

## **“Creation on Awareness on Child Rights and Responsibilities to Trainers of Trainers in Teacher Education”**

Honorina Mumba - Joseph G. Mwangamila - Rehema Tunzo Kasembe

Team Mentor: Agneta Wångdahl Flinck

Batch 3

### **Summary of the project**

A preliminary analysis of the effect of the child rights training suggests that the impact of the CRC has been rapid, widespread and sustained in areas where piloting took place. Interaction among change agents, State Parties and other actors has been vibrant. We selected the principals from ten rural and remote schools to start training on the CRC, Classroom and School Management and we developed special teaching material for them. After the training, the principals went back to their schools and sensitized other target groups and stakeholders, such as teachers, pupils, school committee, village government leaders, parents, ward councillors and the community. The main purpose was to raise awareness of the CRC values and to implement them in the classroom through a participatory approach. During our project, we aimed to sensitize different groups towards civil and political rights, and also economic, social and cultural rights, that tend to affect the daily life of stakeholders.

### **Impact on the personal and professional levels**

On the personal level, this training made us:

- To define our role with regards to the CRC.
- To be aware of the importance and relevance of the Convention on the Rights of the Child
- To realize the importance of our roles as parents, teachers, government leaders, etc.
- To change our views, our way of thinking and behaving towards children.
- To review our teaching approach and methods.
- To be aware of the existing rights that children are entitled to.
- To increase the awareness of others with regard to the relevant laws and rights deriving from them.
- To identify different violations of these rights in schools.

On the professional level, we learnt that:

- We can involve some aspects of the CRC in professional discussions in order to increase the CRC awareness of other workers.
- We can include some aspects of the CRC in our teaching and lecturing process.
- We can change our teaching approach, methods, and techniques to create a

more child-friendly environment.

- We are able to integrate the CRC knowledge in our lessons.
- We can apply and practice the CRC knowledge in classrooms at school.
- We can organize a workshop module to be used as a training material for tutors and teachers in the promotion of the CRC.

### **Impact on the organizational level**

Both tutors and teachers are well aware of the CRC, and they started to include some of its aspects in their teaching methods. We stimulated and developed teachers' contribution with regard to the application of the CRC in classrooms at school. Therefore, they are able to:

- Stimulate and develop student teachers and primary school teachers' contribution to the area of child rights at schools and Classrooms.
- Enable student teachers and primary school teachers' to acquire skills necessary to enhance parents' awareness of the CRC.
- Apply and practice CRC knowledge in classrooms and schools / colleges.

### **Impact on the country level**

The following results have been achieved:

- A series of circulars were ratified pursuant to the reforms
  - Circular No. 1 in 2001, according to which primary education, as a basic need of a child, shall be offered freely without any contribution from the parents.
  - Circular No. 11 in 2001 – All school-aged children shall be able to go to school with the support of cohort arrangements (by open groups).
  - Act No. 35 (7) and 35 (3) provides sanctions regarding child rights violations, i.e. not enrolling a child in school, making him/her abscond, or preventing his/her attendance.
- Each child must attend at least 194 days of school in a year.
- In the context of the right to life, the Ministry of Health ensures all vaccinations of children aged between ages 1 to 5.
- As a result of the review of the school curriculum, we managed to incorporate cross cutting-issues, such as topics on the child rights and also child labour, in different subjects.
- The review of teachers' education curriculum has resulted in the promotion of more active teaching and learning approaches.
- Child friendly initiatives have been started.
- The Ministry of Community Development, Women Affairs and Children ensured more guarantees to women by providing them loans, or ensuring their education for the well- being of the children.

- The CRC has been incorporated into the national law.
- An increased awareness regarding the issue of child abuse led to an important strengthening of our legislation. On the national basis, new laws on the protection of children have been introduced, amended or supplemented. Some legal reforms focused on fulfilling the legislative gaps by broadening the definition of sexual offence, and also by offering special protection to adolescent children. Reforms also led to increase sentences with regard to offences committed against children.
- Tanzania also made changes in the legislation with regard to child labour, rising the minimum employment age from 8 to 14.
- The protection of children against corporal punishment or the use of physical punishment, both within and outside the family, has been expanded through Government initiatives.

In general, the following objectives have been achieved in the piloted schools:

- The academic performance has been improved.
- The dropout rate has decreased.
- Children's attendance to school has increased.
- The attitudes of pupils, teachers, parents, the school committee and the community in general have changed in a positive way.
- The child is now considered to belong to the community.
- Freedom of speech has been expanded.
- Some support has been provided to teachers in order to make them more sensitive to children's problems.
- Pupils became more responsible regarding their roles both at school and at home.
- The number of sexual abuse cases in school has decreased. It is with the support of teachers and parents that children started to take more responsibility in protecting themselves against abuses.
- We introduced educational programmes targeting pregnant girls who left school.
- Parents have realised the importance of their role as family members in the support and assistance of children, and also in the accomplishment of their child-rearing responsibilities. Some new laws at district or village level have been adopted. These laws broaden the scope of responsibilities of parents towards their children.

Teachers increased the CRC awareness of about 4,000 people living in the community. This number includes pupils, school committee, village government leaders, parents and other members of the community as a whole. Most schools near the pilot ones have adopted the CRC-based approach exactly like in the pilot schools. Some head teachers started to sensitize their teachers, pupils, school committee, village government leaders, parents and the community.