

TANZANIA

Child Rights Club a means for CRC Practices in Butimba Teachers' College in Mwanza Tanzania

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1. Introduction

The project presented here is conducted at Butimba teachers college and focused on child Rights club as a means for CRC practices at the college and in primary schools. For the sake of programmes sustainability, CRC wide spread, strengthening of CRC spirit and practices, the team started, develop and facilitate the establishment of CRC club at the college. The team empowers the CRC club members to spread knowledge, CRC spirit and practices. The college was established in 1939 and it is Government owned. The college offers three different courses in education which are Diploma in Physical Education, Diploma in Pre Primary Education, and Diploma in Primary Education with 500 teachers trainees and 40 tutors from all the courses. Every year, this college trains approximately 230 teacher candidates who will work at primary schools all over Tanzania. The club is active and its members meets on every Wednesday at 16 hours in a week, to discuss child rights issues, making club programme, designing theatre arts such as drama, songs, role play, to just mention a few in order to educate their colleagues, primary schools teachers and learners around the college and the community at large. In additional the new curriculum of teachers trainees places CRC as one of the compulsory course to be taught at the college.



A picture of some change Agents together with their Mentor Prof. Agneta during mentor visit at Butimba Teachers College

2. Frame of Reference

Tanzania ratified the UN Convention for Child Rights in 1991 and the African Charter and the Rights and Welfare of the Child in 2003. Also has put in place the Child Development Policy in 1996 (URT, 1996) and law of the child in 2009 (URT, 2009). The ratification of the convention followed by establishment of policies, legislation, services, resources and administrative reform meant to ensure that the right of the child is supported and the implementation of Child Rights Convention (CRC) are in place. Ratification of the convention and having a law is one thing but their implementation is quite another one.

Government is currently implementing major national reforms and international commitments intended for reorganizing and reinstating the economic, political and social sectors. These reforms are based on the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty II (NSGRP II – MKUKUTA II), Millennium Development Goals (MDGs) and Education for All (EFA) goals.

Moreover in 2013, the nation launched three important national strategies to spear head child rights protection in the country, these includes Child Justice, A five Year Strategy for Progressive Reform 2013-2017; Medium Term Human Rights Education Strategic Plan 2012-2016 and National Human Rights Action Plan 2012- 2017. However the Government established the Ministry of Community Development, Gender and Children (MoCDGC) in 1990 responsible for the coordination of children issues in Tanzania and Commission for Human Rights and Good Governance (CHRAGG) which was established in 2000 responsible for protection, promotion and preservation of human rights.

Among all the reforms stated above, The United Republic of Tanzania is committed to upholding the rights of children. To establish this commitment, the State has ratified key international and regional human rights treaties as well as national policies (mentioned above). To some extent the state has managed to implement article 28 and 29 of CRC. The 3 Ps (Provision, Protection and Participation) have been implemented though to some extent. Primary education is free for all, secondary education is mostly free and parents have to pay 10 USD as a school fee. Secondary education is not yet provided free for all only about 50% of those who complete primary education join secondary education. However the newly launched educational policy makes basic education up to Ordinary Secondary School compulsory to all children and will be free for all (URT, 2014).

In the year (2015) the Government through Ministry of Education and Vocational Training reviewed curriculum and accommodate CR in teachers' curriculum particularly early childhood curriculum although most of the tutor were not aware on CRC issues.

However there are still a lot of challenges to ensure respect of views of children are observed by parents/guardians/teachers. Most of schools in Tanzania do not encourage the participation of children on decision-making and also there are misinterpretation of rights and responsibilities of a child and Corporal punishment is still practiced.

There were several CRC programs that were introduced by different change agents but currently child rights program in colleges and schools need to be recognized in a sustainable way. Therefore, this project was conducted at Butimba Teachers' College because Teachers Training College is one of the institutions where educational objectives for primary and secondary school are met and it is based on insuring 3P to child are realized and practiced. The project also based on the recommendation done by batch 17 which suggest that:-

College tutors should be trained on child rights for better integration of 3Ps and to introduce child rights clubs in schools and colleges

2.1 CRC Articles Focused in this Project includes;

2.1.1 CRC article 12 Respect for the views of the child

State parties shall assure to the child who is capable of forming child or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

...legal frameworks alone, although essential, will not achieve the necessary changes in attitudes and practice within families, schools or communities. So it has encouraged a variety of other strategies for implementation of article 12, including in par-

ticular education (proposing as a key strategy the incorporation of the Convention within the school curriculum) and information programmers, and systematic training of all those working with and for children (UNICEF 2007)

From the above recommendations, it is a time for educational institutions to promote the child's participation in holistic manner. Hence this project is the means of implementation of CRC at and through Teachers Training College.

Article 19 Child right to protection from all forms of violence:

State parties shall take all appropriate legislative, administration, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any person who has the care of the child.

Since the college offers both in service and pre service programs (from Pre Primary to Secondary schools) it is obviously that the project provides multiple effects on implementation of CRC at and through teachers Training College then total abolition of corporal punishment at both colleges and schools at national level.

3. Purpose of the Project

Purpose of this project is to ensure that norms are changed from tutors/teachers as a source of rules and regulations to be interactive, as well as top down communication to be interactive and lastly corporal punishment to be completely abolished in primary and secondary schools.

Moreover for sustainability purposes the team established CRC club as a means of bringing teacher trainees together and discussing the issue of child rights. It is where they can take an active role and with a view of strengthening child participation at their schools when being employed. This also enables us to create local change agents from the grassroots which is from village level to national level.

3.1. Networking/ Stakeholders

Networking and stakeholders at different levels is important in terms of implementing the CRC in our country. Networking helps us as CRC change agents on sharing information on the basic practices concerning CRC with all stakeholders, sharing challenges and seek alternatives on our project, sharing available human and material resources in our project and CRC at large, guided us during all courses of our program and mostly they provide us resources and materials such as flip charts, marker pens and projectors. Moreover the network provided us seventy copies of Tanzanian child's law 2009 from Department of social work in Mwanza City and distributed all to members of the CRC club at Butimba TC.

3.2. Target groups/ Participants

Target group in this project were:-

- College Management
- Tutors
- Teacher trainees

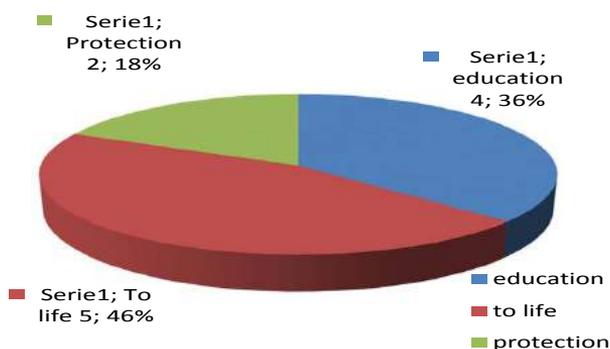
4. Methodology (Activities)

The project employed convenient sampling to capture ten (15) informants tutors who were available at Butimba T C. Cohen, etal (2005) argue that, convenience sampling or as it is sometimes called accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. The researcher employed this in order to capture those tutors who were available because many of them were involved in different national programs.

Semi structured interview was also used to collect information from College management. It was as well used to establish rapport so as to get in-depth information as they were believed to be key informants and also an opportunity to give elaborations for responses that needed more explanations. Therefore the team used it to collect information from principal, dean of students, registrar and vice principal. The major focus was to investigate their knowledge on the child's right implementation in Tanzania. Moreover, questionnaires were used to collect information from tutors.

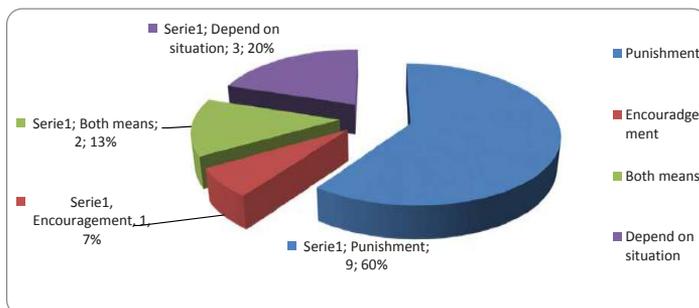
4.1 Results from Baseline Study

Most of the tutors were able to define the concept of the child in relation to the age. Few of them were able to go beyond the age and associate the concept with any one who is dependant to his /her parents or gardians, who need assistance and guidance from adults. Tutors did not mention pillars of child's rights contained in the child Rights Convention, they were not aware on that. Most of them mentioned different rights of the child such as right to live, protection and education as the diagram shows below.



The team also wanted to know means used to improve learners' behaviour. The results showed that out of 15 tutors, 9 indicated punishment, 1 indicated encouragement, 2 indicated both means and 3 indicated that it depend on the situation.

4.2 Ways used to improve learners' behaviour

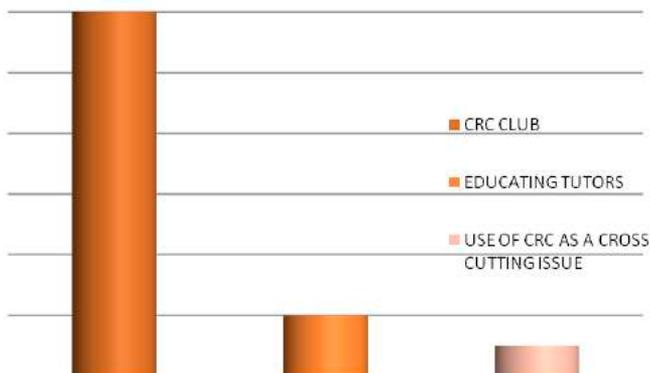


This means that the punishment is the most used instrument in behaviour modification in Tanzania (refer to the diagram above).

4.3 Improvement of Child Rights (CR) climate in the college

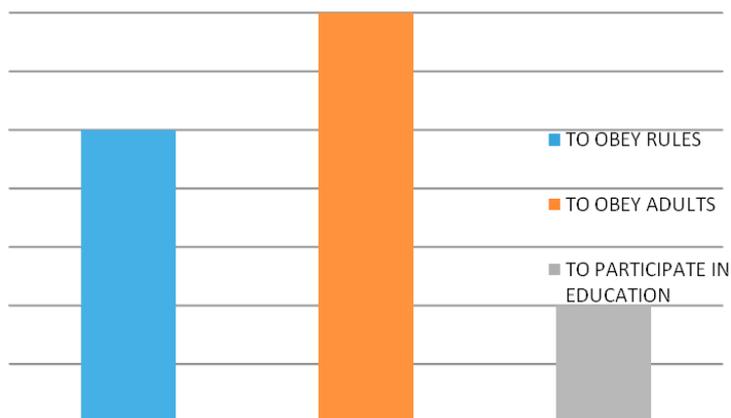
The team explored the suggestions from tutors on how to improve CR climate at the college. It was surprising that most of them were talking about introducing CR club. This was surprising because it was the main target of the team to introduce CR club at Butimba Teachers' College. This response energized the team and impressed them to see that they were in a best track concerning their project of *Child Rights Club a means for CRC Practices in Butimba Teachers' College in Mwanza TANZANIA*

The figure below shows the maginitude of the responses



4.4 Child responsibilities and participation in decision making

The issue of child was also studied in baseline, fourteen (14) tutors indicated some of child's responsibilities as to obey rules, to obey adults, to participate in education one tutor did not respond such question as the figure below indicates.



The results above indicates that the child is still passives respient of rule which is not true. They can participate in decision making and also in assiting their parents in economic issues.

5. Results

The result of this project is discussed in accordance with the following output after conducting baseline study:-

- College management and tutors awareness on CRC.
- Teacher trainees practices CRC on their daily activities in Butimba teachers College.
- Structure of decision making in college.

5.1 College Management and Tutors Awareness on CRC

An awareness meeting was conducted by the members of the Tanzanian team using the focused group discussion. The team conducted awareness meeting by including together principal, two vice principal, dean of students, academic and registrar. Luckily, the principal is among CRC change agents from batch 12. He knows a lot about CRC practice in schools. During that meeting The Principal insisted on helping children to learn and build inclusive learning friendly environment.

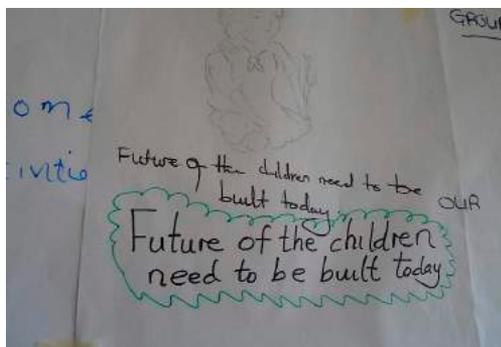
5.1.1 Teacher trainees practices CRC on their daily activities

First the team conducted awareness seminars to teacher trainees on CRC, then after the CRC Club was established. During establishment of CRC club process, club leaders were selected under the supervision of the team members and the school management. The club members select chairperson, assistant chairperson, secretary and assistant secretary.

Rules and regulation were formulated which include:-

- Participation in discussion
- Time management
- Discipline

The establishment of the CRC club was a starter for college management, tutors and teacher trainees on child rights awareness. Since members of the team introduced the concept of child and child rights and the position of each member at college, it provided the basic knowledge of which it resulted to students arranging for the meeting and time. The meeting time is every Wednesday from 4 pm to 6.00 pm and sometimes during weekends.



The College garden

One of the discussion during CR training and One constructive idea from the teacher trainee

The effect of CRC club was evident by change in behaviour and attitude among students because they implemented **participation** by discussing several ideas that were of concern in their college environment. The interesting part of the results showed that they were able to consider the college environment and how best it can help them learn. One of the evidenced of the 3 Ps is **Participation**. Participation in cleanness, planting trees, flowers and to rehabilitate the road so as to create inclusive environment for all students. The introduction of college vegetable garden was also good thing to appreciate. The college management encouraged the students to manage that garden in order to subsidize their food. All vegetables are used for teacher trainees' meal.

5.1.2 Structure of Decision Making in College

During awareness meeting, it was observed that there is an interactive decision making between tutors, teachers and college management. But the team member wanted to explore more on the extent of participation in decision making particularly for student teachers. By using college management committee framework, the team members realize that in some committees there are teacher trainee representatives, these includes projects, health, environment but not in discipline, academic. The college principal promised to make changes so that in every committee students must be represented. He argued:

...You know it was very shame when I took over in this position, all committee were occupied by tutors who decided on behalf of teacher trainees but I started to make changes. I promise to make good representative of students in decision making as you see in this documents.

This gives the team members high expectation from principal and college management commitment concerning the CRC practice at Butimba T C.

6. Discussions and Reflections

The introduction of CRC CLUB was positively accepted by the tutors, students and college management. This meant that the process of participation in accordance to the 3P's of CRC was not a new phenomenon to the college management but new for tutors and students and it was expected that later on it will have a big impact in college development.

Teacher trainees were very happy and participated fully in CRC club but tutors participation were limited due to their duties and responsibilities. This implies that we have a long way to go to make them full participate and to give them role to play in implementing CRC.



Team Member and teacher Trainees during awareness meeting

The team also realized that to facilitate changes in child rights programmes requires dedication, team work, patience, sacrifices of both time and resources and experiences, involvement of other stakeholders in the field and tolerance.

The team members conduct awareness seminar to tutors on the importance of child rights and CRC club at the college, the need to support the leaders and members of the CRC club and also encourage them by discussing and solving the issues that will be raised politely, instead of keeping a distance and scaring them. For example, the use of corporal punishment by teachers, other means could be discussed and also addresses some of the problems these students get themselves in. This will reduce the social gap between teachers and students, and can bring the best means for participation of students.

Moreover, it was observed that teacher trainees had the ability to implement CRC at college and schools despite the fact that they were not sure of the right things to do.

Therefore it is so important for tutors to guide them and assist them on how to do the right things for the best interest of the learners and also they should not be undermined. They had unseen powers and talents which need to be brought up by authorities and elders. It is possible let us play our part.

After evaluation progressive workshop in Indonesia, the team members decided that, the project should be expanded to primary school teachers and quality assurance department for the purpose of its sustainability, wide spread, practices and integrating the new teachers from college with the existing teachers in schools so as they can work together. Also quality assurer, to assist teachers and the community at large on the practice of CRC. Were as a total of 87 Primary school teachers were trained on the 3P's. Fifty-two (52) teachers from Iseni primary school A and B, and thirty-five (35) teachers from Mkuyuni A, B, and C were trained. Again awareness seminar was conducted to 21 quality assure from Lake Zone were trained on Childs rights. From these training the following were achieved;

- a. Pupils were now involved in making school law in Iseni B, cleanliness, and sports.
- b. Road safety was now practiced in both schools Mkuyuni and Iseni.
- c. Good rapport, love and care were more increased especially at Mkuyuni primary school.
- d. School Baraza (Council) were formed to specifically deal with Childs rights issue were this Baraza will be reporting to teachers about vulnerable pupils.



Above a change agent in front together with teachers in a group photo after CRC seminar at Mkuyuni primary school.



Group photo of Teachers after Training at Iseni primary school.

7. Conclusion and Way Forward

The team felt that all the three projects targeted objectives have been achieved.

- College management and tutors awareness on CRC has increased
- Teacher trainees' practices CRC on their daily activities in Butimba teachers' College is now participatory.
- Structure of decision making in college is also Participatory and involving.
- The results of the study realized that students are eager to participate (from passive to active participants) in airing their views, concerns and suggestions. It was also realized that students had the ability participate, so they should not be undermined as they have hidden talents which need to be brought out.
- On the other hand, the team will continue with monitoring and evaluation of the project at Butimba Teachers college as well as the two primary school Mkuyuni and Iseni

7.1 Way Forward

Despite, challenge such as time and fund to facilitate the meetings and CRC awareness seminar.

Tanzanian team will continue working hand in hand with the college and other change agents in conducting awareness meeting with all members at Butimba T C and monitoring the progress of CRC club and making active communication through face book account (**child rights & ILFE Club**) which is already established and make the college own the project.

The team will continue implementing the remaining activities in the area (Butimba teachers college, Mkuyuni and Iseni Primary schools), working with the teachers' trainees in order to make their club functioning accordingly. We need to keep in our mind that:

”Changes is inevitable, it takes time and it begins with us”.

8. References

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Appendix

APPENDIX A

INTERVIEW GUIDE QUESTIONS FOR COLLEGE MANAGEMENT

1. Who is a child
2. What do you understand about child rights
3. What is your perception concerning the use of punishment in schools
4. Participation is very important in developing individuals' awareness. How do you involve your teacher trainees in decision-making?
5. Do you know any institution which protects child's rights
6. In your views, what to do in order to implement CRC in your college

APPENDIX B

TUTORS' QUESTIONNAIRE

Dear Tutors, this questionnaire is intended to assess the IMPLEMENTATION OF Child Rights (CR) in Tanzania. We are interested in finding out about your knowledge on child rights conversion implementation. We would like to know your views concerning child rights. Your cooperation is highly needed. The information you contribute will be treated confidential and for this reason, I ask you **NOT** to write **NEITHER** your name **NOR** your department.

Respond to each question by using (√) in the appropriate box. Use the space provided for the questions that need a longer response in writing.

1. What do you understand the term "child's rights"?
2. Do you know that the Childs right in Tanzania is legally Operating?
Yes () No ()
If Yes, How.....
3. Do you know any of the Childs rights?
Yes () No ()
If Yes mention three of them;
a).....
b).....
c).....
4. Do you think that children have rights that should be protected?
Yes () No ()
5. Mention three pillars of child rights contained in child rights international conversion
a. _____
b. _____
c.
6. Do you know any of the institution that protects child's rights in Tanzania?
Yes () No ()
If Yes, mention some of them:
a. _____
b. _____
c. _____
7. Is there any law for child's rights protection in Tanzania?
Yes () No () I don't know ()
If Yes, which one
.....

8. Do you help your learners to understand their child's rights?
Yes () No ()
9. Do you help your learners to understand that their rights are legitimate and nobody can violate them?
Yes () No ()
If Yes, how
10. Do you discuss with your learners when their child's rights are violated?
Yes () No ()
If yes, How.....
11. Do you think that the rights of your learners are respected at the college?
Yes () No ()
If yes, how?
If No, what is the reason?
12. Who loses when the rights of learners are not respected?
.....
.....
13. Do you think Child rights should be taught at your colleges?
Yes () No ()
14. Have you heard of any activity organized by the learners at your college?
Yes () No ()
If Yes, which are those?
15. Have you participated in any of these activities?
Yes () No ()
If Yes, How?
16. What can be done to improve the child's rights implementation at your college?
.....
.....
.....
17. In what ways can you personally contribute to the improvement of child's rights implementation at your college?
18. What can you state about the college concerning CR Implementation:
 - a) Very good ()
 - b) Good ()
 - c) Poor ()
 - d) I don't know ()
19. Choose the appropriate sentences with regard to your college
 - a) Tutors have a good mastery of their subject ()
 - b) Extracurricular activities are organized ()
 - c) Teachers share concerns with the student ()
 - d) Main teacher regularly communicates with student ()

- e) There is tutor student interaction ()
f) There is student tutor interaction ()
20. Mention three responsibilities of the child.
a) _____
b) _____
c) _____
21. How do you improve the student's behaviour at your college?
Mainly through punishment ()
Mainly through encouragement ()
Both ()
Depends on the situation ()
22. Do you allow your learners to participate in the decision making at the college?
Yes () No () depends ()

THANK YOU!