

## **“Alternative to Corporal Punishment at Barbro Johansson Model Girls’ Secondary School”**

Halima Kamote – Kaspar Mmuya – Silas Samaluku

Team Mentor: Agneta Wångdahl Flinck

Batch 5

### **Summary of the project**

This report is based on implementation of a pilot project on the Convention on the Rights of the Child (CRC), specifically addressing the issue of alternatives to corporal punishment. The pilot project advocates for child rights, classroom and school management and some of its specific results are:

- Reduction/elimination of corporal punishment to in the schools
- Construction of a culture of respect for child rights,
- Strengthening self discipline in pupils and make them feel responsible for their own actions,
- Strengthening friendly relationships between pupils and their teachers,
- Creating willingness to learn in a more positive way,
- Creating a better learning and teaching environment,
- Sharing of the project with other schools in Dar es Salaam, emphasizing the use of alternative ways of correcting undesired child behaviour instead of corporal punishment.

The project was to be experimented in two years, with a one-year training programme (September, 2006 to September 2007) that was conducted by Lund University and supported by Sida. The programme was carried out in phases. The first phase was a three weeks training course in Sweden (17 September to 8 October 2006); followed by a project implementation in the home country; then a two-week workshop in Vietnam (24 March -13 April 2007); and the conclusion of the project in the home country. For Tanzania, the three change agents to carry out this project were Ms. Halima I. Kamote, Mr. Kaspar K. Mmuya and Mr. Silus S. Samaluku. The change agents decided to implement the pilot project at Barbro Johansson Model girls’ Secondary School (Joha School) in Dar es Salaam

This summary report represents the pilot project’s results and impact. It builds on results of assessment conducted in April and June 2007 to assess the knowledge of the CRC, status of corporal punishments and the relevance of the Joha School’s rules and regulations. Although a systematic study or evaluation to determine the impact, the perceptions and attributions from the change agents, teachers, students, parents and other stakeholders indicate that the pilot project has had good results/impacts.

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

The project was based on the UN Convention on the Rights of the Child. The Convention provides a global consensus on societal values for all children and a guide for our behaviour when dealing with them. It promotes universal principles, such as the need to disseminate Child Rights; to help children understand their responsibilities and to offer them a framework for appropriate teaching and learning. The change agents from Tanzania gave testimonies that these issues became clear during the training courses.

The following are quotes from the change agents on the impact of the training courses.

“This training programme was an eye opener to the basic concepts of child rights. It gave me opportunity to have clear understanding of the rights of the child as addressed in the UN Convention of the Rights of the Child of 1989. The training course also paved way for implementation of some of the child rights” also “My capacity as a manager or the leader of the school has been broadened through the leadership session that we have had...I believe I have added more attributes on my leadership skills through this programme, which has an impact on my school performance.” Ms. Halima B. Kamote, (Headmistress, Barbro Johansson Model Girls’ Secondary School, Dar es Salaam)

“I am very happy to share with you my personal and professional impacts which I have got from this training. After sharing the CRC knowledge with my fellow teachers, at first they rejected and commented that it is not applicable at our working place because sparing the rod you spoil the child. After a continuous discussion with my headmaster and Kibaha Managing Director we agreed to respect the rights of our students by involving them in decision making and abandon the use of sticks to students, and we have managed to create friendly environment between students and teachers for effective learning by having regular meetings with them and the students have CRC club. ” Kaspar Mmuya, (Science Education Officer, Kibaha Boys’ Secondary School, Coast Region)

“The experience I got through a one year course on CRC, School and classroom Management.... All these activities and participation made a big contribution in my understanding of child rights issues as well as changing my attitude on the way I look at children now. I can now share more freely with colleagues in my office, at family level and wider community on any issue related to child rights” Silas Samaluku (Regional Education Academic Officer, Dar es Salaam Region)

Although there were several challenges to the implementation of the project, including the lack of resources, reluctance from individual teachers and an overload of work; the project became successful and it produced positive

outcomes. Ms Halima Kamote summed it in the following quote:

“ As a person I always felt deep in my heart that children should be loved, respected, listened to and be provided with their basic and practical needs. Being a Head and a manager of girls’ secondary School in Tanzania, I stood at this belief and principally took initiatives of implementing some child rights such as giving the students a freedom of speech, banning caning at school, involving students in some decision making etc. However, the issues of implementing child rights effectively have always been a challenge at professional level taking into consideration the community that we live in where most of the people including my fellow teachers don’t believe in some of the rights of the child leading to violation of these rights.”

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

A CRC pilot project on alternatives to corporal punishment was set up at Barbro Johansson model girls’ Secondary School, its aim was the advocacy and promotion of a school and classroom environment based on mutual respect. Pupils need an environment where they can feel safe and are encourage to developing their abilities; this will strengthen their self-discipline and it will influence learners to realise and/or reach out their maximum academic and social potentials.

After a year and five months, the pilot project at Joha School to advocate child rights, classroom and school management, has associated itself with a number of positive results. The project has been substantially embraced and incorporated throughout the school. Improvement in pupils’ social behaviour and cognitive domains are attributed to the project.

An assessment of the Joha school was conducted; strategies on the project implementation were developed; questionnaires to collect information from the main stakeholders, i.e. students, parents and teachers were carried out; seminars and workshops were implemented; and inter and intra school debates and discussions were conducted, creating more awareness and understanding on child rights issues. The participation of parents in the assessment of the school rules and regulations was a milestone in making them feel part of the process. In addition, the results of the study were shared with the parents, giving them a sense of ownership of the project and gaining their support. The impact of all activities may be summed up as follows:

- Elimination of corporal punishment at JOHA Girls’ School and its reduction at Kibaha Boys Secondary School.
- Students at Joha Girls School are self-regulated in both learning and social situations, and treat other students, teachers and staff with great respect.

- A Child Rights Club, led by a teacher, has been created at Joha School, starting with a number of 30 students and rapidly growing to over 80 students.
- Under the influence of the CRC club, the Joha School rules have been reviewed and students' views, collected from the questionnaires, have been incorporated and made binding. .
- Students manifest a more cooperative attitude and anti-social behaviours have been suppressed.
- Students are aware of a broader community and social issues. In the words of the Deputy Head teacher said: "The project has changed these girls of ours; they have changed from passive thinkers to active interviewers."
- The educators report an overall positive effect on their teaching, in areas such as interaction with pupils, enjoyment of teaching, interaction with colleagues and overall job satisfaction.
- Teachers state that they are dealing with pupils and their problems effectively and creating a positive classroom atmosphere.
- A parent summed up the impact of the project: "I have noticed a great change - my daughter is more independent, listens more attentively. The Rights promoted through this school allows children to be confident and helps them to respect both adults and peers." Adam Mwasongwe.

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

- Discussions and debates with other schools on child rights have had the spill over effect of creating more awareness at the country level.
- The report elaborated after the self assessment took place was disseminated to other institutions dealing with child rights issues in order to inform, share and increase their knowledge of the CRC