

# Kinship Care Album

Zanzibar



Save the Children

## BREAKTHROUGH

“All children thrive in a safe family environment and no child is placed in harmful institutions”



**Save the Children**

**WE ARE** the world's leading independent organisation for children.

**OUR VISION** is a world in which every child attains the right to survival, protection, development and participation.

**OUR MISSION** is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.



**SOS CHILDREN'S  
VILLAGES  
ZANZIBAR**

# Researching Kinship Care in Zanzibar

This album is a compilation of information collected from children and young people during the Kinship Care research conducted by Save the Children, in partnership with the Ministry of Empowerment, Social Welfare, Youth, Women and Children and SOS Children's Villages Zanzibar, between March and September 2014.

Children actively and directly participated as researchers, documenters and advocates and were involved in analysis, documentation and action planning on the lives of children living in kinship care – the positive and negative aspects of living with kin caregivers and the factors and practices that strengthen or undermine children's care, protection and participation within families and communities.

All necessary child safeguarding measures were taken and respected in the process of compiling this album. All names have been changed to ensure anonymity and to safeguard the children involved.

# Foreword

Children are the real experts on their own lives, acting as important change makers for their peers and the community at large. From the youngest age they communicate with the people around them. Girls and boys participate in and contribute to their families, schools, communities and societies in a variety of ways, but the extent to which they participate will also vary, and is often linked to a child's motivation and capacity, as well as family and cultural contexts. The voices of marginalized children are the least likely to be heard. Therefore increased efforts are needed to empower children and to sensitise adults about the importance of listening to and taking into account the views and suggestions of girls and boys.

It is for this reason that it gives me great pleasure to be able to present this Kinship Care Album, which engages the views of those children

who are themselves marginalised and cared for by extended families. The album compliments Save the Children Zanzibar's Kinship Care Research Initiative, a qualitative and child participatory exploration into underlying causes and rationales for kinship care placements in Zanzibar, the nature of factors impacting on the quality of a care placement, and the diverse positive and negative outcomes for children. A total of 51 caregivers, 67 children and 19 stakeholders took part in the research which included responses from 220 child participants, and this album visually documents the process.

Child participation is extremely rewarding and integral to Save the Children's approach. For Save the Children the core purpose of children's participation is to empower them as individuals and members of civil society and to give them the opportunity to

influence the actions and decisions that affect their lives. The Kinship Care research in Zanzibar will be used to support national stakeholders to implement and contextualise child protection interventions and advocacy programmes aimed at enhancing the quality of care provided to kin children and represents a huge achievement in child participation in Zanzibar.

I invite you to view this album and uncover kinship care in Zanzibar through the eyes of our children.

*Mali Nilsson,*  
Save the Children Zanzibar  
Representative

*Lena Karlsson,*  
Director, Child Protection Initiative

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A child researcher summarizing information from the body map drawn by participants

## Kinship care

Family-based care within the child's extended family or with close friends of the family known to the child, whether formal or informal in nature.

*\* In this research, all caregivers were part of the child's extended family (none were close family friends).*



A body map  
done by children.



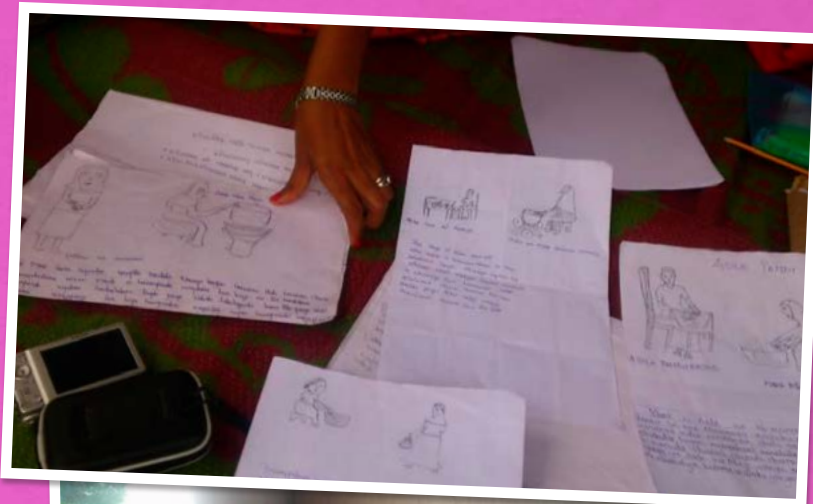
## Children as researchers



Children participate in one of the research workshops.



Peer-to-peer research



The research teams used various methods and support to collect information from their peers (photo, drawing, story writing). Researchers also recorded daily encounters and their personal stories in their individual dairies.



Researchers meet on a weekly basis to compare and discuss their key findings



Young children are encouraged to participate and to share their experience through drawing.



Child researchers collecting information from their peers

## Role- playing

Role plays were a great opportunity for children to voice their opinions about kinship care with their own words.

A young participant reads out the fictional story his group drafted based on stories collected from their field research.





## Focus groups

Caregivers actively participated in the research.  
Female caregivers engage in a focus group discussion

## Caregivers' needs



A group of caregivers meet to discuss their experiences of kinship care, as well as their specific needs as caregivers.





Child researchers from different districts analyse all the material collected during the 2-month research and discuss their key findings at the reflection workshop

PART 2

# Living in Kinship Care

Care



Me and my grandparents, a boy

*Example of how a family shares the care  
of children following the death of the mother:*

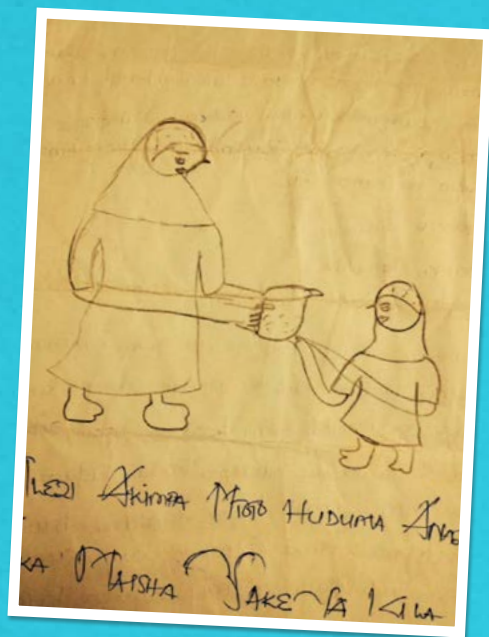
*My mother died, so our relatives took us in.  
My grandfather took me with him; my uncle also took one of us.  
My grandmother also came, and took my brother with her.  
I'm being looked after very well, and I would like to thank you all,  
the religious people to look after us orphans.  
You will be rewarded by God.*

Child living in kinship care

*There are many reasons why children live in kinship care. In Zanzibar, a child is placed with relatives in order to get a better education or receive better health care. Sometimes parents are not able to provide for all the needs of their children, because of poverty for instance. In the case of the death of parents, it is a cultural tradition for relatives to look after the orphaned children.*

Children are the nation of the future. This is a common saying in Zanzibar. In reality this saying is not given a full priority. This is because children in Zanzibar are exposed to the worst forms of labour because of poverty (...)

Worst forms of labour include all those jobs that take away children from attending school, that are dangerous to their health and life as well. On my side, I am being well cared for and I'm exposed to all good deeds. In my drawing, I showed how a guardian provides services to the child she cares for on a daily basis.



A girl living with maternal grandmother

## Education and Health



“I live with my aunt because the school I am attending is far from my parents’ home. I get good education, enough time to study, time to rest and also good food. I love my aunt so much. My parents come and visit me and I am grateful for this”

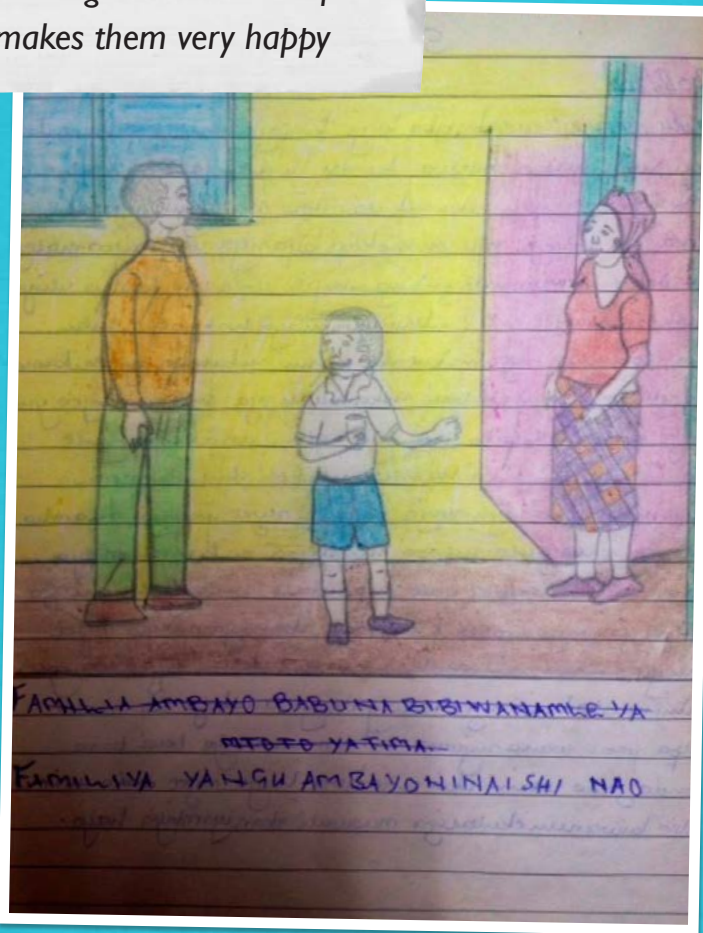
*12 year old girl who lives with her aunt*

“We should get enough time to go to school.”  
*Child participant*

Children feel that grandparents give them a lot of love and affection, which makes them very happy

"I am really grateful for my parents to send me to live with my grandparents for they really love and take good care of me. (...) They love me so much."

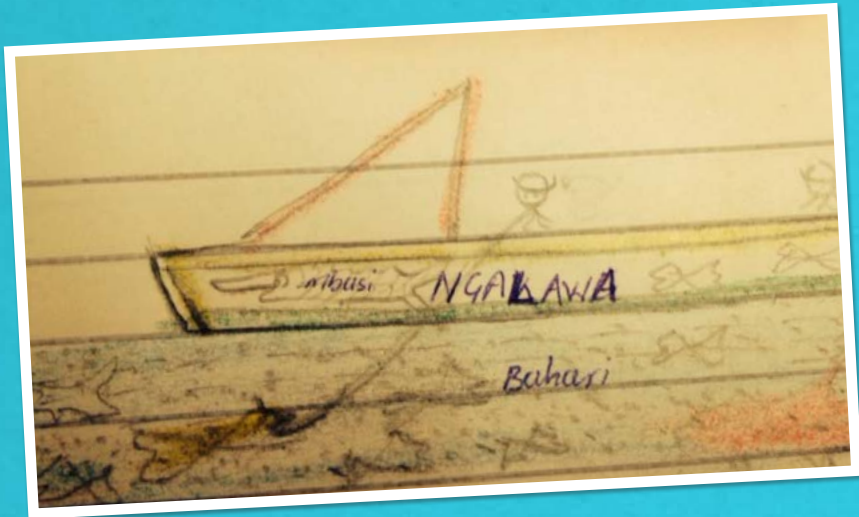
A boy living  
in kinship care



## Health needs

A 17-year old girl infected with the HIV virus recounts she did not feel that her maternal aunt took her health condition seriously enough, which put her at risk but also made it difficult for to bond with her aunt.

*“My aunt sometimes does good things to me, but there are times when she does things that are not fair. When I am sick, she doesn’t want me to go to hospital. One it happened that I was sick, I was vomiting and had diarrhoea. She gave me cardamom and cumin. I called ZAPHA+ and they came to collect me, and took me to hospital. I am very grateful to ZAPHA+ as I am now well, physically and mentally.*”



### The canoe analogy

These children in the canoe do not get good care from their families. Their basic needs are not met and so they just wander around. These children are the ones who join bad gangs, smoke cigarettes and marijuana, and can be easily led astray.

Nobody seems to follow up on their move, so the children use their time to steal other people's belongings including farm products such as oranges, bananas and coconuts."



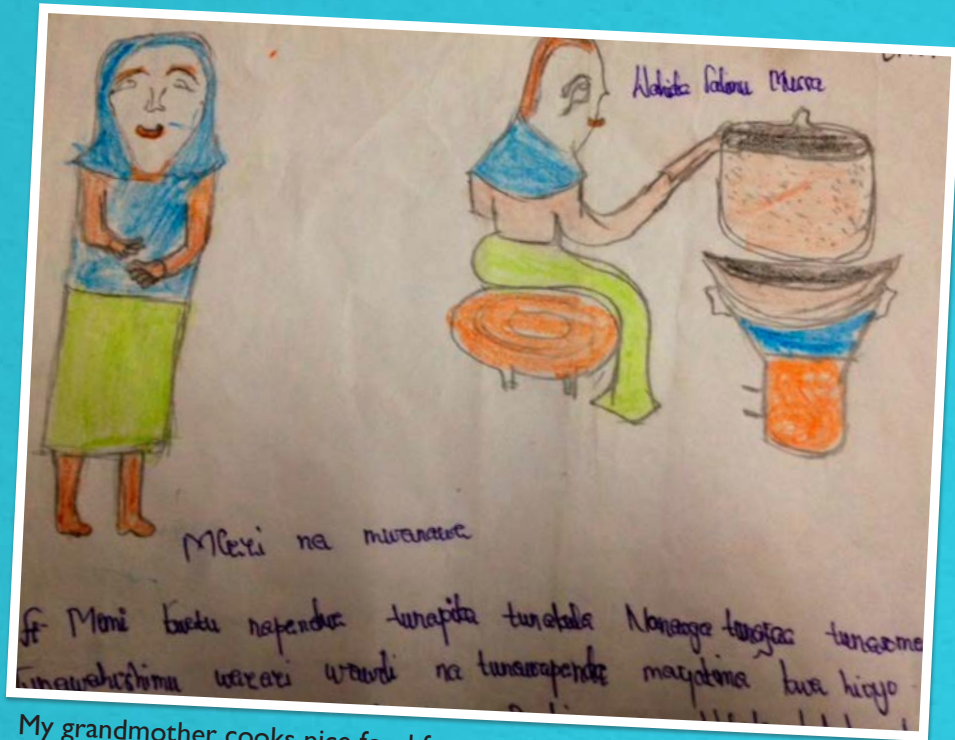
## A typical day in the life of two 15-year old girls:

"I live with my sister because both my mother and father are dead. I attend school but I don't have time for independent studying. My sister beats me with a cane. I fetch water and I am always working. What I learn in school is the only knowledge I get as when I come home it's housework all the time. I don't even have time to wash my own clothes. I would love living with my mother and father, but God has taken them. "

*A 15 year-old girl living with her sister*

"I help my maternal aunt with household chores before going to school. When I come back, I eat, I pray, wash clothes and then go to madrassa. When I come back, I go to play with other children. When I come back, I say my Maghrib prayer, do my homework, eat and then go to bed. I love my aunt, and she loves me."

*A 15 year-old girl  
living with her maternal aunt*



My grandmother cooks nice food for me. A girl

Children and caregivers have rights and duties. Caregivers' main duty is to look well after their kin children and children have to show a lot of respect to their elders.

## Discrimination and extra workload at home

I live with my maternal aunt.  
She does not love me.  
She beats me.

She accuses me of stealing  
her money although I don't.  
She does not provide me with  
schools books, pens or anything.

She beats. She tells me I am a burden  
for her and makes me wash clothes.  
If I don't work, she beats me hard."

Child

## Children's needs

*Being hungry is one of the most common problems for children who took part in this research.*

### **Poem on Hunger, child**

For all the battles fought if you really think deeply  
Even you can talk about this  
Hunger is the worst battle  
Let's all stand firm to fight it to be a priority.

Hunger is the worst battle if we do not start farming  
When we are hungry our mind do not function  
We are not even respected and become lowly people  
Hunger is a disaster, you cannot even sleep  
Hunger is the worst battle if we do not start farming.

All men should now stand up, and the respected women alike  
Let's take our hoes and start farming like our forefathers started this  
Let's all hurry up and do this and be strong in our farming  
Hunger is the worst battle if we do not start farming

Let's all go to our farms it's in the land that there are riches  
Let's all stand up firmly and give land a first priority  
Let's not turn back so as not to miss eating rice Hunger is the worst  
battle if we do not start farming.

" My caregiver is teaching me a lot of things  
Good things that are so important  
She encourages me to study  
And to go to the mosque  
All this should be for all of those who are cared for by  
caregivers

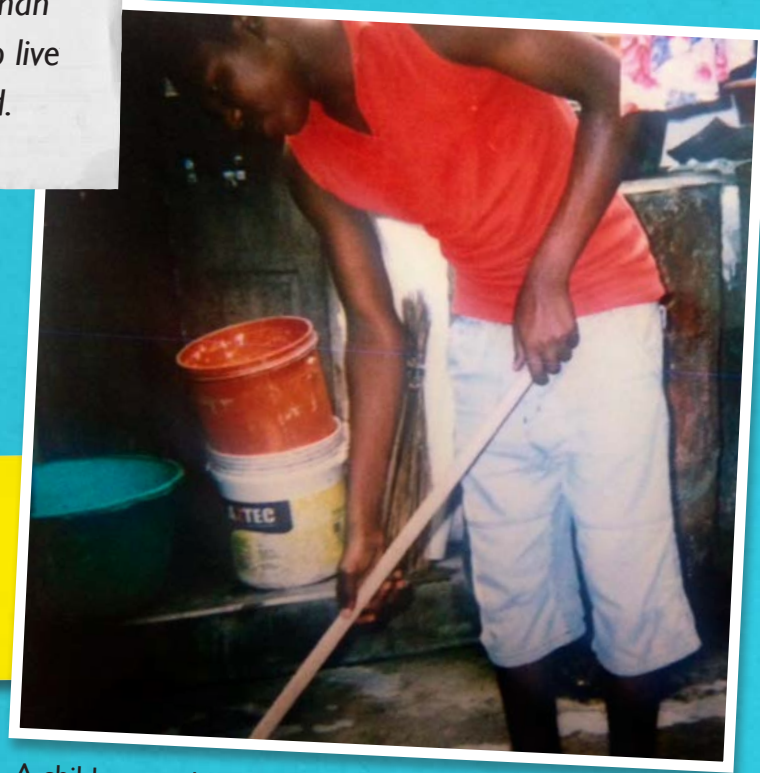
I urge you all, the different caregivers  
Don't expose children to violence  
Don't abuse them  
So that children could run away and get lost in the streets  
That is my advice, to all the caregivers

And for all us children, we should be on the caution  
We shouldn't use their love and turn nasty  
When they give us work to do, we shouldn't be nasty  
These are our elders  
Let us all show them respect"

*A boy living with his grandmother*

*Some kin children feel that they work more than the other children who live in the same household.*

## *Domestic labour*



*A child researcher captures a scene in his community: a kin child doing daily house chores.*

"I am 16 years old. I am an orphan, both my parents died of AIDS. (...) I now live with a family that is not related to me. They are like my parents now.

My father died in 2005, so I was living with my mother. We were both very sick and poor. My mother did not have money to buy the medicine I needed. I remember that one day my mum managed to get 15 mangoes from a village. That day I had plenty to eat. When I joined Form 1, I was still wearing my school uniform from primary school. The teachers used to beat me because they wanted me to wear a secondary school uniform like the other children. The head teacher banned me from school. My mother and I went to our local Sheha to see if he could help me. He told me that they had had money to support 3 orphans, but that it was already spent. Shortly after that my mum died, and that was the end of me attending school. I started working in homes as a housemaid."

*A 16 year old girl.*

PART 3

# Safe Family Environment

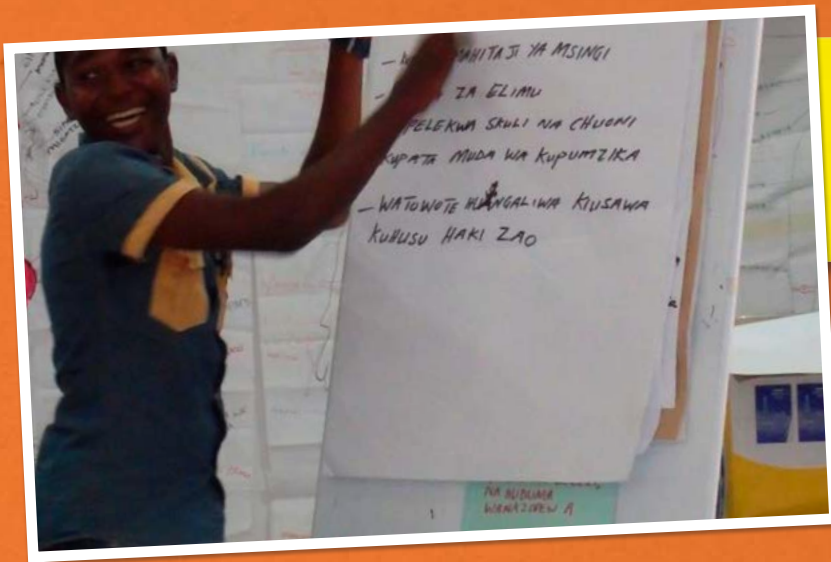
School, home,  
playground, the  
sun, football  
pitch.

This is my  
idea of a safe  
and happy  
community  
environment.

Boy







## Happy communities

A young researcher shares his vision during the reflection workshop

*"One of my fondest childhood memories relates to the loving environment I grew up in. I grew up with my grandmother as we were a large family. There were always good smells in the house. To me, this was the essence of happiness and goodness"*

An adult researcher sharing his positive childhood memories at the capacity building workshop in April 2014

## Protective environments

*Love and peace, trustworthiness, freedom, faith in adult will be restored, child abuse will be reduced, protection will be available for all, everybody will be involved and concerned by the wellbeing of children, services within the community will be accessible to all, all children will enjoy their basic rights, children will participate in decision that affect them, all the needs of children will be fulfilled*

## Children's visions



A child researcher from the Urban district recites a poem she wrote called Positive deeds. "Children, father and mother make up a happy family".

## POSITIVE DEEDS

I'm coming with something to tell, please listen  
to me

I have lots of information I want to tell you  
I have important issues that make me happy  
Children, father and mother make up a family

I'm grateful to my parents for their good care  
They've done great job in the way they value  
me

To provide me with good care their beloved  
children  
Children, father and mother make up a family

To educate me to the level I am now  
God gave them strength and lots of blessing  
I pray to God to give them peace and to go on  
trusting me  
Children, father and mother make up a family

I'm very happy to be well cared for  
I have time to play and to rest as well  
And the education I have received in the school  
I attended  
Children, father and mother make up a family

God bless them both my two parents  
Providing us with good care us their beloved  
children  
God provide them with strength  
to educate us to PHD level  
Children, father and mother make up a family

My mother is the real mother the mother who  
cares

That is why I love her so much this is one of  
our attributes

I will always love her God give us good things  
Children, father and mother make up a family

I'm not the only one she is taking care of there  
are others as well

They are Zulfa and Rukia we are benefiting  
We are polite children God be praised for this  
Children, father and mother make up a family

The death of fathers and mothers does not  
warrant separation

God bless us all we, the orphans  
Our two guardians God grant them wisdom  
Children, father and mother make up a family

Our two guardians provides us with good care  
We are always ready to do the chores without  
grumbling.

They are not biased when assigning us tasks  
Children, father and mother make up a family.

*Female Child researcher*



Children's vision of a safe environment



A child researcher from shares what constitutes a safe environment for her, with the family house in the centre.



Love is seen as the most important component of a happy family environment for children.

“Watoto Ndio  
Taifa la Kesho”

*Children are the  
nation of the future*



**Save the Children**