
Lessons Learned Conference

What do Children say?

Eric Shemweta Guga

Hili niweze kutimiza ndoto yangu ninaitaji
ELIMU
na kusoma kwa bidii

ili nisiweze kutimiza ndoto yangu
Miki ko sa elimu nita shindwa
kutimiza ndot



Jali Watoto Initiative

"All of us Together With Children, We Can Make a Difference"



Dar-es-Salaam, November 2007

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Facilitators: Eric Guga and Jane Mwaituka

This conference was organized as part of Jali Watoto Initiative, under Pact Tanzania' funded from President's Emergency Fund for Aids Relief (PEPFAR) through USAID. JW started in January 2006 and it's a three years program until September, 2009. JW covers a total of 22 districts

Cover drawings: Made by Yahaya (15) and Stella (16) and collected by Eric Guga on the 1st November 2007, during the LLC under children's own informed consent to be used for educational purpose.

List of Abbreviations

CSO	Civil Societies
ID	Identification
JW	Jali Watoto
LLC	Lesson Learned Conference
MVC	Most Vulnerable Children
MVCC	Most Vulnerable Children Committee
NGO	Non Governmental Organization
NPA	National Plan of Action
PEPFA	President's Emergency Plan for AIDS Relief
SWD	Social Welfare Department
USAID	United State Agency for International Development

Introduction

Background

There are many serious issues affecting the lives of MVC in Tanzania particularly these devastated with HIV/AIDS pandemic. The voices of these children have not been properly represented so far in the discussions leading to the local and national plans of action for addressing the HIV/AIDS pandemic.

To improve this situation, and help children and young people in these areas have a more effective voice, representatives of NGOs/CSOs and children and young people were invited to come together for a conference in Dar es Salaam.

The overall purpose of this conference was to provide an opportunity to discuss the situation of children in Jali Watoto target districts and agree on priority issues to inform ongoing Jali Watoto programme. It was also a chance for partners to be informed. The agenda of this conference, children's session is given as Appendix I.

Aims

The specific aims of this conference were:

- To review and have the opportunity to share experiences in implementing Jali Watoto, identify Challenges, address them and learned lessons to benefit Pact and all implementing partners
- Listen to what children have to say about the services we provide and how we are providing them
- To adopt a common understanding and approach that increases the quality of our work with children and families
- To review and adopt common tools that support quality service provision, monitoring and evaluation

Conference structure

Similar session for adult was held parallel to children's session with representatives from partner organizations and district officials. The feedback from the children's session was shared with the adult's sessions. Separate report of the adult session has also been prepared.

There were 17 children aged between 14 to 16 years old, where 9 of them were boys and the rest were girls coming from Kagera, Mbeya and Tabora.

Report

The main body of this report summarizes the significant points raised in the meeting with children, together with the outputs from discussions. More Details of some of the sessions is given in the Appendices at the end. The report is not intended to be a complete record of everything that was said at the meeting. It intends to remind the participants of the process and the main issues raised, and act as a reference document. This should enable participants to feedback to others and continue discussions and activities in their districts. If further information is necessary, this may be provided by Jali Watoto Project Office at Pact Tanzania.

Special thanks to Pact staff especially Jane Calder, Joyce Kavamba, Subilaga Mwalupango, Sebastian Kitiku and Catherine Mwaipopo. Driver Tenga and Joyce in photocopying and logistics. Also the finance staff for their advice. In addition, to mama Flora Kalinga of PACT and Jenne Ndetaburwa of SWD for their input during sessions, it is well appreciated.

Within feedbacks and response from children, the words in bracket are extracts from other notes on the session, these in italics are facilitators own input from the discussions.

National Plan of Action and Jali Watoto Initiative Achievement to Date

Joint session was made in the beginning with adults. Much of the preliminary analysis on the National Plan of Action for Most Vulnerable Children (MVC) and the Jali Watoto Initiative Achievement to date was covered in this that session. conference started together with adults in a joint session at opening ceremony with Mama Salma Kikwete, the first lady. This was followed by an overview of the NPA for MVC and JW project in part of the second session.

Children's session started with the discussion on their view on the NPA and JW Achievements. However, children mentioned that the presenters were going too fast for them to catch up.

Facilitators decided to have a general discussion about the support they are getting and how do they feel about it. This session aimed at refocusing their minds into what we will go through in this conference. The opportunity was also taken to talk about the objectives of the conference.

In a panel, children mentioned their sincere thankfulness on the support as to many it has changed their life, made them feel valued, it has made it easy to go back to school. Children mentioned USAID and in particular they were more delighted on the educational and health support mentioning school facilities such as books, uniforms, pens etc. In many cases children mentioned that the services will improve their life and they hope this will continue to the time they finish their education. Children requested the support to continue to the point they will be able to sustain themselves.

The Identification Exercise

The focus was more on the experience, challenges and achievements in ID process. Some of the questions involved include what children found ok in the ID process, what they did not like so much and what they think adults should do to identifying most vulnerable children that they are not already doing?

This was then shared with adults; it was the first presentation to the adults where children shared what they came up in the discussion on a flip chart at adult's session.

Children in small groups were given twenty minutes to discuss the following questions related to ID and develop suggestions.

Group discussions responses

What did you like about the identification exercise?

- ✓ Generally the exercise is good since they passed through (all necessary authorities) district, village, household etc and were able to clearly identify the children in most vulnerable environment so that they can easily be supported.
- ✓ MVC were consoled to find out that there were people who cares about us and value
- ✓ The procedures are also good (apart from shortfalls in very few areas) because the services provided by the organizations are through committees (*MVCC*) and there are no any disturbances or delays. This also includes health service which is a very good procedure since we were given medical treatment (*health service*) cards.

What are the annoying things during the identification exercise?

- To be called in a ruthless way (statements)
- They ask us questions we wont be able to answer, questions such as how did my parent died, in most cases we don't know
- They treat us like (*special*) orphans and not like other children
- When we cant answer they think we are rude, they should understand sometimes we don't know the answer so they should not force us to answer something we don't know
- Some of the questions they ask reminds us of the lost ones and makes us sad, they should not ask questions that pains us
- Some of the services (we identified) does not reach us

What should adult do that they are not yet doing, or considered during identification exercise?

- Is it true that (*child*) is vulnerable
- What type of support (*service the child*) is in need
- The environment we are living in e.g. care, orphaned, disability, economic status, daily activities we are involved such as labor,
- Peace and security (of the child) should be considered first
- They should involve us in all matters (of our concern) within the society.
- They should not isolate (leave) us in meetings and identification process
- They should not use rude statements that annoys and pains us (*children*)

mentioned statements such as 'we yatima, njoo hapa...' literally means 'you orphan, come here' or when they are sad and unhappy adults don't understand and they call them names such as 'bad-mannered child')

- They should ensure that no house has been forgotten (left out)
- Home visit (*the visit was said by children to be too few and sometimes it takes couple of months before they appear again*)
- Children' rights should be observed on equal bases
- They should love (treat) us like children with both parents
- Get the detail family status and history
- Put records of every child (identified)

Facilitator's response

These are very important feedback to make the identification exercise more effective. They are going to be shared with adults for action and, we believed they will take consideration of these comments. What we needed to do was who is going to present and how were we going to present to adult session. One girl was selected by children and went to present on a flip chart to the adult session on behalf of all children. Children reviewed first on what they want to present and prepared an alternative flip chart that summarizes all the discussions.

Services Quality Standards and Priority

To develop a concept of types, quality and priority of services needed by children were taken through the life ship exercise. Children in random they were asked to walk around the room and the facilitator guided them through. When the ship sink children were asked to jump into the boat in an announced number, these exceeding the number are considered sunk since the boat can not hold them. Then these who survived they were floating towards the near by island and are supposed to establish life out there. On these bases children were asked to consider the most basic services they need to make their life and develop to the fullest possible. This should reflect back home where they pursue their daily life.

Service Areas

In small groups, children were asked to recall the ship exercise, mention all types of services that would change their life and makes their wish come true. Types of services one on each card was listed and presented for the whole group discussion. To avoid leading and misconception of the reality, children were not shown the PACT seven standard services.

Feedback from groups

What are types of services that would improve your life and makes your wish come true?

1. Health
2. Education
3. Clothes
4. Food
5. residence
6. Shelter
7. Water
8. Transport
9. Communication e.g. telephone, radio, newspapers
10. Domestic utensils e.g. iron pot, plates for use in the house
11. Sports equipments
12. Consolation and counseling
13. Legal support (in cases where inheritance rights is jeopardized, abuse, or subjected to delinquency)

Prioritizing service areas in terms of importance

The cards were then placed down on the floor and lined up, through facilitation, ranking exercise took place to identify, in order of importance, the services they consider necessary. The relationship among the services was also tested to proof the order of importance of the service. Checklist such as why do you choose this? What about these? Is this more important than the rest and why?

Conclusion from Ranking Exercise

1. Education, this needs to be emphasized and (access) improved, e.g. distance from school is still very challenging, the schools are very far from our homes.
2. Food (and Nutrition), if we manage to get food we will be well and able to effectively follow up studies otherwise we wont be able to perform (in school).

3. Quality health, this will enable us to prosper a quality life. Therefore, we request the health facilities we receive to be improved.
4. Increased family income is also a priority, MVC mostly comes from a very poor families, thus, without boosting their (family) situation we (children) wont be able to improve at all.
5. Quality shelter (and care) the shelter we have is not very good, some of us are living in poor mud houses that can fall anytime and may be fatal. Therefore we request our houses and shelter be improved.
6. We need legal support. When (children's) parents die, relatives take away our (family) properties making our life difficult.
7. Counseling and comfort. We as children we need someone close to console us so that we feel like other children. We are also growing up towards adulthood; we therefore need someone to direct us on our conducts.

Facilitator's notes

What was impressive is that, they came up with seven services but in a very interesting language and discussion. What was a challenge was to record the discussion while facilitating the exercise since the dialogue was intense to the extent that capturing what they agree and not agree was overwhelmed with the interest to get the last services to be agreed. The dialogue on quality also emerged during discussions. A list of priority services was also shared with adults' session.

Quality Standards

To develop the context of quality, children were guided through a cobweb game to discuss the quality service. Then in groups of two they debated on what they consider a quality service and in a panel through facilitation they all agreed on what is a good quality service and what makes a quality care. The following question was posed.

When we say a quality service, what do we understand?

- ✓ In order for this to be a quality service we want this to contain all excellent services that are of very good standard like any other children living in good condition. These quality services should include quality education, quality food, and quality health service. The materials accompanying these services such as school uniforms should be of high standards in quality, durability and satisfactory (*especially in education, apart from appreciating, cases of organization supplying uniforms that lasts only few weeks before the stitches loosen and shoes that are torn apart immediately, or exercise books coming very late dominated the discussions*). This also includes providing service on appropriate time that will last for a long (reasonable) time and in (very) good quality.

Group discussions

The panel session was followed by a quick discussion in small groups. The following question was posed and the groups were given about twenty minutes to develop suggestions.

What do you consider as a quality care, what are the criteria in quantity and quality?

Responses from group discussions:

- ✓ The service in its excellence form that arrives on (appropriate) time (*cases of*

uniforms and food being delayed emerged. The issue of food raised more debate on the criteria used to decide on the satisfactory amount of food for a particular family, e.g. one tin [debe] of 20 kg per couple of months for a bigger family)

- ✓ To support our families, in case we are provided with (caretakers) capital to establish income generating projects that will enable us to develop without depending on aid (support).
- ✓ To get the same quality standard of material support from the organizations on equal bases (*it was raised that in the same area the quality of goods provided to children may vary and children observed this, things such as shoes, uniforms from high quality in one area to poor quality on the other area*)

Facilitators notes

Though they were asked to take the quantity as well, this part proved challenging as the time was limited compared to the discussion in place. They also found it difficult to calculate for example different classes requires different types and amount of schools equipments, calculating amount of food needed was also not easy as they had no figures in quantity they had enough and not enough. However it was noticed that in villages, food is normally not measured, it has to be adequately available and eating is to the extent you feel satisfied.

Experience on Stigma

Children were asked to think about stigma and what they have experienced. However this turned out to be a difficult discussion since children started showing emotional feelings and we had to change the approach since the issue of stigma came out in almost every session. Sometime the facilitation team had to take the discussions with care, especially controlling the possibility of traumatizing the children during discussion.

Children suggested use of role-play to discuss the stigma. However the discussion again became difficult since we had to avoid emotions and trauma that started to show up among children. A group of children agreed to volunteer to prepare and show a role play in adult's session.

Briefly, the role play was about the child who was living happily with parents. Soon parents died one after another and had to be cared by the aunt. The aunt started mistreating the child in cruel manner with words and actions such as denying food and a proper place to sleep. It shows the aunt taking the child as unnecessary burden. The whole scenario is focused around the treatment the child gets from aunt's family.

Facilitators notes

The role play was very live, some of the children cried in the class and when asked they mentioned to be touching their real life. The role play was intended to reveal that even if the child is taken care by a relative, thing might not be the way outsiders see. It also tried to show that children need to be trusted apart from receiving equal treatment. It concludes that stigma starts at home even before the child face it in the society.

City Tour

Children had a city tour of which they went to the Kariakoo market, The Ferry fish market, Coco beach via state house taking ocean road to Coco beach. Children with exception of one never had an experience with the Dar es Salaam city. Many of them related the news on the radios and other sources with some places they saw.

It was a bit of a sad moment when we introduced Ocean road hospital as we were passing, one of the child recalled her mother died in that very hospital when she was six. She has been here once when her mother passed away and she still recall the event.

However the happy moment came back when we were arriving at Coco beach, one of the popular Tanzanian Hip-hop musician, Q-Chief was just seated next to where our bus arrived to park. All children were amused to see that musician that they just heard about and asked the facilitators to ask the musician if they can talk too. The Musician joined children for a photograph, sang for them and shook hand with every one of them. Children had an opportunity to play games and swimming.

Dreams of Our Life

The last session was occupied with dream exercise where children were taken through dreams of their life and thinking on some kind of things that will make them close to their dream and some kind of things that will put them far away from their dreams. Also, they had to look on what they want to have now and the future to make their dream come true. The children drew pictures on this. The exercise was through a guided facilitation on the following stages.

1. Why do we dream?
 - a memory
 - temptations
 - experience
2. Dreams we had in our life
 - Picked money on the ground dropped by unknown person
 - Passed examinations
 - Flying endlessly
 - Chased by a lion
3. Exercise
Think about a life journey you are on the way, you know the path you take and where you are going. To think about that before the journey is like a dream.
4. Lets close our eyes, lets start thinking about all we need in our life.
5. Open your eyes and draw a picture about your dream
6. After drawing, turn the paper on back and write all that you need to do in order to reach your dream, on the top side of the paper write things that will put you close to your dream and on the bottom side of that paper write things that will put you away from your dream.
7. Turn back to the side where you drew the picture. Write down, what do you need now from another person?
8. How do you feel?



Lily (15) for her dream to be achieved, she needs help and emotional support, she also want people to love her like their own child. (Collected by Eric Guga, 1 Nov, 2007 under child' own consent)

When the facilitator was about to take notes of their dreams, there were indications of hesitations. When asked, children mentioned that they are not ready to share details. Facilitator

mentioned that they have the right to privacy and if they don't feel sharing the information they should not be forced to do so.

Facilitator then asked permission to make use of the photos for publications and education, and assured them of the security and protection. It turned out that only three children were ready to openly share their drawings and dreams, the rest refused even after assured privacy and protection. These three children gave permission to make use of the drawings for educational purpose. They were also are ready to share with adult in the ongoing adult session, the drawings they have made and the dreams they have as they appear on the photo above.

What Children Say about the Lessons Learnt Conference?

(The statements presented here were quoted as they were and translated to as much closer meaning as possible)

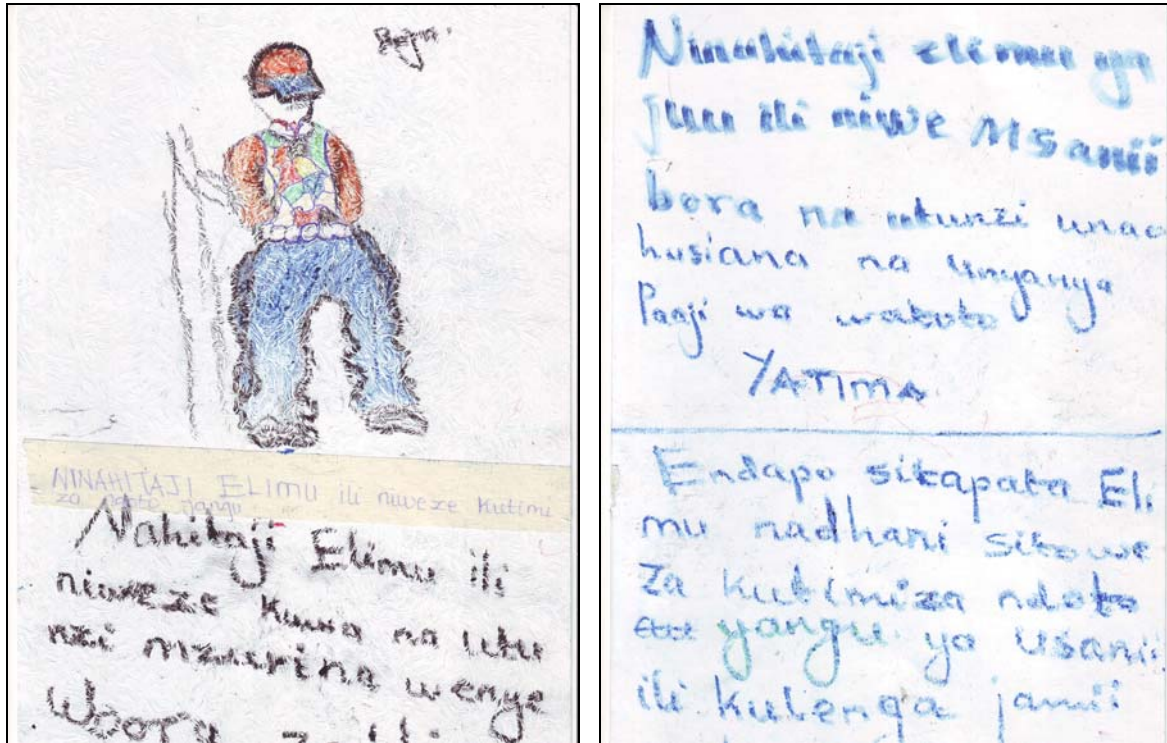
- We are very happy to be here and to meet our fellow children and these we haven't met before. We had very good reception and we have not been segregated or stigmatized, actually that made us very happy, thank you for everything happened. We loved the food, the rooms and the love we received from everybody.
- It was such an opportunity to meet Mama Salma Kikwete and shake hand with her and have tea together.
- We felt very special to stand in front of our care takers and other adults tell them about our concerns and share with them our opinions, it was a very good and rare opportunity.
- We were also very happy to be on the plane, see the city especially statehouse and the ocean, it was so amazing.
- We are very happy for the assistance you are providing, if you continue like this, we have faith that we will accomplish our education very well.
- Because of your efforts, we request you to continue supporting us until our mental capacity stabilizes
- Children that were not able to continue with school are now back in school because of your support. That included uniforms, shoes, exercise books, pen, pencil, sweater etc.
- For us who accomplished primary school, and we couldn't afford secondary school education fees, we have been able to continue with secondary education since the school fee has been paid for and we have received all the necessary materials for the studies. Also we are now getting treatment in hospitals. These supports have improved our attendance.
- Special thanks to USAID and Pact for their kindness support, please don't give up.
- Please ensure that we are involved in such similar activities in the future.

APPENDIX I

Children's Drawings about their dreams

(Collected by Eric Guga, 1 Nov, 2007 under child' own consent to be used for educational purpose only. It is not permitted to use these drawings for commercial purpose. For further clarification contact Jali Watoto Initiative, Pact Tanzania.)

The Music Artist



Stella (16) a girl, she dreams to be a musician. She want to use music to advocate for the rights of the most vulnerable children. She needs education in order to be a good music artist and composer on stigmatization of orphans. If she wont be able to get education then she wont be able to achieve her dream of artist targeting community. She needs education to be able to be the best composer and compose quality music.

The Prime Minister



NIKIPATA MISAADA TA
 KIELIMU KAMA UHAFU
 VYA SHULE NAUINGINEVYO
 NIPAWEZAKUTIMIZANDE
 TOYAPAY, NA ILI NDOTO YANGU
 ITIMIE NINAHITAJIPIA
 CHAKULABORA NA
 AFYA BORA.

NIKIKOSAMISAADA ANI
 MTHWA KUNISOMESHANITA
 KASA PAMOJA NA HUDUMA
 KAMA AFYA BORA CHAKULA
 BORA, BASI NDOTO YANGU
 ITAKUWA IMEGOMA
 KWA SARABUNI TAKUWA NIME

Yahaya (15) a boy, dreams to be a prime minister. If he gets educational support will be able to meet his dream. He also needs food (and nutrition) and good health. If he wont get someone to support his education and wont have access to health services, food and nutrition then my dream will stuck. If I put effort in my education, then I will meet my dream.

The Medical Nurse



Lily (15) a girl, dreams to be a medical nurse. In order to achieve this she needs to have education, if she wont have education she wont be able to achieve this she needs assistance (in education) and emotional support, she also want people to love her like their own child.

Appendix II

Timetable:

Lessons learned conference, 30th October – 1st November
Blue Pearl – Ubungo Plaza, Dar-es-Salaam
Children's Program

TIME	SESSION	LEAD ROLE	PROCESS
Tuesday 30th October , 2007			
07.00am	Breakfast		
08.15am	Registration	Dan Craun-Selka	Children in Adult Session
8.50am	Welcome		
	Address, USAID	Palm White, Director USAID	
	Presentation from the Children	Children Karagwe	
	Government Welcome	Kamishna for the Department of Social Welfare - George Kameka	
	Introduction to the First Lady	Minister of Health and Social Welfare, David Mwakyusa	
	Opening Address	Mama Salma Kikwete	
9.50am	Introduction to the Conference Aims and Objectives		
10.00am	Overview - National Plan of Action for Most Vulnerable Children (MVC)	Department of Social Welfare	
10.30am	TEA - BREAK		All
11.00am	Jali Watoto Initiative Achievement to date	Daisy Kasyombe	Children in Adult Session
11.30am	- Children's views of	Eric Guga	Children own

TIME	SESSION	LEAD ROLE	PROCESS
	<p>National Plan of Action. Children's view on assistance from Jali Watoto programme What do we think of Jali Watoto? What are you happy about it? What are you not happy about the it? What should have been done? How? And by whom?</p>		Session
1.00pm	LUNCH		All
2.00pm	<p>The Identification process - Our: Experience Achievements, Challenges and Recommendations</p>	Jane and Eric	Children own Session
	Video Shooting may take place here during sessions		
3.15pm	TEA BREAK		
3.45pm	<p>Identification process experiences continue..., preparation and presentation to the adult's session</p>	Jane and Eric	With Adults
5.00pm	CLOSE		
<p>Film Show "Yellow Card"</p>			

TIME	AGENDA	PROCESS	LEAD ROLE
Wednesday, 31th October 2007			
7.00am	Break Fast		
8.30am	Recap from yesterday, What happened Yesterday and What will we be doing today	Eric	On our own
9.30am	Introducing Quality Standards, defining quality care What do you consider as a quality care, what are the criteria in quantity and quality?	Eric and Jane M	Children own session
	Identifying and prioritizing best practices in quality care. Review the 7 service areas, from the most to the less important one.	Eric	Ranking Game with Discussions, Issues on Cards, Fun activities
	Video Shooting can take place during games and fun activities		
10.30am	TEA/ COFEE BREAK		
11.00 am	7 Core Services What can we do? What others in our community can do? What kind of services do we want under the 7 Service areas? How should the	Eric and Jane	Group Facilitation using 7 service areas, Group Work, Role Play, Games

TIME	AGENDA	PROCESS	LEAD ROLE
	services be provided		
1.00pm	LUNCH		
2.00pm	Cont... What kind of services do we want under the 7 Service areas? How should the services be provided	Eric and Jane	On our own (children), Group Discussions, Funs and Plenary presentation Prepare a presentation and some one to talk to the adult on what we have agreed
	Two children to take an interview ion the video on their good experience with the project		
3.00pm	TEA - BREAK		
3.30pm	Presentation with adults on Services and Standards	The Children	With Adults Feedback for what they can and what they request support
5.00pm	CLOSE		Games and Sports in the NH School Playing Ground

TIME	SESSION	LEAD ROLE	PROCESS
Thursday, 1st November 2007			
7.00 am	Break Fast		
8.35 am	Recap from yesterday, What happened Yesterday and What will be done today	Eric and Jane	Children own session
9.00am	Discussions and presentation on our experience on stigma	The Children	Group discussions, vip cards, drawings and role plays. Prepare presentation to the adults
10.30am	TEA/ COFEE BREAK		
11.00 am	A City Tour on the way to the Koko Beach	Eric, Jane and Logistic officer	From Blue Pearl, Game Shopping Centre, Kariakoo, Ferry Market via Kivukoni front take the ocean road Ikulu and then to Coco Beach. Games, Balls, Water Play, Sodas. Then Route back to Lunch and then to the Conference Venue
1.00pm	LUNCH AT SWAHILI RESTAURANT		
2.00 pm	Way Forward: Dreams for our future	Eric and Jane	Discussions, funs and Preparing the presentations on the way forward

TIME	SESSION	LEAD ROLE	PROCESS
	<p>What have we learnt in this workshop and what do we think of the future of the Jali Watoto? What ideas do we have about this conference? What did we like most? What are we not happy about this conference? What should be done to improve the undesired situation the future?</p>		<p>and Winding Up on The three days Discussions.</p>
3.00pm	TEA BREAK		
	Presentation to the Adults	The Children	With Adults Present the way forward
<p>5.00PM END OF THE CONFERENCE SONGS AND CHEERING FOR THE HARD WORKING</p>			

Appendix III

List of Children Participants

DISTRICT AND ORGANISATION	NAME
Mbeya	Mary Kahawa (F)
	Frank Mwasansoga (M)
	Chiku Abbas (F)
	Lina waziri (F)
	Francis Abdallah (M)
	Stellah Shija (F)
	Erick Stephen (M)
	Lilian Jabu Litanda (F)
	Ruth Efeso Kaminyoge (F)
	Daimon Hazore Mwasaka (M)
Sawata Kagera	Protea Josephat (F)
	Naleth Innocent (F)
	Deliphina Sylivester (F)
	Emilianus Phillippo (M)
	Gidion Thomas (M)
Tabora JIDA	Swaiba Jumanne (14)
	Yahaya Boniface (15)