

MAPPING STUDY

SUMMARY: TANZANIA

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Tanzania Mapping Study – Perspectives from Children Youth and Families

Firelight

October 2022

Introduction

Firelight commissioned mapping studies in three countries to assess the current status of children’s rights, explore some of the key thematic areas that impact the lives of children and their families and communities, and identify potential opportunities for community-based solutions in the furtherance of children’s rights. Particular emphasis was placed on listening to the perspectives of communities themselves, especially children, youth, and families.

The mapping study in Tanzania was carried out by Ms. Hadija Kweka. The first phase (first half of 2021) explored the overall context of children’s and youth’s rights and wellbeing in Tanzania, guided by the African Charter on the Rights and Welfare of the Child, and drawing from statistical data, previously documented evidence, and interviews with government and civil society stakeholders at the national level.

The second phase (second half of 2021) of the study focused on the issues facing children and youth, from the perspectives of communities themselves, including children/youth and families. Methods included interviews and focus group discussions with children/youth, parents, community-based organizations (CBOs), community leaders and other key stakeholders. Below is a summary of some of the key findings from this second phase of the mapping study. Note that this document aims to provide an overview of the findings “as heard” from the communities, without our own interpretation and comment. This is intentional as too often outside actors extract and then repackage the words and perspectives of people experiencing the issues, and it is important to listen to communities directly without the filtering and interpretation of intermediaries.

Methodology

The two frameworks that informed the study were the African Charter on the Rights and Welfare of the Child and the INSPIRE Seven Strategies for Ending Violence Against Children.

The identification of geographic areas in which to focus the study was done in a participatory manner, through which CBO leaders (grantee-partners of Firelight) and government officials involved in the study, along with the consultant, discussed Phase 1 results and identified geographic areas where the data indicated that children/youth faced greater vulnerability and risk. Of five areas identified, two were selected based on

discussion and analysis around risk for children as well as lack of existing data (e.g., Dar es Salaam – like other major cities – is challenged by a lack of mechanisms for capturing community-level information.)

The study was conducted in the Dar es Salaam and Shinyanga regions. One council was selected in each region. In Dar es Salaam, the study was conducted in Temeke Municipality. In Shinyanga, the study was conducted in Shinyanga District.

This study applied an exploratory, qualitative approach of inquiry. Responses, perspectives, and thoughts were sought from i) national- and council-level government officials for the Ministry of Health, Community Development, Gender, Elderly and Children (MOHCDGEC); Ministry of Law and Constitution; Ministry of Education, Science and Technology; and President's Office Regional Administration and Local ii) community leaders, parents/caregivers and children. Focus group discussions were conducted with parents/caregivers derived from two districts. H-Assessments were conducted with children. A thematic approach of qualitative data analysis was used. Triangulation was used to analyse results by employing multiple methods to ask a question as well as asking multiple respondents about the same issue.

This summary focuses on the responses and themes that emerged from community leaders, parents, caregivers, children and youth.

Findings

Health and nutrition

Challenges that prevent mothers and children from accessing healthcare

Challenges in the uptake of Antenatal Care (ANC) Services were mentioned in Shinyanga, where women do not finish the four ANC bookings and start Antenatal clinics late. One respondent mentioned that mothers delay starting the clinic and hence do not finish all four recommended visits. The challenges include the distance from health facilities and limited awareness. It was further reported that the presence of mobile clinics has enhanced access to distanced communities.

“Many women attend clinics late. Even during delivery, they come late.” [KII-respondent, Shinyanga]

Despite of existence of exemption policies for under-fives, in practice, children still pay for services. This is because of frequent shortages of medical supplies. In most cases, women are told to buy medicines in private pharmacies.

“Children who are under five years are exempted from cost sharing but when you go to the hospital, [...] they will tell you we don't have this medicine you are supposed to go and buy, so this result to no free treatment to our children who are under five. If a parent is not well financially and not able to cover medical expenses this means a child won't get medicine and the child health will deteriorate.” [KII-respondent, Dar es Salaam]

In Shinyanga, one respondent mentioned that belief in superstition in some areas delays people from seeking health services. It was mentioned that before seeking medical care, parents first go to traditional healers.

“There have been efforts through health facilities, where people are invited to take their children to clinics. The problem is the community rely much on traditional healers. Hence leading to poor uptake of health services.” [KII-respondent Shinyanga]

In the phase 1 mapping study, it was reported that the postnatal care visits two days after delivery was 68% (39) almost in all regions. One respondent mentioned that there is limited awareness as to why a neonate should be taken to the clinic if the child is not sick.

“Many women are not aware of the importance why of taking the neonates to postnatal clinics while the child is not indicating any sign of sickness.” [KII-respondent, Dar es Salaam]

Male participation in ante-natal care

Male involvement was mentioned as a challenge in ante-natal care for women and babies. Respondents mentioned that they always see women in clinics, with limited participation of men in the clinics. According to them, male participation is rare behaviour to others and to themselves. Also, women cover their men when they asked to come with them to the clinic.

“I do not remember the last time I took my wife to the clinic it has never happened” [KII-respondent, Dar es Salaam]

“The problem is on spouses who do not accompany their wives to clinics when women are asked they say they travelled or he is not around” [KII – Shinyanga]

Hospital births

One respondent in Dar es Salaam during the phase 2 mapping study reported that, despite having an increase in institutional delivery, the environment in the health facilities is not that pleasant. This is because sometimes the facility capacity is low in terms of infrastructure and staff.

“The major challenge facing mothers during delivery is the surrounding environment of our hospital. Currently, we are receiving a large number of people compared to the past. At first, we use to transfer them but currently, we receive them in our hospital” [KII-respondent, Dar es Salaam]

Malnutrition

Poverty is a reason contributing to malnutrition. It was mentioned that because monthly income is very low, families cannot afford to have three meals a day. They can only afford two meals, and not a balanced diet.

“Due to their income many families can only afford two meals a day but not a balanced diet.” [KII-respondent, Dar es Salaam]

The status of malnutrition was reported in phase 1 study. In this phase the findings indicate the existence of urban-rural disparities in terms of food access. In urban settings, there is a variety of foods but in rural areas there is a challenge. Food availability in rural areas is seasonal and in most cases in most cases there is a shortage of food varieties.

“There is a problem in nutrition this is because, communities eat one variety of food for the whole season and this pose a challenge to their nutrition.” [KII-respondent, Shinyanga]

Exclusive breastfeeding was reported to be a challenge in Dar es Salaam. This is because women in urban areas are busy with other income-generation activities that impede them from practising exclusive breastfeeding. It was reported that women do have responsibilities of looking after/providing for the family. Therefore, they resume work in most cases within a shorter time to provide for their families.

“Some breastfeed for 40 days and start feeding the child with other foods.” [KII-respondent, Dar es Salaam]

One respondent mentioned that child malnutrition is also driven by the long hours that children spend at school without eating. Younger children are supposed to get at least one meal in school. However, the majority of parents cannot contribute to the feeding fund. So, children do not get food at school, hence children spend longer hours without eating.

“Problem of child malnutrition is high, because children do not get food while in school. Children stay for longer hours without eating. There is a poor parent’s response on contributing to food for children while at school.” [KII respondent - Shinyanga]

This perspective was echoed by one in-school child who said that, when she is in school, she eats only once a day. During weekends she eats three times a day.

“For me during school days like today I eat only once, but during weekends when I am at home I eat three times a day.” [Child respondent- in school- Shinyanga]

Most in-school children reported having enough food to eat for both Shinyanga and Dar es Salaam. Out-of-school children in Dar es Salaam reported that those with parents can access food but those with no parents have trouble getting food.

“Those with parents can get enough food, but those with no parents it is difficult for them to get food.” [Child-respondent out of school - Dar es Salaam]

Low immunization rates

Respondents mentioned inequitable access to immunisation. Despite communities receiving health education as mentioned earlier, some families fail to take their children to health facilities to be immunised due to the distance to facilities.

“Some families stay far from health facilities; hence this leads to poor response to immunisation.” [KII-respondent, Shinyanga]

There is a great chance for some children to not get fully immunised as required by vaccination routine and this was also reported in Dar es Salaam. This is due to the move to new settlements where service structures are not yet developed.

In Shinyanga it was reported that the existence of mobile clinics slowly improves coverage of immunisation services, especially for families who live far away from health facilities. Furthermore, the involvement of leaders in community mobilisations, especially on immunisation, was reported in Shinyanga.

Access to clean water

In Shinyanga it was reported that urban wards have better access to water than rural wards. The source of water is Lake Victoria. The rural respondent reported that the water is not clean and human beings are sharing the same source of water with cattle. Furthermore, it was reported that the practice of boiling water is not common. People feel boiling water is just a waste of time.

“The water here is unclean and not pure used for both humans and cattle.” [Child respondent out of school - Shinyanga]

“The water is not safe. Boiling water is like a waste of time to most parents, so we just drink it fresh.” [Child respondent out of school - Shinyanga]

Furthermore, children reported that they do not have access to water at school. From parents' FGD it was reported that children do not go to school and instead are sent to fetch water in the nearby rivers. This was said to have an impact on their school attendance. It was also mentioned that teachers sometimes send the children to fetch water for them.

“We don't have water at school, we get it a bit far.” [Child respondent in school girls - rural]

“Some children instead of going to school they go to the river, and sometimes they are sent by their teacher to fetch water.” [FGD – respondent Shinyanga]

HIV/AIDs

The findings also indicated that children are oriented on issues related to HIV/AIDS in school and also by the CBOs. It was mentioned that the information that was provided to primary school pupils was limited to signs, symptoms and prevention. At school, children living with HIV/AIDS are supported by teachers in several ways. The pupils express themselves to teachers and report that they are on medication.

“Also, pupil wanted to know about HIV and AIDS because they learn in school, so we had to tell them about the signs and syndromes of HIV but we didn’t go that deep.” [KII-respondent, Shinyanga]

“Here the challenge is big because we have pupils who are HIV positive who came to express themselves and they take medication”. [KII-respondent, Shinyanga]

Respondents mentioned that HIV/AIDs stigma is continuing to be a challenge. Those who are diagnosed with HIV normally seek care and treatment in other areas, not in the area of their domicile. This was said to have the potential of impacting many things, including statistics which determine supply needs and statistics on the magnitude of the problem, but again it is hard to trace those who abscond from services.

“Another challenge is that many people they don’t register to the health centre around their home when they are tested positive instead, they register to the next health centre, so when you go to the specific health centre you find the number of beneficiaries is low but in realities, they are many. First it affects us statistically, the village knows it has a certain number of populations with HIV/AIDS and you do demand creation of let’s say hundred people the people attending hospital are forty, then why is it that the number of demand creation is bigger than the people attending hospital. So, you find others didn’t attend the hospital in that area and the reason behind is because they are afraid of being stigmatized.” [KII-respondent, Shinyanga]

HIV/AIDS Testing and Prevention

Respondents mentioned that people are aware of the importance of knowing their HIV status, but fear the results of testing.

“Most people don’t go for HIV tests. It’s the biggest challenge. If you go for an HIV test, it helps you to know your health status. People are not ready to go for an HIV test because they are afraid of the results.” [KII-respondent, Dar es Salaam]

There is also a gender imbalance in terms of access to health education on HIV and access to testing. It was reported that men were said to have more limited access to these services than women. Furthermore, it was reported that boys’ participation was lower than that of girls.

“This is because boys are always mobile.” [KII, Shinyanga]

“In response to training and social behavioural change, girls are very active compared to boys who are busy. For example, if we have five sessions you may find a boy attending one session. Boys are mobile to look for future life compared to girls who are just home very rarely but to find girls is possible.” [KII, Shinyanga]

HIV/AIDS program was reported to be working especially well for women during pregnancy. Pregnant women with HIV have access to ARV, health education and other social supports.

“People test but not voluntarily and majority of them who go for test are women especially when they attend Ante Natal Clinic.” [KII-respondent, Shinyanga]

“A pregnant woman attends clinic every after a given time when is supposed to attend so they are always taught a lot during that period, so the issue of mothers affecting a child by HIV/AIDS during delivery we don’t have those cases.” [KII-respondent, Dar es Salaam]

Child protection

Supportive and harmful factors for the protection of children’s rights and wellbeing

In this study, children and youth reported supportive and harmful factors in the different areas where they spend time.

Areas where children spend time	Supportive factors	Harmful factors
School	<ul style="list-style-type: none"> • Skill gain • Interaction with friends • Playing • Secure 	<ul style="list-style-type: none"> • Peer pressure influencing poor behaviour such as smoking marijuana • Shortage of teachers makes it difficult to observe children behaviour • Laisser-faire teachers • Unacceptable corporal punishments • Environment not friendly to girls’ menstrual hygiene
Home	<ul style="list-style-type: none"> • Secured because of the existence of other family member 	<p><i>Note - most of the harmful factors in the home were mentioned by children out of school</i></p> <ul style="list-style-type: none"> • Relatives staying with children do verbally abuse children when the parents are absent • Unacceptable punishments • Relatives sometimes abuse girls and boys sexually • Parents normally do not accept stories of abuse by their relatives • Stepmothers’ harassments and abusive languages
Prayer houses	<ul style="list-style-type: none"> • Safe because there is supervision 	
Community centres such as video game kiosks, market, mining or rivers, bus stop)		<ul style="list-style-type: none"> • Bus stop • Conductors’ abusive language • Violence in the bus • Changes in bus fare early morning or changing routes on the ways making children to drop and look for another bus • Only five school children are allowed in one bus so this makes children wait at the bus station for a long time, exposing them to abuse and harassment; they also reach home or school late

Abuse at home

Children in both areas reported abuse at home, including sexual abuse from fathers or others staying in the home.

“There are some parents who mistreat their children.” [Child respondent, in-school girl, Shinyanga]

“There is sexual violence to girls, for example, there is this case that is still in Maturubai, the father is still accountable for he has raped his daughter” [FGD –respondents, Dar es Salaam]

“Yes, nowadays father sexually assault their daughters, I even don’t know why.” [Child respondent, out-of-school, Dar es Salaam]

“Sexual harassment (Father may rape his own daughter). It has happened.” [Child-respondent in-school girl, Shinyanga]

“Parents should listen and trust their children because when you face a challenge of sexual abuse and try to tell your parent, they don’t trust and think that you hate their relatives.” [Girl child respondent, out-of-school]

Children also reported harsh punishments at home, especially from fathers who are not their biological fathers or from relatives staying at home. The type of discipline children encounter is being over-beaten.

“Parent’s punishment is harsher as compared to teachers.” [In-school boy, urban]

“Yes, especially to step parents because they take child as not his/her.” [Child respondent in-school boy, Dar es Salaam]

“Over beating, he doesn’t provide enough, no time to rest.” [In-school boy, Dar es Salaam]

Abuse at school

Children mentioned the presence of sexual abuse at school, with teachers being the main perpetrators.

“A male teacher may ask you to have a sexual affair with him so that he can exclude you from punishment.” [In-school girl, urban]

“Sexual affairs between a student and teacher or between student and student, but mostly between a teacher and student, and the student gets pregnant early.” [In-school girl, urban]

It was noted that sexual abuse in schools is rarely reported because children do not cooperate and they need counselling to do so.

Harsh corporal punishment was also common at schools.

“We are told only four sticks are allowable by policy but our teacher can hit even more than 20 sticks.” [Child respondent - Dar es Salaam]

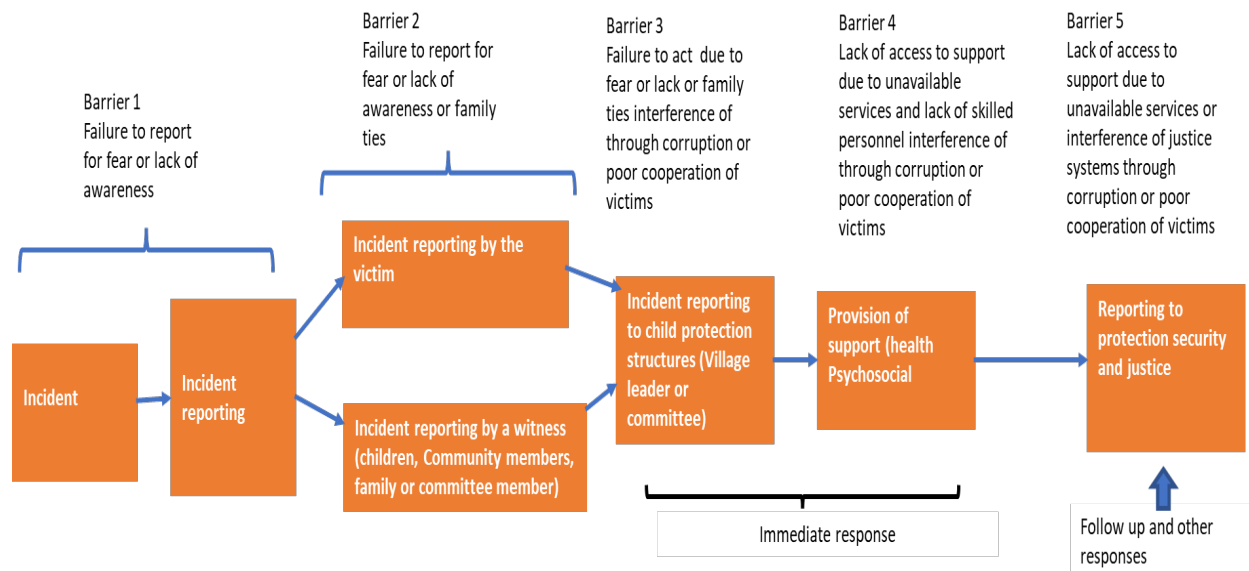
Abuse during transit

Children (especially those travelling to and from school) reported violence while on or waiting for transportation:

- Conductors’ abusive language
- Violence in the bus
- Changes in bus fare early morning or changing routes on the ways making children to drop and look for another bus
- Only five school children are allowed in one bus so this makes children stay at the bus station for a long time, exposing them to abuse and harassment, and they also reach home or school late.

Challenges in reporting abuse

Respondents mentioned that it is not always that information of child abuse is obtained from the victim. Sometimes the information is received from witnesses or those who detected that there is a possibility of abuse and decided to inquire with the child. The information is pass through different stages to the main actors for forwarding the incident to justice systems at the committee level or police. One respondent mentioned that the pathways through the justice system are not smooth. There are several barriers. These include a lack of discloser due to fear and lack of awareness on where to report, family ties, corruption, weak immediate support systems, family and the victim's inability to keep up with the process through the justice system due to fear or unable to afford the associated expenditure. Referral points as mentioned by respondents are summarized in the following figure.



Punishment of young people in adult systems

It was reported that, despite having the Law of the Child, its implementation is hampered by a lack of guidelines. Consequently, children are punished in the community contrary to the law. Sometimes when a child commits a crime, he/she is taken to adults' lockups.

“At family level there is a law of child which state if a parent is found abusing a child will be sued but there is no guidance. In the community children are being punished without following any guidance. When a child commit, a crime is taken to the lockups and mixed with adults, in this way rights of the children are being violated.” [KII-respondent, Shinyanga]

Teen pregnancy

In Dar es Salaam, early pregnancy cases are being reported for secondary school girls, particularly Form 2 and 3. In Shinyanga, pregnancy cases are reported from primary schools as well.

“Early pregnancy cases are being reported. For instance, from March 2020 to March 2021, this is our data collection year, 36 pregnancy cases were reported. Majority are Form 2 and 3 children and very few are Form 1 and 4. We have not received any case from Form 5 and 6.” [KII-respondent, Dar es Salaam]

“Yes, we have case of early pregnancies in Shinyanga.” [KII-respondent, Shinyanga]

Early pregnancy in Shinyanga was reported to be decreasing due to efforts on the ground to educate communities. It was mentioned that in previous years, hundreds of cases were reported each year, while currently, there are less than fifty cases per year.

Early marriage/ child marriage

Early marriage was reported in Dar es Salaam and Shinyanga. It was established that parents' literacy level and poverty are among the drivers of child marriage. Other reasons include cultural norms.

“When parents have no education, they don't have knowledge on the effects of child marriage.” [KII, community level]

“Some culture like Sukuma tribe they used to get married to child and hence children do not see it as a bad thing hence they get married at a very young age, most of them being in primary and secondary school. [KII-respondent, Dar es Salaam]

“(...) Some parents would love their girls to get married. Parents would advise girls to write false answers in national exams because they want them to fail.” [FGD, Shinyanga]

It was mentioned that poor reporting and follow up on cases by parents may happen in a case where a girl child gets pregnant, because they would want her to get married.

Harmful cultural practices

It was reported that initiation ceremonies contribute to drive drop outs of schoolchildren because they are taught about sex and how to handle a man sexually. This is done by parents.

“We, coastal people train a child how to do sex at the age of 13-15 but also the dance in ceremonies are not good because people dance naked in front of children and this affect them psychologically.” [FGD parents]

“One day I attended an initiation ceremony to my neighbour, my expectation was to see a child being taught how to respect elders and self-hygiene but what I saw I said if this is a tradition it is bad and I doubted if that girl would even finish form four” [FGD parents]

Child labour

Due to a lack of funding for school uniforms, exercise books, school payments, or the need to support their parents, children engage in small businesses and therefore they end up not attending school.

In Dar es Salaam most of the schools are surrounded by small business activities, tempting children to engage in income-generating activities to support their family’s income. Truancy is a challenge for Dar es Salaam.

“The biggest challenge to children in my society is education, because around my society we are surrounded with a lot of business, so our children are influenced to do business. So, you might find children stop going to school and end up engaging in small business but we as leaders must communicate with a headmaster of the school and parent of that child who is not going to school.” [KII Respondent - Dar es Salaam]

“Yes, children escape from school and go for casual work like carpentry workshop.” [KII Respondent - Dar es Salaam]

In Dar es Salaam, girls being employed as household help was also commonly reported. The majority of house girls are employed below the age of 18. Parents send their children to get employed as house girls because they need the money. This practice is more common for children from poor families.

“They are there as we can see most of the house girls are employed at a very young age. I don’t think if a child can complete his/her primary school at the age of 18, most of them are below that. There are various cases brought to us about how children are violated, you find a child less than 18 years has to cook, wash dishes, he has to take care of other young children and the mother is at the office. If we come through such a situation, we normally decide to take the child back home and the mother becomes responsible. That is why we say parents only focus on money rather than utu wa moto. If they were not looking on the money, they would have not employed a child.” [KII respondent - Dar es Salaam].

Child protection systems

Although policy provides for the establishment of Child Protection Committees, in actual practice in many areas they do not exist. The few which were formed, their functionality is impeded by a lack of capacity to handle their responsibilities. This is because there is no nationalized mechanism to train and supervise them.

“[...] What I can only say there is lack of understanding in implementation from lower level and you may find and some areas which they have committee they are not trained that they can’t perform well because no anyone who is there to do follow up.” [KII-respondent, Shinyanga]

Another challenge mentioned was the lack of resources to organize meetings.

“Lack of resources because the committees need to meet every after three months but duties are carried out by individuals.” [KII-government official, council level]

Another challenge mentioned by committees includes the difficulties to get to the abuse cases in a timely way until a family member reports. The family members in most cases fail to report because of the fear to ruin the family relationship.

“Also, it is difficult to identify domestic violence unless a family member or someone from outside report it. It is very difficult for family members to report but children and other non-family members, in most cases, committee members usually report.” [KII-government official, council level]

Education

Challenging and inadequate primary and secondary education facilities

Quality of education was mentioned as being a challenge, as illustrated in the following quote.

“For how we are going now may be if our government has not put effort on better education, otherwise we will still have (bora elimu/just education) but if you want your kid to have better education you have to take to other schools apart from government.” [KII Respondent - Dar es Salaam]

Not all wards in Dar es Salaam have secondary schools. Children may be selected to join secondary schools in wards with a secondary school which are far from their vicinities. Therefore, children are exposed to risk factors at school and on their way to school. One respondent mentioned that a certain school is having groups with unpleasant behaviour, such as drug abuse and sexual affairs for girls that influence children who join the school.

“For secondary school we as (kata/ward) we don't have secondary school children are selected to join nearby secondary schools such as Kibasila, Keko and other schools in which child security is too small. A lot of parents complain about Keko secondary school that most of student do reach at school they just end up (in bad groups).” [KII - Dar es Salaam]

Violence at school

Also, punishment at school was reported where teachers flog children in an unacceptable way. Sometimes the teacher uses scissors to forcefully cut students' hair. The situation makes children feel insecure.

“We are being punished by teachers frequently, you can be flogged up to 15 sticks per day. So, this situation makes us afraid and feel insecure here at school”. [In school girl urban]

“Sometimes teachers use the same scissors to forcefully shave those students with long hair, something which is not safe in terms of health”. [In school girl urban]

“We are told only four sticks are allowable by policy but our teacher can hit even more than 20 sticks.” [Child respondent - Dar es Salaam]

Children mentioned the presence of sexual abuse at school, with teachers being perpetrators.

“A male teacher may ask you to have a sexual affair with him so that he can exclude you from punishment.” [In-school girl, urban]

Unreliable and unsafe transport to and from school

Transport availability was mentioned as a factor contributing to truancy. This is because children decide not to go to school. Children struggle more in transport, but in most cases, girls are given a lift. This exposes them to early marriage or early pregnancy. There are no school buses for public schools hence students depend on public transport. Since their fare is less than the amount paid by adults, the majority of bus conductors refuse to board some of the students on their buses. According to the government, each bus is required to board five students. Since they are punished when they are late to school, some students decide to be truant for fear of the punishment. This is particularly for those in the urban setting, Dar es Salaam. During the rainy season the situation becomes even worse. The following quotes illustrate this finding.

“We are being bullied by bus conductors as a result we delay coming to school.” [In-school boy, rural]

“There are no school buses for students, they are just for normal passengers but each morning they carry students, but we pay 300 shillings instead of 200 shillings as a bus fare.” [In-school boy, rural]

“Sometimes when we are at the bus station, and you have delayed getting into the bus, if any teacher finds you there will punish you in front of people because you have delayed. One day there was a girl who had just got into the bus and the bus changed the route so that girl had to drop started to look for another transport when she failed, she went back home.” [Child-respondent in-school]

One child reported a problem they face in local public transport known “dala dala”. A child mentioned even if they find the seat is free, they are not allowed to sit. Sometimes they are not allowed to get on the bus because their fare is less than the amount paid by adults. Consequently, they reach school late and also reach home late.

“In daladala is not only that you have to stand on a bus, but even to get in is a challenge so you come late to school.” [Child-respondent in-school, Dar es Salaam]

Girls’ access to secondary school

Generally, girls were found to be challenged by several issues in their education life. For example, it was reported that not all girls who get the opportunity to join secondary schools are encouraged to do so. This is because some parent would love their girls to get married. Parents would advise girls to write false answers in national exams because they want them to fail. Apart from family-level obstacles, girls are also more vulnerable when they are in a day school than in boarding schools. This is because far distance from school exposes them to the risk of early marriage.

Care for the child in the family and community

Parental care

In Dar es Salaam, children respondents indicated that mothers are more responsible for the care of children in the family than fathers. This is because fathers leave early in the morning and come back during the night. One out-of-school child respondent mentioned that fathers do not fulfil their responsibility. The respondent mentioned fathers’ irresponsibility, which makes children vulnerable to harmful practices such as child labour or other unpleasant behaviour.

“Is a mother because father can leave from morning to night and mother is the one who remains with children.” [Child respondent in-school, Dar es Salaam]

“Mother usually is taking care of the family while father is not fulfilling his responsibility. So, sometimes you might find that child involves herself in some other stuff that will affect her or him, but the child is fighting for food.” [Child respondent out-of-school, Dar es Salaam]

“Mother is always responsible for taking care of children at home.” [Child respondent out-of-school, urban]

“You find children are taken care by their mother although the father is there but he doesn’t take care of the family.” [Child respondent out-of-school, Dar es Salaam]

“Usually, mother is the one who take care of the children because most children stay with single parent due to divorce or death.” [Child respondent in-school boy, Dar es Salaam]

The results of Shinyanga with regards to parents’ responsibility for a child indicate similarities with the responses of children in Dar es Salaam. The result indicate responsibility for child care is highly on mothers both for rural and urban. In some cases, mother is supported by older children as illustrated in the following quotes:

“My mother takes care of myself; father can leave and comes back after two days.” [Child respondent in-school boy, urban]

“Mother is the one who takes care of the family.” [Child respondent out-of-school, Urban]

“Children takes care by themselves and by mother. Father goes to his friend or to drink.” [Child respondent, out-of-school rural]

“Sometimes I take care of me and my sibling because I live with mother and young sister, and sometimes she has to go to find something for us to eat.” [Child respondent out-of-school, rural].

But positive improvements are happening in the area of child and youth care as the responsibility of both parents.

Child care was reported as increasingly becoming a shared responsibility of both mother and father. This is because of initiatives promoting child care and good parenting which were reported to have contributed to increased awareness and a change in men's attitudes towards child care.

“The success is that the community is educated father and mother cooperate in taking care of the child not as it was before in the past taking of a child was responsibility of mother only.” [KII-respondent, Shinyanga]

“Parents both father and mother are responsible to take care of me.” [Child respondent in-school, Dar es Salaam]

It was also reported that the relationship between children and parents is improving. This is evident in family practices such as eating together, parents following up on the development of the children in schools and parents going to collect examination results and check if their children attend school.

“The relationship between children and parents are improving parents are sitting with their children taking food together, and if you ask teachers, they say now parents are going to make follow ups of their children to school, they go to take examination results and see if their children attend school, so things have improved” [KII-respondent, Shinyanga]

Chances for children to rest and gender disparities in household chores

Chances for children to rest were reported to be limited in both Dar es Salaam and Shinyanga.

One in-school child respondent mentioned that having the chance to rest depends on family status. This was evident from quotes of children of Dar es Salaam, where some said they have time to rest and some said they don't.

“It depends to the status of the family; some families do not have time to rest because of the economic situation where a child especially girls carry some responsibilities like cooking.” [Child Respondent - In school boy - Dar es Salaam]

Some children in Shinyanga reported that boys and girls alike have limited chances to rest because they all have household responsibilities. Boys reported working on farms and brick-making while girls work on household activities. However, most respondents noted a gender imbalance between boys and girls on household responsibilities and chances to rest.

“They have no time to rest in this community, particularly girls.” [KII respondents - Shinyanga]

“Also, girls are more preoccupied with household activities than boys. Girls normally Wash dishes, clean, fetch water, cook and wash clothes while boys are just idle. So, it is difficult for them to involve themselves in sports.” [In-school girl, Dar es Salaam]

“No, girls are more preoccupied with house chores than boys.” [In-school girl, Dar es Salaam]

“Wash dishes, clean, fetch water, cook and wash clothes while boys are just wandering around.” [Child respondent in-school boy, Dar es Salaam]

“When your mother is there will say, “You are a girl, you have to cook, wash dishes, mop the floor meanwhile she will tell a boy, “ooh my son go to play games now.” [Child respondent in-school girl, Dar es Salaam]

“Boys rest a lot because they do not do any activity at home more than fetching water when is done no more any other activity.” [Child respondent out-of-school, Dar es Salaam]

“Girls have a lot of activities at home such as cooking washing dishes so it’s difficult for a girl to involve herself in sport.” [Child respondent out-of-school, Dar es Salaam]

Children lack access to leisure and recreation activities and facilities

Respondents mentioned that the challenges of having playing grounds in public schools are caused by the programme of expanding schools without considering standards. The majority of schools do not have a playing ground. The focus of 5th phase of government administration was to build more classrooms. This was done with poor adherence to the Ministry of Education policy. All schools built since 2007 have got no playing grounds. So, children do not access to leisure and recreation at school. Schools have to move to other schools with playing grounds when they need to do so.

In case of Shinyanga, children do play in schools’ grounds but with limited sports amenities and in some schools the area is small and is shared with other community members in which respondents considered unsafe.

“Playground are same of school ground and are the places to play for children. There are areas to play even though some schools area is small and sometime the playground is also used by other community members of which is not safe.” [KII-respondent, Shinyanga]

It was also reported that the focus of the curriculum is mostly on academics and that there is less emphasis on physical education.

With regards to playing ground at community level, Shinyanga reported limited access. This is because sometimes open spaces for children to play are intruded upon by communities, in the cause of establishing new settlements.

“It’s a challenge because we are working in low-income facilities there are area which have not been surveyed, people build house near by each other to the extent that they don’t leave a place where children can play, and

previous we had this open space which were not surveyed so as how days are going people sale this area and they are build house so there is no playground at all even at school so children struggle to play. That's why most of children right now spend much time in video games or playing near roads but to the family which are well off take their kids to go somewhere and play.” [KII-respondent, Shinyanga]

It was also reported in Shinyanga that in villages there are no recreation facilities. In urban areas there are a few in hotels, private schools and hospitals, which in most cases are accessed by paying a fee.

Additional vulnerabilities

Key informants mentioned aspects that increase children vulnerability in the family which also affect their care. These include child born from extra marital relationship, children from divorced families and children from families living in extreme poverty.

“Children from outside of marriage suffers, they are not accepted in both sides they are more secret children.” [KII-respondent, Shinyanga]

It was mentioned that in most cases extra marital children are normally not accepted in fathers' families. It is always a secret and therefore their biological fathers are not fully responsible for their care. Also, it was reported that a girl's child who stays with the mother's spouse who is not her biological father is at a higher risk of abuse by the mother's spouse. The respondents mentioned that it is hard to have preventive measures for children who are in such circumstances because it is not possible to identify that this child is from outside marriage and is prone to abuse unless there is a challenge that is reported.

“We didn't identify children from outside marriage unless there is a challenge is when you can know that this child is from outside marriage.” [KII-respondent, Shinyanga]

It was reported that extramarital children normally fail to integrate into the family of their mothers or fathers because they normally have an inferiority complex. The problem increases if the child belongs to the wife, and normally the husband does not count the children of their wife as their children.

“The challenge is big, the child is feeling inferior and other children they don't count as the part of family also depends to the habit of mother because father usually does not stay home for long so they don't understand, but during distribution of responsibilities there is difference between this child and others.” [KII-respondent, Shinyanga]

One respondent also reported the difficulty of children who are exposed to challenges, because at first, the girl may refuse to disclose who impregnated her or the victim may deny paternity of the child.

Another respondent mentioned that there was a case where a man married the daughter of his ex-wife and impregnated the girl and also infected the child with HIV. The man did this after divorcing the mother of the child.

“We have the case here at the court where a father married a daughter of his ex-wife and impregnated her and infected her with HIV and the cause was the divorce and unfortunately mother left her daughter back home.” [KII-respondent, Shinyanga]

Challenges exist for children with disabilities

It was reported that children with special needs stay away from engaging in recreational activities. It was mentioned that children with disabilities are isolated by the community. Children with special needs do not have access to leisure and recreation because of a lack of facilities for them as well as coaches.

“Normally they get opportunities but they feel inferior due to their disabilities. They normally isolate themselves but sometimes even the community isolates them, but due to the knowledge they obtain, these cases have reduced to a large extent.” [Child respondent- In school Dar es Salaam].

Generally, children with disabilities' safety at the family level were reported to be questionable for both Dar es Salaam and Shinyanga.

Children with disabilities were said to have challenges at homes and in schools the challenges include:

- Sometimes they are used as means of generating income - parents use them to beg for support, especially in Dar es Salaam.
- Infrastructures are not friendly, also learning facilities and no assistance when they want to continue with their studies, they miss help.
- In family levels some do not have infrastructures like a wheel chair.
- Children with albinism who are in centres are secured/protected. For those who are in communities, their security is questionable.
- Shortage of teachers with skills to train children with disability.

Child participation in decision-making

Children are not involved in decision making at home or school.

Generally, children are not involved in decision making at family level.

"I really don't know why but I think that parents believe that their child is still in a young age and cannot decide, maybe when they reach above 18 years is when they can participate" [KII-respondent, Dar es Salaam]

"This is the biggest challenge if it happens there is meeting at home children are chased out, they are not allowing to participate in which they also have ideas and you may work out on their idea but just because he/she is the child they are isolated" [KII-respondent, Dar es Salaam]

"Parents does not involve their children in decision, wives are not involved in some issues, about children it is even worse" [KII-respondent, Dar es Salaam]

It was also mentioned that boys are given more chance of participation than girls, if children were involved at all.

"When we talk about child participation in decision making, more priority is given to boys compared to the girls. Girls are seen as they are supposed to be at home only, but when a man contributes his idea in the community or home it is seen as a correct thing. Due to the provided knowledge basing on women equality between man and women it has at least lifted women in this. Women are now engaged in one way or another" [KII-respondent, Dar es Salaam].

At school, children get involved just by being informed but they do not decide. School clubs exist but they only discuss issues relating to subjects taught in classes and not much on child participation issues.

"At school level they are involved and this is because they have their clubs where they discuss academics. But on family level there still a problem even though some children when learn from school they tell and share with parents, so next time parents share with their children because they know at school they are being taught. They are involved in feeding animals, farm activities but not when selling or buying family properties." [KII-respondent, Shinyanga].

"Of course, children are being involved especially in schools by giving them information for instance when we construct classrooms or receive visitors but they are not participating in decision making." [KII-respondent, Dar es Salaam]

“No there are no junior councils instead there are school clubs where they discuss issues relating to their subjects.” [KII-respondent, Dar es Salaam]

Closing remarks

This document aimed to provide an overview of the findings “as heard” from the communities, without our own interpretation and comment. This was intentional as too often outside actors extract and then repackage the words and perspectives of people experiencing the issues, and it is important to listen to communities directly without the filtering and interpretation of intermediaries. It is also critical to not jump to judgement, conclusion, or action right away – but rather to work hand-in-hand with communities and grassroots organizations in each country and each district to understand issues from their perspective, support them to analyze and interpret their own data, and then apply the findings in community-driven ways to improve environments, systems, and outcomes for their children and youth.

The full reports for both Phase 1 and Phase 2 of the Tanzania Mapping Study can be accessed on Firelight’s website – <http://firelightfoundation.org> or by emailing learning@firelightfoundation.org.