

Measures to Combat Challenges Associated with the Involvement and Participation of Children in Sustainable Livelihoods Activities in Madziwa Area of Zimbabwe

Edith Karimanzira*

Lecturer, Department of Peace, Leadership and Conflict Studies in the Faculty of Applied Social Sciences at the Zimbabwe Open University, Zimbabwe

***Corresponding author**

Edith Karimanzira

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Abstract: Challenges associated with the participation and involvement of children in sustainable livelihoods activities (SLAs) are subject to mitigation measures. The present study examined measures to combat challenges associated with the participation and involvement of children in (SLAs) in Madziwa area of Zimbabwe. This was a qualitative ethnographic study which was informed by phenomenological research philosophy. One hundred and ten (110) participants namely, 30 parents, 30 primary and 30 secondary school pupils and 10 primary and 10 secondary school pupils were selected using quota sampling. The data generation methods were in-depth face-to-face interviews and focus group discussions. Eleven measures to combat challenges associated with the participation and involvement of children in (SLAs) emerged from the study. These were access to education, peer education, child labour monitoring, children's rights awareness campaigns, entrepreneurship training, formation of co-operatives, poverty alleviation, access to land, food security, rural development, and disaster management strategies. These findings invariably combated the magnitude of violation of children's rights through SLAs. In conclusion, adults need to be sensitive to the growing needs of the children in the light of involving them fully in SLAs. In addition, while it is a noble idea to catch children while they are young, the way how adults introduce SLAs to children should be circumstantially employed with rationality and caution. The researcher proposes that access to proper education and peer education, coupled entrepreneurship training, formation of co-operatives, access to land, food security, self-reliance training, self-sufficiency training, environmental management strategies, and monitoring child labour practices among other hallmarks for ensuring the success of SLAs should be emphasised by schools and community leaders conveying how SLAs should not violate children's rights. It is also suggested that similar studies in the same area should be carried out at large scale across provinces in Zimbabwe for the sake of comparability.

Keywords: Participation, involvement, sustainable livelihoods activities, sustainable livelihoods, measures

INTRODUCTION

Challenges associated with the participation and involvement of children in SLAs, such there appears to be some measures to curb such challenges that concern the violation of children's rights. United Nations Convention on the Human Rights [1] suggests three measures to alleviate violation of children's rights. These are; first, it is critical to ensure that the activities and operations of business enterprises do not adversely impact on children's rights. Second, it is necessary to create an enabling and supportive environment for business enterprises to respect children's rights, including across any business relationships linked to their operations, products or services and across their global operations. Third, there is need to ensure access to effective remedy for children whose rights have been

infringed by a business enterprise acting as a private party or as a State agent.

Formal education is certainly not the only source of knowledge-based human capital. It is equally important to understand existing local knowledge, how this is shared, added to and what purpose it serves (Department for International Development, n.d). For example, some knowledge can be highly useful for production – think of knowledge about modern, intensive farming techniques – but be neutral or negative in terms of its effect upon the environment and environmental sustainability.

Successful policy implementation is most likely under national programmes, which address the key questions:

- Are the relevant stakeholders sufficiently involved in the programme, and is the division of responsibilities among them clear?
- Is the provision of accessible, good quality education included in the programme?
- Does an adequate regulatory framework exist?
- Does the programme include awareness raising at the appropriate levels?
- Are new initiatives based on sound information and understanding of the child labour problem, and of activities already undertaken to address it?
- What criteria have been used to define the best interests of the child?
- Does the programme give priority to the most harmful and most urgent situations? [2].

The challenge lies in creating an institutional framework that can promote consensus among all concerned, namely children, parents, governments, international agencies, labour unions, employers, NGOs and donor agencies [2]. International goals and national plans of action require alliances of these key stakeholders in different national and local contexts. Specific institutional responsibilities should be clearly defined and will vary according to relative strengths, competencies and likely effectiveness [2].

Emerging areas of interest, hitherto neglected and now receiving more attention, according to Hanmer [2] include:

- The relationship between the quality of education and child work. In many places the failure hidden forms of child work, especially domestic service, a predominantly female activity;
- The realisation that responsible policy encompasses not just removing children from work, but promoting appropriate forms of work for those approaching the minimum age; also providing access to education and social protection for under-age workers;
- The relationship between child and adult employment, e.g. child employment can reduce adult wages and may increase the supply of adult women;
- The needs and interests of the child in development programming, e.g. revising education timetables to enable more children to attend;
- Implications of the hiv/aids pandemic. In some sub-saharan african countries children have become the main breadwinners. More research and programming is needed to identify and respond to their needs and to develop appropriate support programmes.

Some of the lessons learnt for the effective reduction of child labour are:

- The need to address poverty as a root cause of child work;
- The necessity of compulsory, free, flexible and good quality education as a pre-requisite for sustainable integrated actions and policies;
- The necessity of active involvement of all stakeholders;
- The need for concerted and consistent strategies at all levels;
- The need for informed debate in all countries on whether trade sanctions and boycott campaigns can improve child welfare;
- Legislation and planning alone have limited effects. Rights awareness and actions to strengthen social capital are also important;
- Children's participation makes a difference, making interventions more effective;
- Participatory, holistic, gendered analysis of the causes of harmful child labour, child vulnerability and resilience improves identification of needs and effectiveness of interventions [2].

Another study that conducted by Hassan [3] in Jordan made the following six conclusions which could be useful in curbing violation of children's rights when children undertake sustainable livelihoods activities:

- The project pays special attention to providing children with quality education and improving the learning environment in non-formal as well as formal education structures.
- The provision of livelihood opportunities to parents of working children without providing direct financial support to replace the income lost as a result of withdrawing children from WFCL is an effective, efficient, and sustainable way to conduct development work.
- The project is successful in identifying WFCL in Jordan. The focus on geographic areas, as well as WFCL sectors, will help increase awareness about ECL and WFCL in Jordan, in general.
- The project implementation suffered from delays due to the political situation in the region and its subsequent impacts on the political and economic situation in Jordan.
- The project needs to create the necessary links that would ensure the sustainability of its efforts in increasing community participation in combating child labour.
- Increasing the monitoring and evaluation of project activities and revising the management structure and work modalities of the project will have an increased impact on the project's ability to meet its stated objectives.

In Eastern Sudan, Osman [4] found three measures to combat children's rights violation through their engagement in sustainable livelihoods. First, the Sustainable Livelihoods for Displaced and Vulnerable Communities in Eastern Sudan Project (SLDP)

provided livelihood opportunities to hundreds of households in some of the poorest Internally Displaced People (IDP) and host communities in eastern Sudan. Second, 86% of the households that received assistance under the project, which is financed by the State and Peace Building Fund, increased their monthly income by an average of more than 1,5 times. Third, applying a Community-Driven Development (CDD) approach, the project mobilised and organised communities to implement small works with significant community-wide benefits.

Marcus [5] proposes that:

Despite a growing recognition that problems of child marriage, sexual and physical violence and inadequate care are key barriers to universalising primary and secondary education, and that they and neglect can have profoundly negative effects on human development, child protection is seen as a specialist sector outside the area of expertise of many development professionals. At the same time, it is increasingly recognised that much action to protect children from harm tackles only some of the underlying causes. The move within the child protection 'sector' towards building effective child protection systems provides a strategic opportunity to develop more holistic approaches to child protection, including poverty-related factors.

What remained to be explored was the extent to which such mitigation measures applied to the curbing process of the violation of children's rights through involving children in SLAs in Madziwa area.

Three other measures mitigate the magnitude of violating children's are given as follows: First, Scoones *et al.* [6] postulated that gardens benefit women and men through specialization since they can obtain vegetables, groundnuts and bambara nuts for the household food consumption therefore their participation in community gardens benefits them through earning income which they can use to improve their livelihoods against economic shocks. Similarly, management of climate change issues creates a favourable environment for farming activities therefore, ensuring availability, accessibility and stability of food to all people at all times so disaster risk management and adaptive change management should be undertaken to address issues of food security and sustainable livelihoods [7]. Furthermore, provision of seeds crops that have early maturity growth and resistant to drought counter issues of drought Zachariadis [8] is key to the enhancement of food security.

Some of the foregoing findings appeared not to be empirically tested since their studies [2] Longley and Maxwell, [9]; United Nations Convention on the Human Rights, [6,10] do not have any methodology.

They appeared to be concept papers. Concept papers focus on abstract theories, while empirical research show how one variable affects another [11, 12]. Moreover, they also do not indicate how sustainable livelihoods violate children's rights. It was against such gaps that the present study investigated measures to combat the magnitude of the violation of children's rights through SLAs. Particular attention was given the study's capacity to recommend to policy makers and legal experts to consider implementing some of the study's measures to curb the magnitude of violation of children's rights through their participation in SLAs.

MATERIALS AND METHODS

I conducted this qualitative study against the background of phenomenological research philosophy with the intent to fully understand challenges associated with the involvement and participation of children in SLAs in Madziwa area, Zimbabwe. I employed an ethnographic research method to carry out the study. It allowed me to fully understand the culture of the people in Madziwa area because I had to stay with them for seven months. In other words, I was immersed in their culture since I attended in most of their societal functions such as 'nhimbe, hoka and majanha' (communal tasks).

Selection of participants

The research site was purposefully selected because it had farming and mining activities which provided sustainable livelihoods to Madziwa area people. For the research sites, the researcher selected one primary school out of six primary schools and one secondary school out three secondary schools, as well as one village out of the five villages that were close to the aforementioned schools in Madziwa area. The sites were chosen for five reasons. The first reason was their density characteristics. Their population was located in a rural area that had poverty experiences. The second reason was that they shared common broad livelihood sustaining activities such as farming, pastoralism, mining and fishing. The third reason for their choice was based on administrative and geographical characteristics. The population was located in Mashonaland Central Province which is well known for sound farming and mining activities. The fourth reason was on pre-existing vulnerabilities because the population was located in areas of high poverty and malnutrition despite the fact that the research site has good agro-ecological conditions. The fifth reason was that the selected village had pupils who were enrolled at the chosen primary and secondary schools. In this regard, quota sampling was used in this qualitative ethnographic study to identify and select information rich cases which were presumed for the most effective use of resources [13]. In addition, Black [14] supports the above by exhorting that quota sampling is a non-probability sampling that occurs when elements selected for the sample are chosen by the judgment of the researcher. Since qualitative research does not work

with predetermined samples [15], but the researcher entered the field with a kick of sample of 25 participants to enable the data generation to commence. The 25 participants comprised five primary school teachers, five secondary school teachers, five parents, five primary school children and five secondary school children. It therefore implied that the study's sample of 110 participants (30 parents, 10 primary school teachers, 10 secondary school teachers, 30 primary school pupils and 30 secondary school pupils) was determined when data generation reached data saturation. Data saturation occurred when the researcher and the research assistants when the sample reached 110 participants. It was at this point when the researcher and the research participants were no longer getting any new data from the same participants after administering repetitive interviews and focus group discussions on them. The participants were coded by means of open coding. The participants were coded as follows; primary school pupils (PSP1-30), primary school teachers (PST1-10), secondary school pupils (SSP1-30), secondary school teachers (SST1-10), and parents (P1-30).

The participants were selected by means of quota sampling which was then stratified in order for the researcher and the research participants to obtain data from participants in different age, socio-economic and power strata. It thus assisted researcher to compare and contrast experiences and perspectives of participants from different socio-economic backgrounds with respect to the phenomenon sustainable livelihoods and children's rights in Madziwa area of Zimbabwe. The researcher used expert judgment to select participants who had research sought characteristics. Thus, the researcher uses judgment to choose cases that help answer the research questions or achieve research objectives [14, 16]. Ten primary and 10 secondary school teachers were assumed to have knowledge about how involvement of children into sustainable livelihoods activities violated children's rights. This was because of the nature of sustainable livelihoods that obtained in Madziwa area. As of six parents, six primary and six secondary school pupils, their purposive selection was plausible because of their involvement into sustainable livelihoods activities. In this study, purposive sampling involved identifying and selecting individual participants and groups of participants that were knowledgeable about the phenomenon of sustainable livelihoods and children's rights in Madziwa area. Thirty parents, 30 primary school pupils and 30 secondary school pupils had experience and knowledge about the magnitude of violation of children's rights through involving them in SLAs because the three groups of participants' involvement in SLAs. Ten primary and 10 secondary school teachers were relevant participants in this study because of their knowledge and experiences based on their observations of how sustainable livelihoods

violated children's rights through involving children in sustainable livelihoods activities.

After selecting participants using quota, they were then stratified in order to place them in specific groups that permitted the researcher and researchers to obtain perception diversity. The researcher identified and defined the population in Madziwa area. She then determined the desired sample size of 110 participants. Furthermore, she identified strata and classified all members of the population as members of one subgroup (30 parents, 10 secondary school teachers, 10 primary school teachers, 30 primary school pupils, and 30 secondary school pupils). These strata had different social status, economic standing, knowledge and experience levels regarding the participation and involvement of children in SLAs. Thus, quota sampling, according to Kombo and Tromp [17] enables researchers to obtain data from different participants belonging to varied socio-cultural backgrounds. To be included in this study the participants must have been staying in Madziwa rural community either intermittently or continuously for at least two (2) months. Special attention regarding the exploration of the subject under study was delimited to the participation and involvement of children in SLAs in Madziwa area of Zimbabwe. As a result of the use of quota sampling techniques, the researcher and the research participants were impressed by the level of availability and willingness to participate, and the ability to communicate experiences in an articulate, expressive, and reflective manner as noted by Benard [18] and Spradley [19].

DATA GENERATION

Data generation in this study was done using the in-depth face-to-face interview guide and focus group discussion guide. The interview process enabled the researcher to gather the perspectives and experiences of children and thus made accessible to the researcher the voices of this marginalised social stratum [20]. Ten primary and 10 secondary school teachers were interviewed by the researcher and the four research assistants at least twice between 1 August 2017 and 15 October 2017. A total of 40 interviews was reached after each of the above two strata was interviewed twice. The interviews were recorded using a mobile phone by the researcher and the research assistants, with each interview lasting between one (1) hour and one (1) hour 30 minutes. The interviews were conducted, transcribed and analysed by the researcher. The interview guide contained two sections with questions for the bio-data of the research participants and the actual research findings. The first section of the interview asked questions about the primary and secondary school teacher participants' sex (this one was not asked as it was obvious and could embarrass the participants), age, marital status, grade/form taught, employment status, subject taught if secondary trained, and length of teaching experience, educational

qualifications and length of stay in Madziwa area. These data enabled the researcher and the research assistants to select participants who had relative knowledge about the nature of the the participation and involvement of children in SLAs. The second section of the interview guide contained five unstructured questions tailored to the research title.

Focus group discussions were used to generate data from 30 primary and 30 secondary school pupils. The researcher used two focus group schedules for 30 parents, 30 primary school teachers and 30 secondary school teacher. The researcher made sure that the child expert took part in all the 30 focus group discussions that involved primary and secondary school pupil participants. This move enabled the generation of consistent and credible data. Thirty focus group discussions were held between 1 August 2017 and 15 October 2017. Therefore, 30 focus group discussions were held parents and primary and secondary school pupils, that is, two per group same groups during separate days by the same researcher to ensure credibility of the findings. Each focus group had six participants, that is, six parents, six primary school children and six secondary school children were group interviewed twice by the same the researcher. These were conducted in Shona Language in order to obtain much more convincing data since the participants were not literate enough to enable them to effectively converse in English Language. The same instrument contained items written in English Language and Shona Language in brackets. The researcher prepared schedules two weeks before interview dates on 1 August 2017 and on 1 September 2017. The parents were organised with the assistance of the headman who was also a participant. In the schools, the head and teachers assisted with the facilitation of organising pupils into strata comprising pupils of equal number in terms of sex and different grade and form levels with the intent to obtain varied experiences regarding the effect of sustainable livelihoods on children's rights. They were useful in this study in three ways. First, they assisted the researcher to generate data in the shortest possible time [27]. In this regard, focus group discussions enabled the researcher to interview five groups of six participants within the Madziwa area to obtain their perceptions with respect to the participation and involvement of children in SLAs. Each discussion occurred within a period of one hour or so, unlike in an interview session where a similar time actually lapsed while interviewing each individual participant.

DATA PRESENTATION AND ANALYSIS

The research participants' bio-data were presented descriptively. The actual research findings were presented using direct quotes and excerpts summarising long quotes. Use of direct quotes and excerpts from in-depth face-to-face interview data and focus group discussions in the form of explanatory, descriptive, analytical and evaluative narratives would

give the readers the first hand information which affords them a sense of being present at the research sites during the data gathering process.

BIO-DATA OF THE RESEARCH PARTICIPANTS

In this section, the research characteristics of the participants are going to presented and described narratively in terms of number, strata, sex and age among other bio-data variables because they were selected by means of quota sampling as indicated in chapter 3. Altogether, 110 participants took part in this study. Thirty of them were parents, 30 were primary school pupils, and another 30 of the participants were secondary school pupils. The other 10 participants were primary school teachers and the last group of participants was made up of 10 primary school teachers. Thus, the research participants were categorised in the foregoing five strata. Diverse opinions from these groups of participants were meant to determine the measures to combat challenges associated with the participation and involvement of children in SLAs in Madziwa area. Parents, primary and secondary school pupils were exposed to focus group discussions twice in five groups of sixes twice in each group by the researcher, children expert and four research assistants. Primary and secondary school teachers were interviewed twice individually by the research and the research assistants. The children's expert did not interview adult participants. Thus, 30 focus group discussions were conducted on parents, primary and secondary school pupils, while 40 interviews were conducted on the primary and secondary school teachers.

The first stratum had 30 parents. Fifteen out of 30 parents were male, while the other 15 out 30 were female. This distribution of participants by sex was balanced and could give sex-sensitive perceptions on the measures to combat challenges associated with the participation and involvement of children in SLAs in Madziwa area. Eighteen out of 30 parents were aged between 30 and 39 years, while 12 out of 30 parents were aged at least 40 years. Twenty-five out of 30 parents indicated that they were married, while three of them were divorced, and two of them were widowed. Twenty-one out of 30 parents indicated that they had children of primary school going age, while 11 out of 30 parents pointed out that they had children of secondary school going age, and nine out of 30 parents reported that they had children of both primary and secondary school going age. They all reported that they were involved in some form of sustainable livelihoods activities and they sometimes involved their children as well. In that regard, the participants had some research sought experience in the area of sustainable livelihoods, although the measures to combat challenges associated with the participation and involvement of children in SLAs were yet to be known. The highest level of education among parents was Form 4. Three out 30 parents were holders of an Ordinary level qualification.

Twenty-seven out of 30 parents were holders of a Grade 7 qualification. In order to generate credible data from them, they were asked questions in Shona Language during the focus group discussion. Their level of literacy was not compatible with the English Language that was used as a medium of instruction in the focus group discussion guide.

The second stratum was made up of 30 primary school pupil participants. Fifteen out of 30 primary school pupils were male and another 15 out of 30 primary school pupils were female. Just as the case in parent participants, this distribution of participants by sex was balanced and could give sex-sensitive perceptions on the measures to combat challenges associated with the participation and involvement of children in Madziwa area of Zimbabwe. Ten out of 30 primary school pupils were aged 10 years, 14 out of 30 were aged 11 years, four out of 30 were aged 12 years, and two out of 30 were aged 13 years. Six out of 30 primary school pupils were in Grade 3, 12 out of 30 were in Grade 4, four out of 30 were in Grade 5, four out of 30 were in Grade 6, and four out of 30. These participants were relatively old enough to freely participate in the focus group discussions to air their opinions on the measures to combat challenges associated with participation and involvement of children in SLAs. In order to generate credible data from them, they were asked questions in Shona Language during the focus group discussion because their level of literacy did not match the level of English Language proficiency required during the focus group discussions.

The third stratum had 30 secondary school pupil participants. Fifteen out of 30 secondary school pupil participants were male and another 15 of them were female. Just as the case in parent and primary school pupil participants, this distribution of participants by sex was balanced and could give sex-sensitive perceptions on the measures to combat challenges associated with participation and involvement of children in SLAs in Madziwa area of Zimbabwe. Six out of 30 secondary school pupils were aged 12 years, 12 out of 30 were aged 16 years, eight out of 30 were aged 17 years, and four out of 30 were aged 13 years. Eight out of 30 secondary school pupils were in Form 1, six out of 30 were in Form 2, 10 out of 30 were in Form 3, and six out of 30 were in Form 4. These participants were relatively old and mature enough to freely participate in the focus group discussions to air their opinions on the measures to combat challenges associated with participation and involvement of children in SLAs. In order to generate credible data from them, they were asked questions in Shona Language during the focus group discussion. Just like the parents and primary school pupils, the secondary school pupils' level of literacy was not compatible with the English Language that was used as

a medium of instruction in the focus group discussion guide.

The fourth stratum was made up of 10 primary school teachers who comprised seven males and three females. Despite the small sample of 10 primary school teachers, the sex distribution appeared to be in favour of male teachers because most female teachers tend to be deployed in urban area primary schools where their spouses and families live. Eight out of 10 primary school teachers were aged between 30 and 39 years, while two out of 10 were aged at least forty years. All primary school teacher participants were married, although four out of ten teachers were not staying with their spouses. Six out of 10 primary school teachers had a teaching experience of at least 10 years, while four of 10 primary school teachers had a teaching experience of less than 10 years. Two out of 10 primary school teachers were teaching Grade 3 pupils, two out of 10 primary school teachers were teaching Grade 4 pupils, while Grades 5, 6 and 7 classes were taught by two primary school teachers, respectively. Three out of 10 primary school teachers were holders of first degrees namely, Bachelor of Education in Educational Management, Bachelor of Science in Special Education and Bachelor of Science in Physical Education. Seven out of 10 primary school teachers were holders of a Diploma in Education (Primary). These participants were interviewed in English Language since their literacy levels enabled them to understand and converse in English Language well. The primary school teacher participants also indicated that they taught pupils who complemented their parents' efforts in undertaking sustainable livelihoods activities as shall be seen in the presentation, analysis and discussion of the actual research findings.

The last stratum consisted of 10 secondary school teacher participants. Six out ten secondary school teachers were male, while four out ten secondary school teachers were female. In spite of the small sample of 10 secondary school teachers, just like the case in the primary school teachers, the sex distribution appeared to be in favour of male teachers because most female teachers tend to be deployed in urban area secondary schools where their spouses and families live. Ten out of ten secondary school teacher participants were married, although two out ten teachers were not staying together with their spouses. One out of 10 secondary school teachers was teaching History and Geography to Form 1 classes. Three out 10 secondary school teachers were teaching Mathematics, Accounts and English Language to Forms 3 and 4 classes. Six out of 10 secondary school teachers were teaching Commerce, Shona, Bible Knowledge, Agriculture, English Literature and Fashion and Fabrics to O' Level classes. Five out 10 secondary school teachers were holders of first degrees such as Bachelor of Education in Science Education, Bachelor of Education in Shona, Bachelor of Education in Home Economics, Bachelor

of Education in History, Bachelor of Education in Religious Studies, and Bachelor of Education in Mathematics. The other five out of 10 secondary school teachers were holders of a Diploma in Secondary Education. The foregoing qualifications are indicative of the degree to which the secondary school teacher participants were comfortable with being interviewed in English Language. Just like the parent and primary school teacher participants, the secondary school

teachers also indicated that their pupils were sometimes engaged in SLAs.

DISCUSSION OF ACTUAL RESEARCH FINDINGS

Table 1 below present’s findings associated with measures to mitigate the challenges associated with the participation and involvement of children in SLAs particular to Madziwa area for discussion.

Table-1: Participants’ perceptions on the measures to mitigate the challenges associated with the participation and involvement of children in SLAs

Theme	Sub-theme	Substantiation
Education	Access to education	Children’s access to education is key (P9). I rate education among the best measures to combat violation of children’s rights (SST10). Education is information (PST8). Education is knowledge (PSP4). Education is a weapon to conquer violation of children’s rights (SSP2). Free and compulsory education...(P11)
Peer education	Learning from peers	Parents and children can share knowledge and information on combating violation children’s rights (P9). Peers collectively inform adults on how their rights get violated (PSP3; SSP5)
Child labour	Child labour monitoring	Elders, teachers and children themselves need to monitor practices that violate children’s rights...(SST7). NGOs like ChildLine need to be alerted of possible violation of children’s rights (P22).
Awareness	Awareness campaigns	Violation of children’s rights can be curbed through the press (PST5; SST8; P20). Theatre art can also do the trick (SST2)
Entrepreneurship	Entrepreneurship training	Adults can manage their lives and families if they are trained to work on their own gainfully (P6; SST9). Parents become self-reliant (PSP24). Adults become self-sufficient (SSP13)
Co-operatives	Formation of co-operatives	Co-operatives that involve adults working together do not violate children’s rights (SST2). Children minimally participate in adult co-operative ventures (PST4). Co-operatives need starting capital which makes them avoid using child labour (P19).
Poverty elimination	Poverty alleviation	Poverty alleviation strategies such forming co-operatives, entrepreneur training and free and compulsory education (PST6). People need support to start their own SSLAs (P1)
Rural development	Promotion of rural development	Developed rural areas actively engaged adults into some meaningful work while children concentrate on education (SST6; PST9; P22)
Land	Access to land	Provision of land coupled with inputs would make adults responsible (SST10).
Food	Food security	Adults need to provide food as a basic need (PST5)
Disaster management	Disaster management strategies	Adults need not overwork children during disaster times like drought and floods (P7).

Eleven themes and their sub-themes centred on measures to combat the challenges associated with the participation and involvement of children in SLAs are presented in Table 1. They include education, peer education, child labour, awareness, entrepreneurship, co-operatives, poverty elimination, rural development, land, food, and disaster management.

The theme education’s sub-theme was access to education. In response to this issue, participants aired the following views:

Children’s access to education is the key to curbing of the violation of children’s rights through SLAs (P9). I rate education among the best measures to combat SLAs-induced violation of children’s rights (SST10). Education is information for alleviating any form of violation of children’s rights through SLAs (PST8). Education is knowledge that

empowers children to become aware of their rights and fight for them during their participation in SLAs (PSP4). Education is a weapon to conquer violation of children's rights in SSLAs (SSP2). Free and compulsory education helps everyone to be conscious of how involvement of children in SLAs violates children's rights (P11).

As a result of people's exposure to education there is more likelihood that they become aware of how children's rights get violated through the engagement of children in SLAs in their societies. Moreover, it appeared that people also get to know about possible measures to minimise the magnitude of violation of children's rights through involving them SLAs. These findings resonate well with Todaro [21] in, the human capital theory postulating that development is to improve human lives through expanding the range of things that a person could do and be, for example, being healthy and well-nourished and being knowledgeable and enable one to effectively participate in economic activities. This perspective on the importance of education in economic activities is very vital but in Madziwa area one notes that educated people migrated to other country for decent jobs and also that education is expensive and it forced children out of school so the scholar's view is biased towards regions and countries that adopted agrarian transformation reform policy like the United States of America.

Peer education: Learning from peers

Allied to the theme of education was peer education whose sub-theme was learning from peers. In substantiating how peer education could combat violation of children's rights through their participation in sustainable livelihoods activities, selected participants proposed the following measures:

Parents and children can share knowledge and information on combating violation children's rights (P9). Peers collectively inform adults on how their rights get violated. They have a right to participate in deciding on issues that infringe on their rights (PSP3; SSP5). They can do it through drama, plays, poems and songs during prize giving days, public gatherings and even church sessions (PST4).

It can be deduced from the above findings that whatever children learn from their peers regarding the challenges associated with the participation and involvement of children in SLAs significantly empowers them to fight for their rights. Peer education calls for the need for parents to share information and knowledge about the challenges associated with the participation and involvement of children in SLAs and measures to combat them. The seemingly unfortunate situation is lack of education among Madziwa area people.

Child labour

One of critical measures to curb the challenges associated with the participation and involvement of children in SLAs was child labour whose sub-theme was child labour monitoring. Participants expanded on this issue in the following manner;

Elders, teachers and children themselves need to monitor practices that violate children's rights. They can talk to parents and caregivers on how best to manage children's time so that they do not get overworked at the expense of their school work, play, rest and assembly (SST7). NGOs like ChildLine need to be alerted of possible violation of children's rights. Children's rights are bound to be violated through their undertaking in SLAs if stake holders like Childline do not play their part (P22).

From the aforementioned findings, it can be realised that the need to monitor the the challenges associated with the participation and involvement of children in SLAs in Madziwa area through SLAs is critical owing to the fact that people live in relative poverty. These findings dovetail with Loewenson's [22] observation that Farm Employment involves many hazards. The researcher is content with the view that chemicals on recently sprayed crops can cause immediate and longer term poisoning. Consequent upon these observations, children are involved in SLAs almost on full time basis to augment their adults' efforts in providing basic needs, hence the need for child labour monitoring.

Awareness: Children's rights awareness campaigns

With regards to the level of awareness about measures that could mitigate the the challenges associated with the participation and involvement of children in SLAs, different participants noted:

Violation of children's rights as a result of their involvement in SLAs can be curbed through the press (PST5) Information to conscientise people on strategies to curb violation of children's rights through SLAs can be spread through radios, newspapers, Internet, television, Facebook and WhatsApp (SST8; P20). Theatre art can also do the trick on mass gatherings preparing for rallies, inputs distribution or drought-relief food handouts (SST2).

Awareness of the measures to curb the challenges associated with the participation and involvement of children in SLAs was viewed as one of fundamental needs in Madziwa area. While people had limited access to technology, they could rely on the radio to get awareness of how best to mitigate the magnitude of violating children's rights through SLAs.

Entrepreneurship

As has been established in section 4.4, lack of survival skills was central to the participation and involvement of children in SLAs, sometimes at the expense of their human rights. To expound this lack of entrepreneurial skills, selected participants remarked:

Adults can manage their lives and families if they are trained to work on their own gainfully. They can earn a living by working not only on the land (P6). They can pursue other SLAs such as fish farming, honey production, flower production (SST9). Parents become self-reliant as they should be able to work for their dependents on their own without fully involving their own children (PSP24). Adults become self-sufficient because they have the potential and capacity to provide adequate needs of the families (SSP13).

It emerged from the study that people with entrepreneurial skills had the capacity to fend for their families and other dependents, although the situation was bleak in Madziwa area. In that regard, it is common cause that they hardly involved their children in SLAs, although children need such training for use in future because they would be turned into employment creators rather than employment seekers.

Co-operatives: Formation of co-operatives

One other emerging measure to combat the challenges associated with the participation and involvement of children in SLAs was co-operatives which were described by participants in the following ways:

Co-operatives that involve adults working together do not violate children's rights because they involve adults working together in gardens, fields, ranching and other animal rearing activities, as well as basketry, pottery, carpentry, and fishing. Some even grow and sell timber, although it takes (SST2). Children minimally participate in adult co-operative ventures (PST4). Co-operatives need starting capital which makes them avoid using child labour (P19).

The researcher observed the fact that co-operatives practiced division of labour among their members. This left no room for the challenges associated with the participation and involvement of children in SLAs because children would get involved in SLAs as helpers, not as full time members. The engagement of children into co-operatives that pursue SLAs is good for children who would learn virtues and value of working together. Such virtues and values include collective planning, collaborative commitment and shared evaluation, all without infringing on other people's rights, including those of children as well.

Poverty elimination: Poverty alleviation

The other emerging measure to combat the challenges associated with the participation and involvement of children in SLAs was poverty elimination. As reported by some participants:

Poverty alleviation strategies such forming co-operatives, entrepreneur training and free and compulsory education form the basis upon which children's rights could be observed even during the conduct of SLAs (PST6). People need financial, material and technical support to start their own SLAs (P1). Poverty was observed as a fuelling factor for violation of children's rights through SLAs (SST4). Poverty has to be dealt with situationally (PST7).

Deininger [23] explains that women's control over land assets does not only enhances their welfare and income earning capacity but also tends to increase spending on food and on children's health and education therefore increasing women's control over land potentially has a strong effect on the welfare of the next generation and the rate at which human capital is accumulated. These results are confirming previous research observations that landlessness and poverty produce the conditions of child employment today, and many children work not for their own family but for the wealth of a private employer (Loewenson, 1991). In addition, secure land access for women can also have efficiency benefits, being likely to result in improved investment and access to credit, and better land management and increase in productivity, since women are given a significant role as food producers. The researcher contends that economically empowered female members of Madziwa area are more likely to desist from practices that violate children's rights through SLAs.

Rural development

In addition to poverty alleviation strategies, rural development was perceived as another measure to combat the challenges associated with the participation and involvement of children in SLAs.

Developed rural areas actively engaged adults into some meaningful work while children concentrate on education (SST6). When adults get retrenched from their full time jobs in urban areas or growth points, they are likely to continue with their ways of life if the rural areas they live in are developed (PST9). Sound rural development practices ensure that the magnitude of violating children's rights through SLAs is put under check (P22).

An emerging perception from the preceding findings is that the extent to which rural areas like Madziwa area is developed determines how well people are able to respond to economic shocks. Increases in the number of small-scale land holdings in developed rural areas can be correlated with increases in human development indicators in cases such as Colombia,

Costa Rica and India [23]. For instance, developed rural areas through Land Reform avail the need for training people to enhance their full participation in agricultural activities so if people are equipped with good farming methods they can produce enough food and improves their livelihoods because agro-products fuel continuity of industries that depends on agricultural products [24]. The above findings bode well with Todaro [21] who talks about economic zones in rural areas. In particular, Madziwa area must have economic zones in order address issues of brain drain in the District that undermine the idea for rural development to through reduction of human capital. Buttressing the preceding opinions, Hebinck [8] states that economic zones in rural areas create an incentive for employment and other business opportunities hence this reduce rural to urban migration and ensures food and sustainable livelihoods.

Land: Access to land

Land as a natural resource was viewed among strategies to curb the challenges associated with the participation and involvement of children in SLAs.

Provision of land coupled with inputs would make adults responsible enough to prevent violation of children's rights. Parents need enough land to grow crops and keep animals for fresh meat and milk supplies (SST10). The adequacy of food supplies relies on the provision of inputs such seed, fertilizer and pesticides (SSP9).

The researcher observed that land was perceived as one of the key measures to deal with the challenges associated with the participation and involvement of children in SLAs through letting them participate fully in SLAs. It can be argued that unless children come from child-headed or disabled families, they remain children, not bread winners and they should not replace their parents and caregivers in utilizing the land. Access to agricultural land provides a means of food production which makes a fundamental contribution to food security by making food more readily and cheaply available to the poor [25]. Binswanger and Deininger [26] adds that, access to land contributes to food security, households' nutritional wellbeing and the ability to withstand shocks, access to productive land and natural resources provides a supplementary source of food and an important safety net for the unemployed. In that regard, low agricultural production and food insecurity can be addressed through access to land where they can grow crops for their own consumption. By so doing, it appears that children's rights to food among other needs would not be violated.

Food security

Food, especially food security also arose as a measure to mitigate the challenges associated with the

participation and involvement of children in SLAs. The following excerpts expound on this measure.

Adults need to provide food as a basic need for the whole family. They can grow it in their fields or gardens. They can also buy it if they can afford (PST5). The whole purpose of avoid food insecurity is to make sure that children's rights are never infringed upon as a result of the pursuit of SLAs (SST7).

It can be seen from the preceding observations that food security is so central to the mitigation process of the magnitude of violation of children's rights through SLAs. It is common knowledge that food insecurity is among the challenges associated with the participation and involvement of children in SLAs. Findings from interviewed farmers air out appropriate policies, access to financial resources and access to land as factors that can address issues of food security in Madziwa District. Vision statement from District Administrator's office records that the researcher came across at a secondary school which was part of the research sites outlined good governance, gender empowerment, technological advancement, promotion of health, land access, promotion of education and other factors as key areas in Madziwa need attention to foster food security and sustainable livelihoods. In agreement with the foregoing findings, Scoones *et al.* [6] postulated that gardens benefit women and men through specialization since they can obtain vegetables, groundnuts and bambara nuts for the household food consumption therefore their participation in community gardens benefits them through earning income which they can use to improve their livelihoods against economic shocks. Similarly, management of climate change issues creates a favourable environment for farming activities therefore, ensuring availability, accessibility and stability of food to all people at all times so disaster risk management and adaptive change management should be undertaken to address issues of food security and sustainable livelihoods [7]. Furthermore, provision of seeds crops that have early maturity growth and resistant to drought counter issues of drought Zachariadis [8] is key to the enhancement of food security. The researcher suggests that people in Madziwa community must use indigenous methods like avoiding unnecessary cutting of trees, avoiding stream bank cultivation, ploughing along the steep area, and unnecessary digging of the ground and other measures as disaster risk management.

DISASTER MANAGEMENT

Another finding which seemed to be an implied measure meant to mitigate the challenges associated with the participation and involvement of children in SLAs was disaster management. As pointed out by one participant:

Adults need not to overwork children during disaster times like drought and floods. They should assist adults in fetching food from the

environment, working for and reclaiming the land and water bodies for future use, not as bread winners, but as complementary workers. This would make sure that their rights are not compromised (P7).

The above excerpt demonstrates how participants viewed disaster management as a means of curtailing the magnitude of the violation of children's rights by involving them in SLAs. Management of climate change issues creates a favourable environment for farming activities therefore, ensuring availability, accessibility and stability of food to all people at all times so disaster risk management and adaptive change management should be undertaken to address issues of food security and sustainable livelihoods [7]. In addition to the above, recommendations by the World Food Summit is a move towards food security and sustainable livelihoods in Madziwa area since due to land degradation caused by rampant deforestation and erosion people left with small areas arable land so disaster risk management and adaptive change management is an ideal in addressing issues of land degradation in Madziwa area. In spite of that, this approach in addressing issues of land degradation in Madziwa area cannot hold water since the area is populated with more poor people, illiteracy, lacks technologically privileged hence they cannot afford to pursue this recommendation by World Food Summit [7]. While collective effort between adults and children seems a plausible practice meant to improve their livelihoods against economic shocks, it should not be done at the expense of children's rights. Children, therefore, need to work for at most two hours so that they leave enough time for play, rest, assembly and school work.

CONCLUSIONS

In line with the preceding findings, I draw two conclusions. First, I conclude that adults need to be sensitive to the growing needs of the children in the light of involving them fully in SLAs. Second, while it is a noble idea to catch children while they are young, the way how adults introduce SLAs to children should be circumstantially employed with rationality and caution. Failure to do so would result in bringing up rebellious children who feel that their rights would have been violated.

RECOMMENDATIONS

On the basis of the foregoing findings and conclusions, I make two recommendations. First, access to proper education and peer education, coupled entrepreneurship training, formation of co-operatives, access to land, food security, self-reliance training, self-sufficiency training, environmental management strategies, and monitoring child labour practices among other hallmarks for ensuring the success of SLAs should be emphasised by schools and community leaders conveying how SLAs should not violate

children's rights. Second, similar studies in the same area should be carried out at large scale across provinces in Zimbabwe for the sake of comparability.

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