

## TatuTano policy 1: Child-led organisation

TatuTano defines itself as a «child-led organisation». What does this mean?

The children in India mention among other explanations three central requests:

- «We **don't** want you to behave **like a class teacher**» and
- «We don't want you to give us all answers. Give us the **joy of finding answers ourselves**».
- And also: «Help us know that you are interested in us. That you **love us**»

### 1. The neurological development of the 9 -19 years old young people

We start with some principal reflections by neurologist (e.g. in the UNICEF Innocenti paper). The research in the last 15-20 years initiated a big change in our knowledge of the development of the brain of young people under the headline: «The second decade of life is a time of transformation»

During adolescence (ages 10–19), girls and boys begin to interact with the world in new ways – taking chances, learning skills and experiencing new and unfamiliar emotions. They start beyond their families to form powerful connections with peers. They search for ways to stand out and belong to, to find their place in society and make a difference in their world. Following some facts concerning the number of this young generation:

- There are 1.2 billion adolescents worldwide – the largest age group, and the most educated and urbanized.
- 90 per cent of adolescents live in low- and middle-income countries
- Sub-Saharan Africa's growing adolescent population is expected to reach 500 million by 2050
- 1 in 4 of the poorest adolescents has never attended school, and more than 200 million adolescents of secondary school age are out of school.
- Adolescents are the only age group among whom AIDS-related deaths are not.

In the first «decade» from 0-3 years there is a rapid growing of knowledge and capacities through a rapid growing brain development. The puberty initiates another intensive learning and is the beginning of a second «decade» with the following important changes which leads to a structural remodeling and re-configuration of the knowledge, interest, feelings etc.:

- Biological changes initiated by the change of the hormone level (puberty) increase the tendency to explore new situations and to take risks. The brain is sensitive to stressors.
- Population: The number of young people is high – according the census of Tanzania of 2020 44.8% are between 0 and 15 years old. The urban population is forecasted in Tanzania from actually 20 million to 53.5 million habitants in 2050 – where they will work and how they will live?
- Social: in this age they start to develop a new social identity – as boy, as girl, as student, as member of a household etc. Peers become much more important – even more important than the own family.

All this changes can lead to POSITIVE or NEGATIVES «spirales» , to VULNERABILITIS and OPPORTUNITIES. It is our task to support this younger generation offering them possibilities to lead these changes to a positive spirale and avoid negative trajectories.

## **2. What constitutes a «child-led organization»?**

Reading the book of «Save the Children»: «From Child Labour to Children in Charge» (2009) we observed that we could also instead of use «child-led organization» call the members of TatuTano «children in charge».

A number of qualities describes what we mean when we talk of «children in charge». We select some qualities in order to clarify what do we mean by following the idea of «child-led organizations»:

- **Participation** in all questions concerning children: capacity to analyse situations and to take decisions in the best interest of the members, reporting, asking for information, financial literacy, electing and influencing the leadership etc. We are aware that children might be threefold silenced: as being a child, as coming from a poor family and as being a girl. (The contrary of real participation is the «tokenism» where adults are deciding in the name of children, what is good or bad, or they are not provided with the necessary information for decisions, where they are not given the chance to speak, where they are not allowed to elect their own representatives etc. etc. (see Roger A. Hart: «Childrens Participation from Tokenism to Citizenship»). One of the aims of TatuTano is to make them «makers».
- **Mobilization** where they decide who will participate. Only rule is to include all the children independent of sex, economic status, age or religion etc. We are aware that the cultural and family context will influence the process of mobilization. (In «Humuliza», conceptualized as a «child-led organisation», the members of the VSI decided in 1998 that somebody who want to join the orphans organisation VSI must be at least 13 years old. We accepted their decision although being unhappy. Later they observed themselves that their younger brother and sisters suffered equally of the loss of parents due to HIV, and they decided to create the «Rafiki Mdogo» - Little Friends - as part of the child-led organization).
- **Democracy**: All members of the organization must have the equal access to power and the liberty and freedom to speak e.g. to contribute to the establishment of rules. «Save the children» says: «No one is born as a democrat. Like most other skills, you have to learn democracy to become a real democrat». A «child-led organisations» is an excellent tool for learning to build power and learn to use it, to practice cooperation until becoming a role model and influencing the family and the community
- **Identity and personal skills**: As mentioned in the paragraph 1, puberty and adolescence is a time of deep transformation. Building and practicing empathy, to be trustful, to develop self confidence, to experience the role of peers and to be a peer, exchanging views and opinions, planning and leadership etc. can be practiced in the CLO.

## **3. Structure of TatuTano**

### **a) TatuTano – groups and clusters**

TatuTano started in 2008 to become an autonomous organization within «Kwa Wazee» – formed in the beginning by grandchildren living with their grandparents and by children either being HIV or living with infected parents. End of June 2021 TatuTano counted 2`571 members – 1`412 girls (= 55%) and 1`159 boys (= 45%), organized in 440 small groups. Every month (except December) is a cluster meeting in the 16 areas, where TatuTano is working (see 4.c).

Each – even very small groups – elect a leader after a discussion in the group. We observe a gender change in the composition of the leadership: today 325 groups (74%) elected girls as leaders.

Each group has one or more projects in the areas of agriculture (vegetables, beans, maize etc.), of breeding small animals (366 goats, 572 chicken, 180 rabbits, 50 porcs – 15 died because of the African swine pest – 13 ducks, 49 sheep and 19 beehives – around 1`250 animals) or small trade (eggs, firewood, sweets etc). All groups are independent in the selection of their projects. The office cares for requested training and for seeds and animals.

Every 3 months they present a one-side report with indications of the composition of the group, of the main projects and number of animals, income and expenditure and the amount of savings.

#### b) Education

One of the biggest annual expensions of TatuTano is the support of the schooling members with a modest contribution to each student in December for the following year. The contribution consists in uniforms and in schoolmaterial.

The support for 2021 consists in the following elements:

- School material for Primary School: 941 girls and 817 boy – 1`758 members
- School material for Secondary School (incl. Dictionary): 432 girls and 312 boys – totally 744 member
- Contribution to Form 5 and 6 (Highschool): 71 students
- Contribution to professional training VETA and Teacher Training College: 32 students

#### c) Self-defense

Self-defence was the first sector to be included in TatuTano. Unesco and the Government executed in 2009 a study on «Violence against children in Tanzania» (published 2011). In the study we read: «Nearly 3 out of every 10 females aged 13 to 24 in Tanzania reported experiencing at least one incident of sexual violence before turning age 18.» In 2010 TatuTano started with self-defence after a training course with Natalie Uhlmann from «Pallas», Switzerland.

A evaluation study in 2011 included 82 girls from three areas, selected for this impact assessment. (82 girls represented 44% of the participants of the first three courses. All the participants took part in the continuous refreshment training up until the time of the assessment.

Some findings:

- The subjective feeling of personal safety and security has increased tremendously from an average of 2.4 point to 9.2 points, even 6 to 8 months or an year after the training.
- The girls identified the following reasons for the increased feeling of security
  1. Increased self-confidence: «I can now say NO»
  2. Knowledge and techniques
  3. Change of the own behavior
  4. Solidarity among girls

In April 2021 TatuTano has trained since 2010 5`700 girls in TatuTano-groups, in Primary- and in Secondary Schools: 63 courses in TatuTano groups, 47 courses in Primary Schools and 18 courses Secondary Schools. We observe – similar to Peace is a decision (PiaD) – that the TatuTano-groups are more stable in the following Saturday-refreshments – participants in schools will leave or change the school. But we think that the impact in the schools might be bigger because of the big number of students in the school. In some few cases teachers approached TatuTano for getting courses in their school.

Additionally to the courses trainers of TatuTano trained other female staff in Mwanza (4 organisations), Kemondo and ADP Mbuka. This training was done in the frame of «social marketing». Finally 2 groups of handicapped children in Mubunda have been trained.

Material: - Manual with 20 sessions (translated)

- Technical manual with 94 describes techniques divided in Grade A – Grade E (translated)
- Life skill manual (8 topics)
- New Life skill-manual (12 sessions) (translated)
- Sijui – questions (6 handouts) (translated)

#### d) Peace is a Decision (PiaD)

We are aware that any change of the gender definition is a) a slow process and b) needs both genders to become aware of the gender definition in their proper society.

In self-defence we tried to address sexual violence against girls and to support them to protect themselves. In 2012 Natalie Uhlmann proposed a course on gender definition for boys: Peace is a Decision (PiaD).

We realized that a course and the work in PiaD is much more difficult than self-defense, because

- boys are also a victim of violence e.g. in schools, but less of sexual violence
- self-defense is mainly directed at sexual behavior and protection of the girls while PiaD concerns the whole male role
- many women in Muleba experienced violence - also sexual violence – and support their female children in self-defence as a protection while few fathers support their sons to look critically at the male role.

Another handicap is that of the 63 courses (2012-2020) 24 have been done in Primary Schools and 19 in Secondary Schools, nearly 70%. When the students finish the curriculum (standard 7 in Primary School, form 4 in Secondary School) they stop either schooling or go to another school. So they lose the contact, while the boys in TatuTano (with 20 courses) meet each other during a long time.

Finally some figures and facts:

- PiaD has «officially» 1`965 members, 1`514 have participated in a one week-course, but the effective participation in the (mostly) 2 meetings per month is much lower.
- Material: - Manual with 21 sessions (translated)
  - Short manual with 12 sessions for Primary School (translated)
  - Additional 18 handouts (translated)
  - 8 handouts with questions «Sijui» (see 5, paragraph 2)

#### e) I feel it

«I feel it» is the «youngest» child in TatuTanu (since 2016) – and it is also directed to the youngest members (6-11 years).

The program consists of 4 themes/objectives

1. Learning to trust what you feel and become aware of your feelings
2. Train the self-confidence
3. Development of resources and strategies including some self-defense techniques and where you can get help and support
4. Information about sexuality, about abuse and true love, about violence, right and risks

In 2021 327 children frequented «I feel it» in 18 groups (212 girls and 115 boys) – 245 children are coming from TatuTano. The active participation on each Saturday is around 50% - some are living far from the meeting place.

When they reach the age of 11 years, they have to leave «I feel it». They mostly are already integrated in a TatuTano-group, or/and they select to become a member of self-defense (62) of PiaD (42)

Material: - Manual with 16 themes and handouts – also with games (translated)  
- Rafiki Mdogo workbook with 6 themes. Each workbook consists of 10-15 games and activities (translated).

#### f) PAMOJA

Participants of TatuTano expressed the necessity to include adults in their activities, hoping that they support them in their different struggles.

The start of PAMOJA (as a still very unclear idea) consisted in 2014 in 14 meetings with around 100 children from self-defense, PiaD, Primary Schools and Secondary Schools, called „networking“ with the following intention:

- a) to bring different young actors together which had some separated activities from TatuTano: SD, PiaD, Primary school and Secondary School
- b) to get more specific information – especially about violence – from each actor
- c) to start to think in the way how we could include the community in an anti-violent environment and build alliances.

The main result of the 14 discussions was the establishment of PAMOJA. TatuTano, SD and PiaD played a big role through

- selecting three villages/subvillages in each cluster. They used the criteria to have a helpful chairman or chairlady (important for the start) for the selection
- doing a research in each of the three selected villages – the results were computed by the team
- Help to mobilize for the first meeting

Each member of PAMOJA signed a membership card with the following text

- *I respect the children including their body and will not harm them.*
- *I will watch about the children in our community and protect them against sexual violence and I will support them to get their rights.*

In order to keep the members of PAMOJA in 43 groups informed we produced the up to June 2021 12 newsletters.

We have actually a program of 20 topics – most around violence and education. Unfortunately Corona (and an intensive raining season) interrupted our program of 4 meetings per year. In the two last sessions we used TatuTano-members who have been during 3 days trained in theater. They played a short scenario, the members could give their comment which was played again by the group (play back-technique). We had a very positive feedback from PAMOJA-members and we will develop more scenarios for the new topics.

#### g) Learning groups

Nearly all members of TatuTano (2`045 children) are in «learning groups».

In 2013 Firelight Foundation offered a financial participation for 2 years: parents should tell stories and the children should read them after.

We had a discussion in 13 clusters with 660 participants- We found 11 proposals of the members how we could support their learning:

- Only 68 children have experience with mutual learning groups– mainly in Ilemera and Ngenge
- 2 proposals which are considered as very important, are to buy books (355 votes) and solar lamps or kerosen (181 votes). Both they can't realize it for themselves.
- 2 proposals which they can do themselves and are also considered as very important, are:
  1. Secondary School students teach Primary School students (112) and
  2. they can form learning groups.

After some discussion Firelight agreed with a modified proposal based on the interviews with the children. Today over 2`000 children frequent the learning groups.

#### **4. Learning opportunities – being a learning organization**

If we take serious that TatuTano is a «child-led organization» we have to find ways to know the opinion of its members and possibilities and activities that they can express and realize themselves. This is not easy with 2`600 members distributed in 16 locally different clusters, additional to many members of self-defense or PiaD who are not directly integrated in TatuTano. Each child has its own history, its own experience with friends, in the school, in the family, its own environment and village, with its own development etc. You can't know all these personal item – so you have to ask and let them speak.

Following some example how children can express their feeling, their thinking, their preferences and how they see TatuTano (reason why the donor Firelight Foundation considered TatuTano as a «learning organization» and extended the time of funding two years more beyond the usual cycle of seven years):

##### **a) Learning groups**

Firelight gave us two installment of USD 5`000 and USD 10`000 for these learning groups.

- To print around 250 copies, mostly in mathematic for Primary school and English for Secondary school.
- Books from „SchoolAid“ in Mwanza and distributed them in the cluster.
- We started to print over 1`000 booklets for level 1-5 in Kiswahili and English from „Africanstorybook“.
- We bought solarlamps for the children in the Secondary School.

In 2020, 2`045 members of TatuTano frequented the learning groups (PS: 1`348, SS: 697). In the final examination 66% of the Primary School students (2019: 59%) and 66% of the Secondary School students (2019: 46%) reached marks between 50 and 100.

##### **b) «PSS-Intervention» (2015)**

The intervention in 222 groups with 1`442 members consisted in 6 topics – we select here just 2 topics: topic 5: Can you as a member of TatuTano acquire competences in TatuTano? And topic 6: Are the members of TatuTano supporting in periods where you have «good» and «difficult» feelings?

##### **Topic 5: We asked them about the role of TatuTano of building competences in 5 areas**

1. Knowledge and practice in agriculture and husbandry	2. Knowledge and practice in trade,, in production and selling products	3. Practice in bookkeeping, financial planning, budgeting, savings	4. Giving and receiving support Empathy	5. Self-competence, self –actuation, self-responsibility
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The groups had four possibilities to indicate the role of TatuTano:

- xxx very, very important - without TatuTano we wouldn't have this competence
- xx TatuTano is important, but other persons have contributed to this competence
- x Competence came from other persons but TatuTano allowed us to implement it
- O No influence of TatuTano

And here the results (in %)

	1	2	3	4	5
xxx	74	49	60	59	66
xx	24	42	31	29	27
x	2	9	12	7	7
O	0	0	0	0	0

## Topic 6: «good» and «difficult» feelings

a) List of good feelings through TatuTano: 1. Love, 2. Respect, 3. To help each other, 4. Cooperation, 5. Self-confidence

b) Support of TatuTano when you have «difficult» feelings (we produced 11 pictures with 11 difficult feelings): 77% of the groups indicated to get support from the members in the case of following difficult feelings:

- Feeling disappointed: 90%
- Feel powerless: 86%
- Isolation: 80%
- Feel stressed: 79%
- Humiliation: 78%

### c) «Reality checks» in Cluster - Meetings

Cluster meetings offer the possibility that once per month the office representatives can meet the delegated children in each of the 16 clusters. Beyond news from the office, declaration of the needs of seed or animals by the groups, bringing small savings etc. the office uses this possibility to make also «reality checks» in order to feel the pulse of the children in TatuTano, which will influence the further training and activities.

Following some examples of «reality checks»:

a) On the question why they have joined the TatuTano and why TatuTano is important (more than one answer)

1. School material: 34%
2. Vegetables, agriculture and animals: 23%
3. Decrease violence (incl. self-defence and PiAD): 19%
4. Learning groups: 10%

Other motivations are: self-confidence, entrepreneurship/business, friends

b) What the members of TatuTano understand under «cooperation»?

1. Make new projects
2. Help to solve problems
3. Show and maintain love
4. Improve projects, live etc.
5. Stimulation to work hard
6. Gender balance
7. Support learning and strengthen groups
8. Work with TatuTano
9. Increase power

c) In May 2020 the schools have been still been closed because of Corona. We tried to ask the members of 170 groups in all 16 clusters through the agofacilitators concerning the impact of Corona on the daily life of them and their families. Here a summary of the results:

In nearly each report:

- Not enough to eat, difficulty to get food, we depend only on the shamba, hunger (we have only tea, sometimes we have no food), small portions – in favour of the smaller children, often: no other food than ugali (maize), no additional food (mboga, mchicha)
- very frequent: no money (e.g. for food or to pay house rent, to go to the health center ). This seems to be a big problem although there was no lockdown in Tanzania. But many parents and caretakers (grandparents? women in female headed households?) have lost the possibility to get some money as occasional worker (kibarua) or they have nothing to sell or no client from for their small business (e.g. bago) – they go not anymore to the local market (gulioni). Support by relatives or neighbors has stopped – especially for grandparents
- We are not infected

Frequent:

- We can't go to schools – we lose our knowledge (taalum inashika sana)
- We can't do our projects in TatuTano and earn some money, and we have no meetings in TatuTano
- We have no soap, no sugar and no salt

40 girls mentioned in a training on Live skills in June that sexual violence has increased and that different girls try to get money in order to buy some food in exchange of sexual favours.

#### d) Learning groups

1`406 participants in the learning groups have been asked to select under 6 options the most important 3 motivations:

1. Working together in a group: 996 answers
2. Self-learning. 968 answers
3. Creativity: 925 answers
4. Become self-confident: 738 answers
5. Giving advice to others: 391 answers
6. Experience conflicts and controversial discussions: 201 answers

f) In October 2020 we asked the participants to tell us their reactions on Corona concerning three issues

a) What was the reaction on Corona (and you might find it difficult):

1. Stop meetings: 30%
2. Wash hands: 22%
3. To wear masks – to avoid long travels – to avoid to shake hands: each 11%

b) What was helping and useful

1. No meetings or trainings: 21%
2. We got seed for planting: 17%
3. The money from our projects helped the family to buy food: 14%

c) What are your advices if the pandemic goes on?

1. Make savings: 15%
2. Doing agriculture – beans, maize - for food: 13%
3. Getting more information concerning Corona (health training): 12%
4. Learning methods to preserve food: 12%
5. To strengthen the planting of vegetables: 11%

g) Another «reality check» concerns what the members understand under «love» in the groups. Among about 20 contributions we find the following most frequent opinions

1. Help each other e.g. in education or health
2. To do projects together
3. To play together
4. To respect the younger members by the older members

#### d) Informations from facilitators

Although the information of the facilitators are the opinion of the facilitator and not direct of the members, we consider them as an important feedback from the groups. When they discuss e.g. difficulties or preferences of the respective groups it helps the office-bearer to understand better the feeling and thinking of the group members. About 300 older members of TatuTano work as facilitators on self-defense, PiaD, I feel it, as agrofascilitators, in PAMOJA and in the learning groups. We quote two examples: one about the difficulties members in PiaD can meet and one from experienced vegetable farmers

1. PiaD: difficulties for an active PiaD-member

- It pained me a lot and made me to think – I got negative reaction from relatives
- Yesterday teacher phoned that I have a meeting. Then a friend came and asked about. I explained but his reaction was not to listen to it.
- They changed my name and call me “mzee” (old men) – they are abusing me when I went to teach
- Bad language from others
- They hate me because I was rejected to fight
- They provoke: there is no respect for anything what I was doing
- They considered all that I did as “nothing”
- They considered me as “stupid” and wasting my time when going to the meeting of PiaD and talk about violence
- They disturb us in the community when we talk in meetings or visiting houses



- They don't care what we are doing
- Cooperation with the girls is viewed by the community as bad behavior/love affairs and relationships between girls and boys

## 2. Experienced group in vegetable farming

Totally 90 groups (less Itongo) can be contacted by other groups if these groups decide to plant the following vegetables:

Carrots: 20 groups can advise and support, Mchicha: 25, Augerines: 2, Chinese cabbage/spinach: 17, Cabbage: 21, Bitter tomatoes: 5, Onions: 5, Pepper: 11, Tomatoes: 3, Sukuma wik: 1, Watermelon: 1

## **5. Obstacles and difficulties in a «child-led organization»**

Many obstacles can block the real participation of children. From the experience in Bangladesh «Save the Children» mention some of them which are also true in Tanzania for TatuTano:

- Girls have due to the cultural definition of gender-roles more difficulties to become an active and listened member in a child-led organization - reason why TatuTano introduced since years self-defence for girls and «Peace is a Decision» (PiaD) for boys and a 50/50% participation for those members who started to help the organization through facilitation and monitoring.. Questions like puberty, sexual violence and violence in general, gender-roles and their transmission through the local culture, the community and the family are central themes.
- Real participation requires good communication skills: active listening and empathy. Several handouts present views and expectations of children in India or Africa to their facilitators. Generally we observe that the main direction of communication is a one-way-communication by the boys to girls, by the higher status to the lower status etc. It is a challenge to practice the position and attitude of «I don't know» used in the «Solution focused approach». A number of handouts (sijui) might help the facilitators to ask and to learn from this point of view «I don't know» more items, different ideas and thinkings of their young counterparts in the groups.
- True participation depends on the basic ability to see things from the perspective of the other person. The experience in different places shows that the ability being able to see another person's perspective is part of the development throughout adolescence. So very young children should be involved in child-led organizations but we should be aware that their understanding and participation is still limited and not support their election for leadership.