

**SIDA ADVANCED INTERNATIONAL TRAINING PROGRAMM  
IN CHILDREN'S RIGHTS, CLASSROOM AND SCHOOL  
MANAGEMENT.**



**PROJECT REPORT ON THE IMPLEMENTATION OF CHILD RIGHT  
EDUCATION IN TANZANIA.**

**CRC CHANGE AGENTS TANZANIA TEAM BATCH 10.**

**PROJECT TITLE: TUELMISHANE (LET US EDUCATE EACH OTHER)**



**Project Area: Vikindu and white Angels Primary schools:  
Mukuranga District -Tanzania**

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Special thanks are multiplied to our mentor Prof. Agneta Wångdahl Flinck for her strong support and advice in the whole period of training and project implementation.

We hope our spirit and commitments will bring change in many places in the world through empowering actors, we bear sweet fruit in Tanzania community and other places in the world.

## **1.0 Executive Summary**

This is a brief Report on the implementation of Child Rights (CRC) program in Tanzania as part of the Sida Advanced International Training Programme in Children's Rights, Classroom and School Management project work which was developed and implemented by Tanzania Team of change agents Batch 10 from June, 2009 to August, 2010.

The training was aimed at equipping teachers, students and other stakeholders with knowledge and awareness on CRC, Child Rights and its implementation in Tanzanian context so as to enable them to take part in the implementation process. Also the project aimed at lobbying policy makers and Non Governmental Organization to incorporate CRC issues in their activities and policy document so as to fasten implementation processes in a wider scale. This report highlights some of the key objectives and outcomes of lobbying processes and training which were conducted in various schools. Cognizant of the importance of this training, we decided to provide in relative detail, the various concepts, approaches and contents that were covered during this training.

This report has two main relatives; firstly to present the reader with a snap shot of how lobbying was done and what was trained and discussed, secondly to equip the reader with an opportunity to learn some of the issues trained and here in as one reads through the report.

In the final chapters, a set of observation and recommendations and the way forward are presented with a concluding emphasis on the participants and those who ultimately perform Child Rights activities during training at the community level to have a burning desire and passion for social justice and change.

Obviously, the time frame for such an intricate training was very limited but an overall assessment indicates that the objectives of the training were achieved and the participants can

now embark on bringing about change in the local districts as they move forward with skills and tools for Child Right concept and applications. This spirit should continue to provide knowledge and skills on Child Rights Education taking into consideration of the 3 Ps which are provision, protection and participation.

## 2.0 Country Profile

The United Republic of Tanzania is located in Eastern Africa between longitude 29° and 41° East, Latitude 1° and 12° South.

The United Republic of Tanzania was formed out of the union of two sovereign states namely Tanganyika and Zanzibar. Tanganyika became a sovereign state on 9<sup>th</sup> December, 1961 and became a Republic the following year. Zanzibar became independent on 10<sup>th</sup> December, 1963 and the People's Republic of Zanzibar was established after the revolution of 12<sup>th</sup> January, 1964. The two sovereign republics formed the United Republic of Tanzania on 26<sup>th</sup> April, 1964. However, the Government of the United Republic of Tanzania is a unitary republic consisting of the Union Government.





### **3.0 Introduction**

This report presents the implementation of Tuelimishane Project; which means let us educate each other for Child Rights Education. It has been implemented by CRC change agents' batch 10 from June 2010 to August 2010.

Tuelimishane project has been implemented at Vikindu and White Angel Primary Schools in Mkuranga District in the Coastal Region and was implemented in Kwedi boma Secondary School – Kilindi District as well as Masama Secondary School in Hai District, Kilimanjaro Region. As a team.

### **3.1 Back Ground**

Tanzania ratified the UN Convention in 1991 and the African Charter and the Rights and Welfare of the Child in 2003. Ratification of the Convention needs to be followed up with policies, legislation, services, resources and administrative reform to ensure that the rights can be upheld. It then acceded to the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography in April 2003 and Optional Protocol on the Involvement of Children in Armed Conflict in November 2004. These are (i) Protocol to Prevent and Suppress and Punish Trafficking in Persons especially Women and Children, and (ii) Protocol against the Smuggling of Migrants by Land, Sea and Air.

Tanzania also ratified the UN Convention against Transnational Organized Crime and its two supplementary protocols in May 2006. It ratified the 1999 ILO Convention on the Worst Forms of Child Labour (No.182) in 2001 and the 1973 ILO Convention on the Minimum Age (No. 138) in 1983.

Rights are non-negotiable and we all need to have them. The United Nations Convention on the Rights of the Child (UNCRC) provides a unique and universal framework that acknowledges children and young people as subjects of rights. In one comprehensive document, the Convention defines what is required (the prerequisites) for the health and well being of children. It also defines the obligations of individuals, parents, communities and governments to introduce the necessary measures to ensure the realization of those rights.

### **3.2 Rationale**

In Tanzania, although significant steps have been taken, the full realization of Child rights is far from being a reality in our schools. There is little child rights education for professionals, parents, community and for the children. Then, only limited materials have been developed to facilitate this process.

This project therefore, fills the gap, gives children and community skills and knowledge about child rights in Tanzania. It also helps to develop attitudes to put the child's best interest first. This is a journey which fundamentally changes our minds in order to perceive, understand and relate to children's families and communities in Tanzania.

### **3.2 Aim of the Project:**

The overall aim of the project was to raise awareness to Tanzanian learners, teachers, national, local leaders and parents/community on child rights and how well CRC can be implemented in classrooms, schools and at home through peer education, discussions, formation of CRC clubs and performing arts.

### **3.3 Objectives**

To achieve the project the following objectives were set out:

- a) Working with government representatives and key stakeholders, to develop a child rights documents to include in the education and training policy.
- b) To identify with stakeholders existing gaps to the society on Child Rights and find the best way of filling those gaps.
- c) To integrate child rights in formal curriculum in the 2009 review process.
- d) To build peer educator capacity for training in schools
- e) To establish CRC student performing arts groups in schools
- f) Creation of students CRC Clubs.

### **3.4 Expected Project Outcomes**

- a) A well informed teachers, students and community on CRC.
- b) Teachers, students and community are well motivated to take part in CRC implementation.
- c) Practical implementation of CRC in our working place and in the community.

### **3.5 Target Group of the Project**

- a) **Target area:** Mkuranga District – Coastal Region in Tanzania
- b) **Target group:** Students, teachers, local leaders and Vikindu Community
- c) **Stakeholders:** MoEVT, LGA, DEOs, TENMET, teachers, students and community.

### **4.0 Project Implementation Strategy and Outcomes**

The project started in June 2009. Each one of us had to present what we learnt in Sweden and what we had planned to do in Tanzania to implement CRC. We also did some literature review and preparation of training materials. After deep analysis of our current education structure and NGO agenda, we come up with an idea that, training is not enough. Therefore we had to add lobbying strategy in our working place to incorporate CRC concepts in our daily activities.

#### **4.1 Lobbying**

By recognizing the importance of positions we hold in our organizations, we agree that every member of Tanzania team should start lobbying so that, matters pertaining to Human Rights specifically Child Rights Education are incorporated into his/her organization or

Institute day-to-day programmes. The creativity of team members has resulted into the following benefits:

**Gervas Zombwe**, who comes from a famous NGO with advocacy for Education Rights has succeeded to convince his leader to incorporate CRC training in Youth Press Club, a program that runs in secondary schools. This programme is organized by the organization where he works. He got an opportunity to train 120 secondary school students in Masaa Secondary School – Hai District and Kwediboma Secondary School in Kilindi District. About five teachers in each school attended the training. Feedback was very marvelous!

**Sylvia Chingwile**, as Principal Education Officer and Parliamentary focal point person at the Ministry of Education and Vocational Training was able to lobby the Permanent Secretary in the Ministry of Education and Vocational Training to include CRC as one of the crosscutting issues in the National Education and training policy that has been reviewed. Final draft and stakeholders' comments have been implemented; it has now got approval from the Parliament. This is a great success of our team.

**Adrehemu Kayombo**, as a senior Curriculum Coordinator for Civics, GS and DS at Tanzania Institute of Education (TIE) has managed to make lobbying so that children rights matters are incorporated in the Tanzanian Education Curriculum and successfully students are now being trained on Road Safety Education to protect them from accidents. The new program on HRE has been developed by TIE in collaboration with MoEVT.

#### **4.2 CRC-Meetings**

We conducted meetings with various stake holders before taking any step. It helped us to strategize what to be done and how to do it. Sometimes we had to use telephone and email to share news and experiences especially when each one of us had commitment out of Dar es Salaam.

We also had briefing meeting with District Education Officials at Mkuranga District; also we had meetings with teachers and students at Vikindu and White angle Primary Schools in 13<sup>th</sup> – 14<sup>th</sup> August, 2009.

#### **4.3 Project Implementation**

The project implementation in schools started in September 2009 at Vikindu Primary School by training teachers and students and proceeded at White Angles Primary School in October, 2009. In both schools 20 teachers and 106 students participated in the training. The language of instruction in primary school in Tanzania is Kiswahili thus we had to conduct CRC training in Kiswahili language.

##### **4.3.1 Training Strategy**

The mode of training was Peer Education for both teachers and students. 20 teachers of Vikindu and White Angles Primary Schools were involved in the training sessions and thereafter they were supposed to train their fellow teachers. The same mode was

employed for students from pre-primary to standard seven. 106 students were selected for the training. Each class was represented by six students who were selected by the class teachers purposively according to their ability.

**4.3.2 Training Materials:**

The training materials used were handout with CRC concepts and detailed explanations, pictures and brochures.

**4.3.3 Training Methods:** was fully participatory which involved group discussions, role plays, questions and answers, brainstorming, case studies and project works.

**4.3.4 Training Contents:** The contents of this training based on three thematic areas which were:

- a) Theoretical understanding of child rights in aspects meaning, historical background and rationale for studying child rights,
- b) Application of CRC in Tanzania context taking into consideration of the 3Ps; Provision, Protection and Participation.
- c) Impacts of violation of children in building up democratic schools and attain provision of quality education. Last suggested measures to carry out child right campaign in our Tanzanian context.

**4.4 Project Implementation Schedule (Short Work Plan)**

May, 2009	June, 2009	July ,2009	August ,2009	September, 2009	October 2009
Lund-training on CRC	Literature review and preparation of training materials	Stake holders analysis and meeting	Identification of project area and briefing meeting with participants	Project implementation	Project implementation
<b>November 2009</b>	<b>December 2009</b>	<b>January 2010</b>	<b>February 2010</b>	<b>March-July, 2010</b>	<b>August, 2010</b>
Indonesia work shop	Follow up on Project implementation	Reflective meeting with participants	Project implementation	Project implementation	Mentor Follow up on the project implementation, final evaluation and report writing



## **4.5 Project Outcomes**

This section highlights the results of the project. The results are presented under three main headings ; analysis of the project in terms of its overall aim, analysis in terms of specific objectives and Challenges.

### **4.5.1 Effectiveness of Meeting the overall Aim.**

The overall aim of the project was to raise awareness to Tanzanians learners, teachers, and parents/community on child rights and how well CRC can be implemented in classrooms, schools and at home through peer education, discussions, formation of CRC clubs and performing arts.

Our strategy was promoted by child rights through the training of peer educators within the school who later conveyed CRC to the wider community through awareness rising activities.

The area of focus for the project - Child rights Education was particularly significant within the current context in Tanzania. The need for such focus is highlighted by the Child Right Act of Nov 2009 which indeed harmonizes most of the contradicting Acts regarding a child in Tanzania context. Although it was difficult to name the extent of violation of rights of the child in the country, it is obvious that physical and verbal abuse is still common from home to school and general community.

Corporal Punishment is allowed and practiced in schools thus called for a need to implement TUEIMISHANE project which created awareness on CRC and minimum standards of human rights and thereafter we got a well informed teachers, students and community on CRC. Having information, motivated them to take part in implementing CRC and therefore practical and day to day implementation of CRC was noted and still in progress in schools and community in Muranga District.

The mode training employed (Peer Educators) who then went to train other teachers and pupils ensured the basics of CRC especially the three Ps are well known to the school community. Above all, the training brought good relations between teachers and pupils. Communication between teachers and pupils has been improved and children were encouraged to develop and air their views and opinion. This was noted during discussion with teachers and pupils.

Besides that, the project experienced some difficulties in relation to some regulations set by the Ministry of Education and Vocation Training. The issue of corporal punishment was to be handled with care because it is allowed in schools and the government has directed how to administer it. This called for a very long discussion about the best alternatives to corporal punishment in schools and at home.

### **4.5.2 Effectiveness of Meeting Specific objective.**

This section examines in more details the project success in meeting the specific objectives pointed out.

- a) **Working with government representatives and key stakeholders in developing a child rights documents to include in the education and training policy which is being reviewed.**

This activity was beyond our original project proposal. However, our project was implemented at the time Education and training policy was reviewed and one of our team members was involved in the process. Therefore we took advantage of being at the place at the right time.

- b) **Identifying with stakeholders existing gaps to the society on Child Rights and find the best way of filing those gaps;**

We discussed and shared with various stakeholders on the best approaches for the implementation of Child Rights in Tanzania, and agreed on sound solutions to overcome the existing obstacles on CRC implementation.

- c) **Integration of child rights contents in formal curriculum.**

In the 2009 review process of civics and development studies subjects for Teacher grade IIIA and Diploma child rights contents and teaching and learning methods were integrated in formal curriculum.

- d) **Capacity Building for peer educators**

The first objective within the project was to build peer educators training capacity for child rights education in Mkuranga District. Three complementary activities were carried out to attain this objective. First soliciting funds. Second developing training materials. Thirdly, distribution of training materials. A detailed training of peer educators in two schools was carried out from September 2009. The main recommendation from our mentor was to expand the scope of the project by using cascaded mode of training and maximizing community involvement.

- e) **Establishing CRC student performing arts groups in schools**

The performing arts groups are very active; firstly because the pupils thought it was fun and enjoyable therefore it improved the situation of children in schools.

- f) **Creation of students CRC clubs:**

At the initial stages of the project the CRC team (batch 10) made a presentation of the project to the District education authority to build awareness of and support for the project and provide a go ahead to project implementation. This was done to at least change the mindset of teachers towards the whole idea of child rights and its application in classrooms and school community. Things like instead of don't do this and

that being replaced by a discussion of the consequences upon doing such act. Provision of life skills education is better than thousands of rules in a school. In order to improve the situation of children in schools we introduced the idea of having Child rights students clubs which is different to prefect body which is already in schools for the purpose of maintaining discipline. The Child Right Clubs are supported by peer educators and change agents when the need arises. This objective improved the situation of children in schools.

## **5.0 Challenges**

- a) There were some elements of uncertainty on whether CRC can be conducted at the local level. This uncertainty arose from a general feeling that quite often ordinary citizens at local level were timid and not progressive in interrogating their cultural local leaders on issues on child rights and outdated customary laws as they see like intimidating their culture and power.
- b) Very few participants had previous knowledge on CRC. By show of hands only two participants out of over 30 had previous knowledge about CRC and had attempted to undertake or facilitate the process at community level. The low number of participants with prior knowledge of this subject was an indicator that the training was appropriate and relevant.
- c) Based on the local experiences shared, there was a general concurrence that the level of child rights violation at local schools was high and this compromised quality education and caused many conflicts between parents and teachers.

Because of the fore mentioned, there was general consensus amongst the participants that Social Services Monitoring was vital and necessary and the six stage approaches if properly followed and monitored, the amount of resource leakage would be reduced and the quality of service delivery would improve at local level.

## **6.0 Recommendations**

- a) There is a need for encouragement and motivation of all change agents in the country in order to integrate CRC concepts in each of every activity that relate to children rights. However CRC training is very important to teachers and local government officers because these are the key implementers of educational policies and laws.
- b) There is a need to develop a monitoring tool and the actual follow up in order to establish whether the participants are implementing at school or local level and whether the teachers were actually implementing CRC in their schools.
- c) There is a need to develop an advocacy and information dissemination strategy outlining how the implementation out comes of the CRC could be disseminated and used meaningfully by the ordinary citizens, government and other actors.
- d) It is imperative to build individual household and local community capacity to promote and uphold the rights of children through: poverty alleviation measures, illiteracy campaigns, and campaigns against child abuse.

- e) There is a great need for social mobilization on the following issues: CRC, rights of children, HIV/AIDS and STDs, early pregnancies and safe motherhood, and equal treatment for male and female children, including equal access to education

## **7.0 Conclusion**

Despite being short, new and small in terms of number of days and participants who had been attending the training. It was a major contribution in the struggle for child rights and democracy in schools especially at local level. The recommendations as presented herein captured the feelings of the participants and how the programme should moved forward.

At the end of the training, it was evident that mysteries and phobia surrounding the concepts of child rights had been eliminated and the participants were empowered and resolved to moving forward with implementation and monitoring of child rights at the local level. By any standards this was no doubt a window of hope for better teaching and learning processes at the local level in CRC project areas.

## **8.0 The Way Forward**

To enable sustainable implementation of Child Rights Education in Tanzania; CRC Change Agents Batch planned to:

- a) Implement Child Rights Education in all schools and community in Tanzania by incorporating into organization`s day-to-day programmes activities.
- b) Formulate a monitoring and evaluation framework for CRC implementation
- c) Develop CRC Implémentations project proposals to be submitted to The Ministry of Education and other Developmental Partners for soliciting funds.
- d) Strengthen Networks among CRC Change Agents and other stake holders for advancement of Child rights Education Implementation in the country.

## References

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**Annex 1: Students and Teachers Photos**

CRC Training at White Angels Primary school; Photos A -C  
Photo A



Photo B





Photo c





CRC Training at Vikindu Primary school; Photos D – E  
Photo D



Photo E

