholding children’s rights; fulfilling legal responsibilities; improving services; improving decision-making; enhancing democracy; promoting child protection; enhancing children’s skills; empowering and enhancing self-esteem. Sinclair and Franklin (2000), as cited in (Sinclair, 2004:108). Therefore, for child participation to be meaningful, the process should contribute to the above-mentioned prospects.

In Kitante, the children won a school bus through the debate and quiz competitions. In addition, they also participated in Bank of Uganda Essay Competitions and won 1 million Uganda shillings equivalent to two hundred and ninety (290) US Dollars. In the context of behavioural change, there emerged a prominent example in East Kololo, a Primary Seven pupil, who through the ‘*Keep it Real*’ club, mentored and improved the life of her household by changing her father’s unbecoming

behaviour. Children learn different skills and behaviour when they interact with others. Moreover, when they are empowered, their capacities are built and if given the platform to exercise their potential, the results can be interesting. An example is a testimony of a Primary Seven (7) girl child who is proud of her contribution towards her family's wellbeing, having learned the knowledge from the school, as highlighted below;

*“When I was in the **Keep It Real Club**, they could teach us about anti-social behaviors and how to stop them. My father was a drunkard, he would come back home very late at night and he wakes us all up. He would not care about our school fees and every day they used to send us back home because we had not cleared the school fees. One day, I decided to apply what they teach us in the club at school. I asked my father why he was drinking, I informed him about the bad effects of alcohol and smoking. I told him that smoking causes cancer and alcohol destroys kidneys. My father broke down when I told him this, he could not believe that I was the one sensitizing him about this; I was very calm as I was talking to him because they taught us to respect elders and give the right information. My father later asked me what he is going to, he was so confused, I told him that we should plan for us to talk and interact frequently. I advised my father to go to Mulago Hospital, and, test for Tuberculosis because of smoking, and his results were negative. He was so happy and decided never to smoke and drink again; he later joined the counselling classes at the community hall where other parents were meeting. We started saving coins in a small box so that my father would start a business, now he has a grocery shop where we also help on weekends, he can pay our school fees and pay for the lunch at school. He also joined the Village Savings and Loans Association where they save every week and they meet monthly at the community hall”. Narrated by a Girl, P.7, East Kololo P/S.*

In addition, the children's participation in Agriculture in the schools has had major boosting on children's feeding. In both schools, the children learn skills of modern gardening, which some apply even at home as reported by some of the parents of these children. In addition, the food harvested is prepared for the children as their meal at the schools, in this way; the schools save some money, but is also a very good idea that saves some children who cannot pay for lunch money in East Kololo. Ninety eight percent (98%) of the respondents agreed to the idea that child participation is constructive and should be emphasized in schools and family life too.

Children losing concentration on class work, perceived competition with adults and their parents because of the assertiveness built over time are some of the negative consequences of child participation pointed out by some adults in the study. In addition, some children pointed out the inability to balance assignments where children tend to get involved in one activity and they neglect others, which limits their scope and sometimes could lead to poor performance in class. Overall, the respondents believed for regulation of children's involvement in various activities depending on the context. There was a consensus on the advantages of involving children in different activities for example, one child from Primary Six (P.6) pointed out that,

'Nowadays it is better for someone to have multiple skills because if you want to be successful, you need to also learn other things like sports and music, for example in Uganda, the musicians have money yet most of them never attained higher education but they are rich'.

However, three teachers and one parent shared a concern, of some schools through involving children, capitalize on teaching children's rights without emphasizing their responsibilities, which gives rise to children who only demand for their rights but cannot act responsibly. In addition, schools ought to regulate the kind of information that they disseminate to the children so that its age appropriate. All the teachers interviewed in this study recognized the need for more resources to make child participation more exciting and practical. In Kitante, the teachers exhibited confidence in themselves to foster child participation amidst some challenges, while in East Kololo, the teachers exhibited lack of control over events due to the powerlessness created by the unstable economic status of the school.

7.6 Conclusion

It is interesting to note that the combination of the above indicators highlights how child participation is implemented and can be regarded a general pointer to the performance of independent variables and how they may affect the implementation. This is because there is consideration regarding what activities children are involved in, how the teachers facilitate the process and the proceeds from the implementation process, not forgetting the influence the independent variables like resources, target group behaviour, social-economic conditions have on the overall state of the implementation picture.

Chapter Eight: Summary, Implications, and Recommendations of the Study

8.1 Introduction

This chapter presents the summary of the study's findings with contextual elaborated meaning to those findings and, it makes an overall picture of the state of implementation of child participation. The key observations and implications for child rights in general since the right to children's participation enhances all the other rights. The recommendations grew out of the theoretical assumptions confirmed through empirical evidence from the study, and the fact that, the evidence was seeking to look out for the challenges facing implementation of child participation, hence, making it necessary to draw some context specific and perceived workable plans which come out as recommendations for better implementation.

8.2 Summary

8.2.1 Ambiguity in understanding, measuring and application of Child Participation.

One of the major obstacles in the implementation of child participation is the ambiguity and vagueness of the term participation. Participation means different things to different people and in different disciplines. The Convention talks about the right to be heard, however, development actors have come up with the term participation. To-date, no standard measure or indicators of child participation have been agreed-upon. May be one of the reasons is the fact that, children's issues have not yet been given the consideration they deserve. Lansdown noted that child participation and related issues have just recently gained recognition in the 1990s. Therefore, research in that area is just coming up. Besides, the word participation identifies with some power struggle dimensions that place children in difficult situations having to work with adults (Gal & Duramy, 2015). Most people do not understand that children's participation is a process that requires the support of adults so that the children can benefit from the empowerment drive. That is why, it is important to appreciate and monitor the evolving capacities of children so that they are not burdened with adult roles. This was further confirmed by the responses from the MGLSD

officials and some teachers in the two schools, where they advocated for child friendly spaces, provided by adults to encourage children's participation.

Also, the term 'child' or 'children' (following the UNCRC definition as all those under 18 years) covers a very diverse group, who are not only different in their personal circumstances (age, sex, ethnicity, culture, disability, social and economic circumstances) but also in terms of their changing interests and capacities as they get older. What is appropriate for one group may not suit another; therefore, it is necessary and important to design forms of dialogue and engagement that start from the position of the child, whatever their age or ability for proper and comprehensive representation of their opinions and views (Sinclair, 2004).

8.2.2 Inadequate Resources to foster implementation.

Resources prove to be one of the most important inputs required to execute plans or foster implementation. Without resources, ultimately, implementation of any activity is almost impossible. In this study, resources both financial and human were highly influential in the implementation drive of child participation. From a limited number of teachers who complained of heavy workload, to meagre salaries, and lack of learning aids which are all important in emphasizing children's participation. These learning aids included among others; chalks, textbooks, pencils, etc. Resources create an enabling environment where children can freely and innovatively contribute to different processes. In Uganda, child protection activities, of which child participation is part, are among the least budgeted for, in the national budget (WarChild, 2010). This means that child protection activities of which child participation is part, are not priority on the government list, hence grossly affecting implementation because it is dependent on investment of resources.

According to the committee report on Gender, Labour and Social Development that sat on the 21st April 2015, the National Council for Children was constrained financially to ably execute its duties, coupled with limited number of staff to manage running all the Council's work. Of the 21-staff approved, only 12 had been hired by then. So the monitoring of implementation of child

protection programmes has not been done due to inadequate financial and human resources (ParliamentWatch, 2015).

Without the government investment in the welfare of children by uplifting their human rights, there is no sustainability of interventions even those done on adhoc basis by external actors. It was for this reason that Robert Chambers noted that,

‘To be good, conditions and change must be sustainable-economically, socially, institutionally and environmentally. Sustainability means that long-term perspectives should apply to all policies and actions, with sustainable well-being and sustainable livelihoods as objectives for present and future generations’. (Chambers, 1997:11).

In addition, with resources, the government and the schools can be able to give some incentives to the teachers for motivation. In places where incentives have been given, the teachers are motivated to work as a team with the children for a better outcome.

8.2.3 Inconsistent and weak Organizational and Inter-organizational relations and networks.

Schools as organizations have different ways of operation. In the conventional way of living, children are supposed to listen to their teachers, elders, and other adults. The way the schools operate and how they also treat children has a bearing on children’s participation. More so, the way the schools interact and work with other organizations, ministries and stakeholders impacts on the beneficiaries of their services, who are the children. Key to note is that, within the schools themselves, there are bureaucratic and mandatory communication channels that affect children’s participation. For examples, the school heads and their leadership qualities, attitudes, values and norms have a very big effect on the teachers themselves and how they eventually relate with the children. School managements that are not sensitive to children’s ideas, views and opinions do not support children initiatives, so it will not be easy for a teacher to implement what is not sought for by the school administration.

Sinclair noted that, ‘Participation involves many groups: academicians, researchers, practitioners, including specialist participation workers, communities, policy makers at national and local levels, and of course children and young people. Despite the distinctive contribution of each of these groups, there is also much in the theory and practice of participation that is common to all, providing opportunities for mutually supportive learning’ (2004:1).

Besides, the government has no means in place to supervise and enforce this implementation, which is a big drawback, even to other programmes specifically the UPE programme, which was the case with the two primary schools in this study (Mehrotra & Vandemoortele, 1997).

8.2.4 Late disbursement of funds for payment of teachers’ salaries by the government.

This was an issue raised by the school administrations of the schools, affecting especially East Kololo primary school the more, given the social and economic class of the parents of the school, who could hardly manage to contribute to the school’s effective functioning. Apart from the government paying very meagre salaries to the teachers, the funds also come in late, which is a very big demotivation for the teachers because they also have families, which they should support. The conditions in Kitante are a little different with the biggest percentage of the school funds coming from the parents. At least, there is some air to breath in Kitante compared to East Kololo P/S. Teachers who work in such unfriendly, hard conditions are most likely not to perform because of a burden of needs, affecting them and their families, how are they expected to teach well?

8.2.5 Dependency on external actors for implementation of the CP Guidelines.

Apart from the election process of the prefects and school council, external actors spearhead the rest of the child participation interventions. These external actors include Non-Governmental Organizations, parastatals and private companies like banks and others. For example, the Agriculture Club is masterminded by National Water and Sewerage Cooperation (NWSC), the posters for the messages are financed by Straight Talk Foundation (STF) and other clubs financed and run by NGOs, which makes it hard for the schools’ administration to own and keep supporting when the external actors pull out! In other words, there is no sustainability of initiatives beyond the life span of the projects of the external actors. This is very unhealthy and dangerous for a

system that is supposed to function normally, through mainstreaming across different school programmes and operations.

8.2.6 Opposition of Child Participation by some teachers.

Key to note is the fact that, not all teachers were in favour of child participation. About forty percent (40%) considered child participation a waste of time, because children could not contribute anything meaningful to the decision-making process! One of the teachers exclaimed,

‘This whole issue of children’s rights is to get children to become big headed, especially these NGOs that preach of children’s rights all the time are misleading children, causing more problems in the home, including domestic violence’.

Therefore, if you have the implementer with such an opinion, you may not expect more with implementation. That confirmed the assertion by the key informants that mind-set was still a very big problem to the realization of children’s participation. To change people’s attitudes and perceptions takes time, and so is the journey of showing them the good side of valuing children’s contributions.

8.2.7 Social-economic conditions and Target Group behaviour.

Social-economic conditions shape the world in which people live and make decisions. They determine the kind of relationships one has, and the subsequent consideration for the different programmes. In this study, the social economic conditions are paramount in influencing children’s engagements in society. Societal beliefs, norms and culture seem to be at the centre of implementation of any programme. Adults who grow up in families where children’s views are not considered, later become teachers, and still hold the same thoughts and values. Parents who take up different roles in society are optimistic about children’s contribution and usually support their children to take part in various school and community activities whereas those who do not, seem marginalized themselves and cannot support their children to participate. Children in socially and economically sound environments have exposure that stimulates their willingness to participate than those in environments who are marginalized. Children need encouragement and

support to participate, without this kind of support and interaction, children may be discouraged to participate.

8.3 Recommendations

8.3.1 Introduction

These form part of the basis for drawing conclusions on the kind of support and inputs required to better implement child participation. From the research sites and respondents' group, their views and the different findings I analysed, enabled me to come up with the ideas below, that if considered could bring a new face of events leading to the respect and honour of the right of children to be heard. The following highlighted below are some of the considerations worth embracing;

8.3.2 Adoption of a Systems approach to implementation.

The systems approach is where different sub-systems or segments of a given discipline come together to form a broader picture for a common cause. This approach enables different actors to work together, especially in dealing with a complex problem where actors are made to see the 'bigger picture' and not just their part of it (Aronson, 1996). Child participation is a responsibility of many actors, and the actors need to work together to bring about the desired change. For instance, if the government ministry does not give the required support to the schools, then the schools can only do what is within their means to make ends meet amidst the different competing demands. That direct linkage necessitated me to use the variable of Organizational and inter-organizational behaviour and relations, because the interactions of individuals in different networks affect the implementation network. There is need for actors to work together to optimally use the available resources through better planning to avoid duplication of services so that other areas of CP can be implemented. For example, you find NGOs engaging children in the same activities in the schools and the resources go to one component yet with proper systems communication and networking, a lot more contextual ideas would emerge and desired results achieved with the same resources.

8.3.3 Capacity building of actors through sensitization and training.

There is a growing acceptance worldwide that children should be more involved in the making of decisions that affect them. This is manifested through a rapid increase in participation activities involving children. However, there is still much uncertainty about how to involve children, especially how to do so in a way that is effective and brings about change—particularly change that is lasting (Sinclair, 2004: 1).

It is very clear that implementation of meaningful Child participation requires a lot of investment from different stakeholders. One of the most important is the sensitization, education, and empowerment of the different actors to be able to create a conducive environment where children are nurtured and tamed into responsible adults. The capacity building of the different actors requires training especially of the staff that deal directly with children. Enforcing children's participation requires that the teachers are informed, sensitized, and trained on their roles. Fostering children's participation especially of younger children is tasking and calls for specific skills by the ones who interact with the children. The MGLSD officials acknowledged that, trainings and sensitization are necessary for successful implementation of child participation. Moreover, the teachers highlighted training as one of the highlights to be considered for them to better handle children's issues. The trainings and sensitizations would also help to work on changing the mind-set of seeing children as 'half human beings' that highly stifles child participation.

In addition, a report by Parliament Watch in Uganda in 2015, the National Council for Children (NCC) noted that, there was need for capacity enhancement for its staff, council, and actors in child rights and need to coordinate them to create harmony in child rights programming.

The capacity building should also happen in schools where the children governing bodies should be enabled to operate under structured Standard Operating Procedures (SOPs). For example, clear reporting guidelines and follow up of action plans, so that the children in these clubs/groups meet and document minutes for tracking progress other than operating on rudimentary basis. This rudimentary kind of operation limits progress for example, as older children graduate and join

secondary schools, some of them go with the ideas and the new ones inherit nothing, Therefore, they '*start from scratch*', due to absence of record-keeping culture, which is detrimental to growth and development. This kind of management being proposed builds a sense of accountability, transparency and responsibility into the children for a better contribution. Records from both schools showed that eighty percent (80%) of children who took up positions of responsibility also performed better in the academic field. The involvement of children in different processes is crucial because, as major stakeholders, they need to be part of the process for self-recognition and evaluation.

8.3.4 Government to put in place clear, structured and facilitated implementation action plans.

What came out clearly from this study was the role that the government must play in enforcing children's participation. To facilitate implementation, different mechanisms must be in place especially for ownership and sustainability. Mostly, child participation activities are implemented by NGOs in the schools in Uganda. A report of the study done by War Child in Uganda in 2010 highlights the assertion that externally-imposed structures can weaken local structures due to dependency syndrome created (WarChild, 2010:6). This is especially valid if NGOs projects end, there is no sustainability. When the government came up with the CP Guidelines, it never planned for the implementation of these guidelines. Besides, dissemination of the guidelines was not done, yet it's very vital for information sharing to happen. If vital information is not shared, it remains just writings in the book that never serve the intended purpose. Therefore, government of Uganda ought to put in place a dissemination and implementation plan for better implementation to be fostered. Most likely by empowering the National Council for Children and the Ministry of Gender, Labour and Social Development, to perform their functions, of which dissemination is inclusive. A key point could involve the schools incorporating CP in their school rules and regulations for emphasis and sustainability. Once a plan is formulated and formalized, it is very easy to implement than relying on the will, mercy, and varying interest of the school heads and the teachers.

This also calls for strengthening of government structures and institutions including the National Council for Children (NCC) and the Ministry of Gender, Labour and Social Development. One of the problems limiting the implementation of CP in the schools is the lack of funds to scale up monitoring of child protection policies and programmes, of which Child Participation is part and fundamental. There is also a need to increase the number of staff to cover the gap of staff, where of the twenty-one (21) approved staff, only twelve (12) have been hired (Committee meeting on Gender, Labour and Social Development that sat on 21st April 2015).

There is also need for more research in child participation, to help come up with universally agreed and recognized indicators of child participation. This will boost the contextual data bank to help improve interventions geared towards enhancing Child Participation. In addition, this would bring about uniformity and scaling up procedures for implementing and evaluating child participation.

8.3.5 Implementation of the Committee recommendations and prompt reporting.

The CRC recommends a child-friendly environment for child participation to thrive. This takes into consideration adequate time and resources to support children's interventions. In addition, these children processes should be inclusive, voluntary, accountable, and respectful to children's views among others (Committee General Comment on Child Participation, 2014). Uganda should strive to work on the recommendations of the Committee on the Rights of the child. This can be enhanced in various ways including prompt periodic reporting. It should not go undocumented that Uganda has not been consistent with reporting on children issues. Late reporting is a habit that has characterized the Ugandan government to the Committee on the rights of the Child. The first report was due in September 1992 but the Ugandan government only reported in February 1996. The second report was due in September 1997 and the Ugandan government only reported in August 2003. This portrays a weakness in the reporting of Uganda as a state party on children issues but also a major weak point for the committee for having no enforcement mechanisms for state parties to do prompt reporting. This suppresses the whole process of fending for children's rights in general where weakness starts at the '*centre*'. The Committee on the rights of the child should be able to send implementable feedback to the state parties and both parties should take this process seriously if the desired change is to be realised.

8.4 Concluding Remarks.

8.4.1 Introduction

The focus of the study was to find out the challenges facing the implementation of the right to children's participation. I applied policy implementation theories to ascertain the results of the study, because they provided a platform that fits well with contextualizing the practice of children's participation in Uganda.

8.4.2 Implementation framework for child participation.

Lack of clear implementation framework was one of the major obstacles in the realization of this right. The government came up with CP Guidelines in 2008, which was a very good initiative and a big step in advancing child participation. However, the architects of the guidelines fell short of dissemination and implementation action plans, which made the guideline document to be used by mostly NGOs that had CP-centred projects running. This curtailed the mainstreaming of CP and hence limiting implementation in the schools.

8.4.3 Allocation of both financial and human resources to accelerate the implementation drive of Child Participation.

Allocation of resources could be one of the milestones in the lives of children. This is because lack of resources was identified as one of the biggest obstacles to implementation of child participation in the schools. Besides, availability and proper management of the allocated resources would also influence the performance of other variables identified in the study. Uganda is a country, which has about sixty percent (60%) of the total population being children, therefore, befitting investment must be made in the provision of child-centered services to build a strong nation that respects and upholds human rights, especially in the quest for democracy.

8.4.4 The ladder of participation as an evaluation tool in this study

As already highlighted above, the ladder of participation is a tool for measuring participation interventions. Different authors, academicians and researchers have widely applied the ladder of participation in studying participation, including Roger Hart in 1992. When we consider applying the ladder of participation in this study, in estimation, sixty percent (60%) of the perceived CP initiatives in the schools fall within interventions the rungs of decoration, manipulation and tokenism, which are the non-participation levels. However, the remaining forty percent (40%) accounts for the assigned level, which is the fourth level, and these led to enormous changes in the schools. Just imagining if at least there was a fifty percent (50%) chance for the rest of the levels of participation, or a reverse percentage outlook, it would, may be, present major good participation results.

8.4.5 Parental Support

Parents are the major backbone in providing support to their children. Children believe in their parents and most of them are their role models. One hundred percent (100%) of the parents interviewed in the study believed that their support was vital for their children's participation and performance. The children too believed that the contribution of their parents was vital for their participation. For example, provision of some learning aids, election campaigning materials, encouragement and motivation, sports equipment among others, which enhances children's participation.

8.4.6 The role of NGOs and other private actors

From the study in the two schools, I identified the efforts and contribution of Non-Governmental Organizations and private companies to be paramount in the implementation drive of child participation. They provided resources, sensitization, built synergies and maintained links with the schools to ensure continued support to the children to meaningfully participate. The efforts of *National Water and Sewerage Cooperation* (NWSC) in promoting modern agriculture in both schools, *Straight Talk Foundation* (STF) which supported initiatives by children to have their own

messages put up in the school compounds, ‘*The Keep It Real Club*’ which built capacities of children to respond to various social problems including counselling parents to stop alcoholism. Without the contribution from these stakeholders, there would almost be no child participation activities in the schools.

8.5 Contribution of the study

The study has contributed knowledge to existing research on implementation literature and child participation in the school setting in an urban area. Unlike other studies on Child Participation in Uganda, that researched CP from an evaluation lens of the level of participation of children in rural setting, of primary schools in Uganda (See Zawedde 2013), this study accounted for the reasons for promoting or curtailing child participation in the schools in a detailed manner with theoretical basis on various elements already highlighted. Recognizing the role of external actors in the implementation process of child participation, as seen in this study, because the private actors play a major role in nurturing and promoting CP initiatives in the schools. This validates the variable of organizational and inter-organizational networks where different efforts join hands for a good cause, hence, justifying the systems approach to implementation of child participation.

8.6 Emerging Issues

At the start of this study, there were assumptions that schools which are well equipped with resources, have rules and regulations that cater for Child Participation, have inclusive, voluntary, and respectful policies for children plus a clear implementation framework for CP would come out better avenues for enhancing child participation. What the study discovered was that, CP depended mostly on teachers’ willingness to implement it, as no standard and well-facilitated structures were in place to ensure implementation. The teachers in the two schools devised their own means of implementing child participation, even when the government published the Uganda National Child Participation Guide of 2008; no efforts were put in place to sensitize the teachers and schools’ management for implementation. Much as the teachers and schools are highlighted as one of the beneficiaries for the guiding document, the government took no obligation to ensure even the circulation of the document. Although the teachers agreed and shared that the government had

introduced so many good policies, they blamed the government for failing to implement most of the policies, particularly, by not following up on implementation. The government keeps grappling with many programs and for some, the managers think it is default for implementation to take place. This is the problem facing many developing countries in implementing public policies. (See Knill and Tosun 2012). It is important to recognize the need for resources (financial, human, political, managerial and others), a clear implementation framework, socio-economic and political conditions. The target group behaviour, mind-set change and, behavioural communication strategies to acknowledge children as important individuals in the society, coupled with evidence-based monitoring and evaluation of child participation strategies. Dedication and commitment to new learning and sharing experiences on what is working in other schools, by setting up universal standards or come up with specific indicators of child participation to enable meaningful evaluation.

Therefore, the study concludes that; adequacy of implementation resources, perceived understanding of Child Participation by the teachers, clear implementation structures, exposure of the target group, who are the children and favourable social-economic conditions would promote the implementation of Child Participation. Other factors being constant, effective child participation in schools is a result of organized and functional networks and efforts. This is because CP initiatives follow a process oriented drive of smaller and manageable contributions from children, who are supported by positive minded adults.

References

- Chambers, R. (1997). *Whose reality counts? putting the first last*. London: Intermediate Technology Publications.
- Fitzgerald, R. M. (2009). *Children having a say: a study on children's participation in family law decision making*. (Degree of Doctor of Philosophy), Southern Cross University, Lismore, Australia.
- Gal, T., & Duramy, B. (2015). *International Perspectives and Empirical Findings on Child Participation: From Social Exclusion to Child-inclusive Policies*: Oxford University Press.
- Grindle, M. S., & Thomas, J. W. (1991). *Public Choices and policy Change*. United States of America: The Johns Hopkins University Press.
- Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. *Innocenti Essays No. 4*: ERIC.
- Hill, M. (1997). *The Policy process: a reader* (2nd ed. ed.). London: Prentice Hall.
- Hill, M. J., & Hupe, P. L. (2002). *Implementing Public Policy* (First Edition ed.): United Kingdom: Sage Publications Ltd.
- Jones, H. L. (2010). Putting Children at the Centre. In S. t. Children (Ed.). 1 St John's Lane London EC1M 4AR UK: International Save the Children Alliance
- Kaime, T. (2009). *The African Charter on the Rights and Welfare of the Child: A socio-legal perspective*: PULP.
- Knill, C., & Tosun, J. (2012). *Public policy: a new introduction*. Basingstoke: Palgrave Macmillian.
- Lansdown, G., Jimerson, S. R., & Shahroozi, R. (2014). Children's rights and school psychology: Children's right to participation. *Journal of School Psychology*, 52(1), 3-12. doi: 10.1016/j.jsp.2013.12.006
- MGLSD. (2008). *THE NATIONAL CHILD PARTICIPATION GUIDE FOR UGANDA*. Kampala.
- NPHC. (2014). *National Population and Housing Census*. Kampala, Uganda: UBOS.
- Pierre, J., & Peters, B. G. (2007). *Handbook of public administration* (Concise paperback ed. ed.). Los Angeles: Sage.
- Ryan, N. (1996). *Public Administration*. 74(Winter), 737-753.
- Sabatier, P. A. (1999). *Theories of the policy process*. Boulder, Colo: Westview Press.
- Singleton, R. (2001). Participation. *British Journal of Social Work*, 31(4), 633-634.

- Convention on the Rights of the Child (1989).
- Van Meter, D. S., & Van Horn, C. E. (1975). The policy implementation process: a conceptual framework. *Administration & Society*, 6(4), 445-488.
- Winter, S. C. (2012). Implementation perspectives: Status and reconsideration. *Handbook of public administration*, 255-278.
- APSP, U. (2015). Status of Child Rights and Social Protection in Uganda. Uganda.
- Aronson, D. (1996). Overview of systems thinking. *The thinking page*.
- Bhattacharjee, A. (2012). Social science research: principles, methods, and practices.
- Boulding, E. (1979). *Children's Rights and the Wheel of Life*: Transaction Books.
- Bressers, H. T. (2004). 10. Implementing sustainable development: how to know what works, where, when and how. *Governance for sustainable development: The challenge of adapting form to function*, 284.
- Chambers, R. (1997). *Whose reality counts? : putting the first last*. London: Intermediate Technology Publications.
- Cooper, K., & White, R. E. (2011). *Qualitative Research in the Post-Modern Era*. Dordrecht: Springer.
- Creswell, J. W. (2009). *Research design : qualitative, quantitative, and mixed methods approaches* (3rd ed. ed.). Los Angeles: SAGE.
- Dye, T. R. (1972). *Understanding public policy*: Prentice-Hall.
- Ehlers, L., & Frank, C. (2008). Child participation in Africa. *Children's rights in Africa: A legal perspective*.
- Fitzgerald, R. M. (2009). *Children having a say: a study on children's participation in family law decision making*. (Degree of Doctor of Philosophy), Southern Cross University, Lismore, Australia.
- Fonseca, Y., Kincardett, M., & Giertsen, A. (2005). *Child participation : child-led initiatives and organisations* (Vol. 06/2005). Oslo: Save the Children Norway.

- Gal, T., & Duramy, B. (2015). *International Perspectives and Empirical Findings on Child Participation: From Social Exclusion to Child-inclusive Policies*: Oxford University Press.
- GoU. (2008). *THE NATIONAL CHILD PARTICIPATION GUIDE FOR UGANDA*. Kampala.
- Grindle, M. S., & Thomas, J. W. (1991). *Public Choices and policy Change*. United States of America: The Johns Hopkins University Press.
- Hännikäinen, M., & Rasku-Puttonen, H. (2010). Promoting children's participation: the role of teachers in preschool and primary school learning sessions. *Early Years*, 30(2), 147-160. doi: 10.1080/09575146.2010.485555
- Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. *Innocenti Essays No. 4*: ERIC.
- Hill, H. C. (2003). Understanding Implementation: Street-Level Bureaucrats' Resources for Reform. *Journal of Public Administration Research and Theory*, 13(3), 265-282. doi: 10.1093/jpart/mug024
- Hill, M., & Hupe, P. L. (2014). *Implementing public policy : an introduction to the study of operational governance* (3rd ed. ed.). London: Sage.
- Hill, M. J., & Hupe, P. L. (2002). *Implementing Public Policy* (First Edition ed.): United Kingdom: Sage Publications Ltd.
- Jones, H. L. (2010). Putting Children at the Centre. In S. t. Children (Ed.). 1 St John's Lane London EC1M 4AR UK: International Save the Children Alliance
- Kaime, T. (2009). *The African Charter on the Rights and Welfare of the Child: A socio-legal perspective*: PULP.
- Knill, C., & Tosun, J. (2012). *Public policy : a new introduction*. Basingstoke: Palgrave Macmillian.
- Lansdown, G., Jimerson, S. R., & Shahroozi, R. (2014). Children's rights and school psychology: Children's right to participation. *Journal of School Psychology*, 52(1), 3-12. doi: 10.1016/j.jsp.2013.12.006
- Lansdown, G., & Karkara, R. (2006). Children's right to express views and have them taken seriously. *The Lancet*, 367(9511), 690-692. doi: 10.1016/S0140-6736(06)68268-8

- Lipsky, M. (1980). *Street-level bureaucracy : dilemmas of the individual in public services*. New York: Russell Sage Foundation.
- Mehrotra, S., & Vandemoortele, J. (1997). Cost and Financing of Primary Education: Staff Working Paper EPP-97-06, UNICEF, New York.
- MGLSD. (2008). *THE NATIONAL CHILD PARTICIPATION GUIDE FOR UGANDA*. Kampala.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.
- Muriisa, R. K. (2007). *The AIDS pandemic in Uganda : social capital and the role of NGOs in alleviating the impact of HIV/AIDS*. University of Bergen, Bergen.
- Nambatya, S., & Gubo, Q. Exploring Child Rights Clubs potential on promoting Child Protection Education in Schools.
- NPHC. (2014). *National Population and Housing Census*. Kampala, Uganda: UBOS.
- Osler, A. (1994). The UN Convention on the Rights of the Child: some implications for teacher education. *Educational Review*, 46(2), 141-150. doi: 10.1080/0013191940460204
- ParliamentWatch. (2015). Meeting with the National Council for Children, National Library of Uganda and the National Council for Disability. Kampala, Uganda.
- Pierre, J., & Peters, B. G. (2007). *Handbook of public administration* (Concise paperback ed. ed.). Los Angeles: Sage.
- Roger, H. (1992). Children's participation: from tokenism to citizenship. *Italy: Unicef International Child Development Centre*.
- Ryan, N. (1996). *Public Administration*. 74(Winter), 737-753.
- Sabatier, P. A. (1999). *Theories of the policy process*. Boulder, Colo: Westview Press.
- Sandberg, A., & Eriksson, A. (2010). Children's participation in preschool – on the conditions of the adults? Preschool staff's concepts of children's participation in preschool everyday life. *Early Child Development and Care*, 180(5), 619-631. doi: 10.1080/03004430802181759
- Sinclair, R. (2004). Participation in practice: Making it meaningful, effective and sustainable. *Children & society*, 18(2), 106-118.

- Smith, T. B. (1973). The policy implementation process. *Policy Sciences*, 4(2), 197-209. doi: 10.1007/bf01405732
- Thomas, J. W., & Grindle, M. S. (1990). After the decision: Implementing policy reforms in developing countries. *World Development*, 18(8), 1163-1181. doi: [http://dx.doi.org/10.1016/0305-750X\(90\)90096-G](http://dx.doi.org/10.1016/0305-750X(90)90096-G)
- UK, S. t. C.-S. (2010). *Putting Children at the Centre AN INTRODUCTION TO CHILDREN'S PARTICIPATION* (pp. 108).
- Union, A. (1999). African Charter on the Rights and Welfare of the Child. *Addis ababa, Ethiopia*.
- Van Meter, D. S., & Van Horn, C. E. (1975). The policy implementation process a conceptual framework. *Administration & Society*, 6(4), 445-488.
- WarChild. (2010). Study of community-based child protection mechanisms in Uganda and the Democratic Republic of Congo.
- Winter, S. C. (2012). Implementation perspectives: Status and reconsideration. *Handbook of public administration*, 255-278.
- Yin, R. K. (2015). *Qualitative research from start to finish*: Guilford Publications.
- Zalwango, S. (2013). *The nature of children's participation in the school setting in Kabarole District, Uganda*. (Master of Arts in Human Rights), Makerere, Kampala.
- https://www.google.no/search?q=participation+ladder&espv=2&tbm=isch&imgil=8zektUTfcMliIM%253A%253B65RuRpDE64v_nM%253Bhttp%25253A%25252F%25252Fwww.confirmnotconform.com%25252Fblog%25252Fwhat-does-real-youth-participation-look&source=iu&pf=m&fir=8zektUTfcMliIM%253A%252C65RuRpDE64v_nM%252C__&usg=__Cg4zGdbtW6IANeBasKqVD7ipksY%3D&biw=1242&bih=557&ved=0ahUK EwiC0r-9efSAhXGjiwKHaZIDyAQyjcIJw&ei=K0fRWMIQxp2yAaaRvYAC#imgrc=8zektUTfcMliIM
- <http://www.achpr.org/instruments/child/>
- <http://www.schoolnetuganda.com/primary/kitante-primary-school/>

Appendix A

Interview Guide for Key Informants

Ministry of Gender Labour and Social Development officials (key informants).

1. What is child participation?
2. Do you have capacity building programmes for schools?
3. How does the government support and emphasize child participation in schools?
4. How does the government regulate CP activities in the schools?
5. In what specific ways have you supported the schools to implement the Uganda National Child Participation Guide of 2008?
6. Can you comment on the current CP initiatives in the schools?
7. Do you think the schools are actively involving children in decision making?
8. Do you know of any ways in which the schools are involving children in decision-making processes? If yes, please name them.
9. What challenges are being faced in implementing CP in the schools?
10. What would be the likely ways of actively engaging and involving children in the school decision making processes?
11. What resources are needed for the successful implementation of child participation?
12. Are there any successful stories you know of that have resulted from involving children in school decision making?

Appendix B

Interview Guide for School Senior Management Members

School Administration (interviews)

1. Briefly introduce and talk about this school for someone who doesn't know it.
2. What does child participation mean to you?
3. Does the school have rules and regulations that cater for Child Participation?
4. How do you involve children in decision making or having their views and opinions catered for in the school programmes?
5. Do you know the Child Participation Guide of 2008?
6. Have you given any special or tailor-made training to the teachers regarding CP?
7. Have you got any specific support from the government to implement the CP Guide?
8. In what ways, do you emphasize CP in the school?
9. Are there any challenges in emphasizing the CP in the school?
10. What are the likely ways to actively engage children in the school?
11. Do you think it is beneficial to involve children in decision making?
12. What has the school gained in having to embrace CP?
13. Do you have a student body or Child Rights Clubs or both responsible for fending for the rights and plight of children?
14. Do you think it's practical or realistic to involve children in decision making processes in the school?
15. Are there any child initiated projects or programmes in your school? Do you believe you have done enough to involve children in decision making in the school programmes?

What do you like about children getting involved or their views and opinions being considered in school programmes?

Appendix C

Interview Guide for Teachers.

Teachers (In-depth interviews)

1. Briefly introduce and talk about this school for someone who doesn't know it.
2. What is CP to you?
3. Have you heard of the CP Guide or do you know it?
4. Do school rules and regulations provide for CP?
5. How do you emphasize CP in the school?
6. Are there any challenges in involving children in decision making in the school?
7. What challenges do you face in implementing Child Participation?
8. Have you got any specific support from government in implementing CP?
9. Have you got any specific support from the school administration to facilitate CP?
10. Do you have any successful stories emanating from involving children?
11. What would be the ideal way of involving children in decision making in the school?
12. Do you believe you have done enough to involve children in decision making in the school programmes?
13. What do you like about children getting involved or their views and opinions being considered in school programmes?
14. Do you think it's practical or realistic to involve children in decision making processes in the school? What has the school gained in having to involve children?
15. Do you have a student body or Child Rights Clubs or both responsible for fending for the rights and plight of children?
16. Are there any child initiated projects or programmes in your school?
17. What is your role in implementing Child Participation?

Appendix D

Interview Guide for Parents

Parents (Face to face interviews)

1. Do you know what CP is?
2. Is CP good or important? Why?
3. Does your child participate in any activity /decision making processes in the school?
4. What specific support do you give your child to enable involvement in school activities/ decision making?
5. Do you know of any special activities your child is involved in the school?
6. Are there any problems you experience or resulting from CP in the School?
7. Do you think it's practical or realistic to involve children in decision making processes in the school?

Appendix E

Interview Guide for Children

Children (Vignettes and observation)

1. What do you understand by CP?
2. Do you think it is good for children to be actively involved in school activities?
3. Have you engaged in decision-making processes in the school?
4. What do you like most about participation?
5. What do you dislike/hate about participation?
6. What good thing have you ever got or seen another child get from participation?
7. What activities do children engage in the school?
8. Do teachers encourage children to participate?
9. Is there any other way you would like to see children participating? Or you would like to see schools engaging children?
10. Do you think it's practical or realistic to involve children in decision making processes in the school?

Appendix F

CONSENT FORM

Please give tick to the (✓) relevant boxes

1. I am aware of my participation
2. I am aware that my participation is voluntary
3. I give permission to participate
4. I give my consent to use the data for study purposes
5. I am glad to be approached

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Signature:

Date:

Appendix G

Recommendation Letter from Kitante Primary School



MINISTRY OF EDUCATION AND SPORTS
KITANTE PRIMARY SCHOOL
P.O.Box 3959 , Tel: 0414 342 218 Kampala . Uganda.

Our Ref:
Your Ref:

Date.....

Date: 28-07-2016

To the Dept. of Administration & Organization Theory,
Faculty of Social Sciences,
University of Bergen.

Dear Sir/Madam,

RE: TO WHOM IT MAY CONCERN.

We wish to inform you that we received M/s Eva Nabasumba who conducted interviews in our school as a process of collecting data for her research. She visited our school for interviews on research about child participation in school programmes and activities.

This letter therefore serves as a formal acknowledgement by the school management confirming that she was given the permission and consent to carry out research in a professional and ethical manner in our school.

The school hopes to get feedback for improvement in regard to the research findings especially in the areas of active involvement of children in the school development.

We wish her the best in all her further research endeavors and successful completion of her course.

Yours Sincerely,

Jane Semugoma

Jane Semugoma (Mrs)

Head Teacher.



Appendix H

Recommendation Letter from East Kololo Primary School



EAST KOLOLO PRIMARY SCHOOL

P.O. BOX 20003
Lugogo Kampala
Tel: 256228

Your Ref:.....

22/07/2016

Our Ref:.....
The supervisor

Date:.....

Professor Marit Skivenes

Dept. of Administration and Organisation Theory

University of Bergen

Dear Sir/Madam,

We wish to inform you that we received M/s Eva Nabasumba early this year. She has visited our school for interviews on research **about Child participation in school programmes and activities**. The administrators, teachers, and pupils have enjoyed the discussions. We have learnt a lot from her, we hope to implement some of her findings in our school management.

We pray that she completes her studies well, and later on, she returns to improve on our school standard.

Thank you for selecting our school.

Yours sincerely,

Tamale Charles

Headteacher

+256-774755043

