

TANZANIA

Integrating Child Rights Content (3Ps) in the Teacher Education Curriculum, Particularly Professional Subjects

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1. Introduction

“Children’s temperament interacts with multiple environmental factors such as parenting style; disciplinary patterns at home and school; stress such as marital disharmony, domestic violence, etc. Many children are not ready or prepared for the demands of the school in terms of academics, social and interpersonal relationships. It is therefore important to try and understand what could be causing the behaviour as underlying emotional problems often result in disruptive behaviour in children. It is also necessary to provide opportunities for children from different backgrounds to learn psychosocial skills. When adults view problem behaviours of a child as a product of interaction of various psycho-social and biological factors, it helps to understand that the child needs help rather than punishment” (Bernat Lakshmanan, 2012, pg 16).

The above version concern is that, Child caring in school is solely in the hands of the teacher. The teacher is the one who is supposed to make sure that the rights of the child are promoted, protected and fulfilled in the school context. This being the case, teachers need to be conversant with knowledge, skills and attitude about who is a child? What surrounds him/her at home, at school and the community at large? What does he/she need and supposed to? What are his/her rights and responsibilities? How

to care for this child in a holistic manner? These are some of the questions that educators and teachers need to think and digest in order to cater for children rights and responsibilities.

2. Frame of Reference

Tanzania 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; 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.

Among all the reforms stated above, The United Republic of Tanzania is committed to upholding the rights of children. To demonstrate this commitment, the State has ratified key international and regional human rights treaties as well as national policies, and, in 2009, adopted the Law of the Child Act No. 21, which domesticated core child rights standards in line with the UN Convention on the Rights of the Child 1989 and the African Charter on the Rights and Welfare of the Child 1990. However 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 and duties in the country.

Together, these instruments and administrative setup provide a comprehensive and detailed framework for child protection and justice, covering all children who come into contact with the justice system, whether as victims, witnesses and alleged offender. Child justice also encompasses access to justice for children - either to respond to children's need for care, custody or protection or to provide a just and timely remedy for violations of their rights in any environment whether in school, home or community.

Other steps like the integration of child rights (Provision, Protection & Participation: 3Ps) in the Teacher Education and schools curricula have been taken to define the

obligation of individual tutor, teacher, teacher trainee and Government to ensure the realization of the child rights in schools.

Although, significant steps have been taken so far, we find that, the full realization of child rights is still far from being a reality in our schools. There is little child rights education for tutors, teachers and teacher trainees. Little has been done in the pedagogy with regards to the rights of the child to participate in the learning process. Much more need to be done in order to facilitate the realization of child rights in schools.

3. Purpose of the Project

We learnt from previous change projects that, some efforts have been made to initiate change process on CRC in primary schools, secondary schools and Agency for Development of Educational Management (ADEM). We felt that, it was high time to pull together these efforts and formalize them. Children spend most of their life time in schools where teachers are the key actors. We therefore felt that, taking teachers' colleges as an entry point of pulling together the existing CRC efforts was an appropriate one.

We were aware that the content of Human Rights (HR) has been integrated in the curriculum of teachers' colleges and schools particularly in General Studies and Civics subjects respectively. However, our main concern was not only HR content, but also CRC content especially to teacher trainees. We also felt that, since teachers remain to be the key actors in the CRC implementation, the content of CRC should be integrated in the professional subjects. This was because, professional subjects are compulsory and therefore teacher trainees are required to study them seriously and obtain a pass on these subjects; otherwise they would not be certified as teachers even if they pass the rest of the subjects. So, if CRC content will be integrated in professional subjects, all incoming teachers will consider Child Rights as an important aspect of their professional work.

Our purpose therefore was to identify what was there and what is missing in Teacher Education Curriculum for preparing primary school teachers as per CRC content so that the CRC content is integrated in the professional subjects for Certificate Teacher Education Curriculum.

4. Methodology (Activities)

The major activities of the study and data collection accomplished during the entire period of the project include, the communication made with different authorities and stakeholders and the assessment of the magnitude of the problem.

4.1 Communication

a) Authorities

At the stage of communication, various authorities and stakeholders were consulted by team members in order to get their comments regarding the project as a whole, its significance, sustainability and impact to the society, both, in short and long term perspectives. The authorities contacted were: Deputy Permanent Secretary, Ministry of Education and Vocational Training (MoEVT); the Commissioner for Education, MoEVT; the Executive Secretary, Commission for Human Rights and Good Governance (CHRAGG); the Director for Teacher Education Department, MoEVT; the Director for Secondary Education Unit, MoEVT; the Director for Human Rights Department and the Director for Public Education and Training Department, CHRAGG.

All the contacted authorities were vital for the support and success of the project in terms of transport facilities, permission to run every process of the project and adoption of the end results.

b) Stakeholders

According to the initial plan, the intention was to conduct the stakeholders meeting with a view of presenting our project plan and receive their comments before setting out for the project implementation. However, due to lack of resources (financial and time), the meeting was not possible. Instead, different stakeholders were visited individually in their respective offices. These include: the Assistant Director of the Diversity Unit, MoEVT; representatives from Tanzania Institute of Education (TIE); representatives from Teacher Education Department (TED); representative from the Inspectorate Department; representatives from the CHRAGG (CRC focal person); and representative from MoEVT (CRC focal person). The team also managed to attend the meeting organised by the CRC previous Change Agents in which case the project plan was shared and valuable comments received. The Project plan was also shared through emails to other CRC previous Change Agents who were unable to attend the meeting.

4.2 Situational Analysis

The purpose of the analysis was to identify:

- a) What is contained in the professional subjects of the Teacher Education Certificate Course with regard to the content of child Rights?
- b) How do the tutors prepare teachers who are competent with taking care of children rights and duties in schools after their graduation?
- c) How do the practising school teachers take care of children rights and duties in their day to day work?

Data collection and analysis were guided by qualitative methods.

4.2.1 Syllabi Analysis

Syllabi for professional subjects in the Teacher Education Certificate Course were analyzed. These were: Primary Teacher Education Certificate Course, Pre-primary Teacher Education Certificate Course as well as Physical Education and Sports Teacher Education Certificate Course. The corresponding professional subjects names of these syllabi in Kiswahili are “Ualimu Elimu ya Msingi”, “Ualimu Elimu ya Awali” and “Ualimu Elimu kwa Michezo” respectively. The syllabi analysis intended to identify the extent to which the content of child rights is covered in those Syllabi.

4.2.2 Field work at Vikindu Teachers College (TC)

Data were gathered through the designed scientific tools which included:

- a) interview guide for college principals;
- b) questionnaire and focused group discussion for tutors;
- c) questionnaire and focused group discussion for student teachers;
- d) questionnaire and interview guide for teachers in the practising school;
- e) focused group discussion for pupils in the practising school; and
- f) observation checklist for the school and the college.

4.3 Target Population, Sampling Methods and Sample Size

The valuable inputs for the project plan from the authorities and stakeholders were taken on board which led to the decision of narrowing down the focus and scope of

the project plan. In this case, a purposive sampling was used to select only one Teachers' college; Vikindu which prepares Primary School teachers and Vikindu practicing primary school. The population from which respondents were drawn included the following; college principal, college tutors, student teachers, primary school teachers and pupils from the practicing primary school.

The Stratified Random Sampling technique was used to select the sample from each category of the population strata (class, gender, roles, subjects taught) in order to get a representative sample as follows:

- a) 1 college principal;
- b) 5 college tutors;
- c) 6 student teachers;
- d) 7 practising primary school teachers; and
- e) 6 pupils.

5. Results

5.1 From authorities and stakeholders

All the authorities and stakeholders consulted approved the project plan with the emphasis that; in our context, it is necessary to strike a balance between children rights and their duties. In Tanzanian context, the community always feels that, it is dangerous to emphasize child rights and be silent about their duties/responsibilities however minimal they are as highlighted in the curriculum.

5.2 Gap identified

The gaps identified during the project were categorized in three main themes namely: child rights content in the professional subjects syllabi; teacher preparation with regards to child rights competence; and teachers' practices in school with regard to caring for children rights.

Child Rights Content in the Professional Subjects Syllabi

Syllabus analysis revealed that, commendable efforts have been made by the government to integrate the content knowledge of Child Rights in all the three syllabi

for professional subjects of Teacher Education courses (pre-primary and primary). For example; the content of child development and growth, inclusive education, cross cutting issues and guidance and counseling have already been integrated. In addition, the syllabi emphasize participatory approaches to the process of teaching and learning to ensure child's rights to actively participate in the learning process, to listen and to be heard.

However, it was suggested that a sub-topic of Child's Rights and Duties be added in **topic eleven** of the Primary teacher education syllabus just as a sub-topic of Teacher's Rights and Duties is clearly placed. The same observation was pointed out during interview with student teachers so that it is emphasized as an important part of their professional learning.

Teacher Preparation with regards to Child Rights Competence

Despite the fact that, the Child Rights is integrated in the syllabi to a great extent, the gap has been noticed in tutor's interpretation and use of the said syllabi. For example; the College Principal pointed out that, the interpretation of the syllabus is a challenge to most tutors because they have limited knowledge/orientation regarding Child Rights. This was also evident from tutors' responses; while three of them said YES, that the existing Teacher Education Curriculum provides Knowledge, Skills and Attitudes to student teachers about Child Rights, the remaining two tutors said NO.

In addition, 4 out of 6 student teachers said that, they have learnt about Child Rights in only 'Uraia' (Civics) subject. No single student teacher said that he/she learnt Child Rights in the 'Ualimu' (Teacher Education) subject. Likewise, all teachers in the practicing school said that they had some knowledge about Child Rights but mostly through media, such as, TV, Radio, Magazine and Journals. On the other hand, there was only a mention about learning it in the teachers college. On this question, all tutors responded that they had heard about Child Rights but only through media, literature, national events and international conference. This shows that, there had been no formal training or in-service training for tutors regarding Child Rights.

Teachers' Practices in School with regard to Caring for Children Rights

The team had an opportunity to observe the English lesson at the Vikindu T.C practicing primary school in which case the English teacher was teaching grade VI. The sub-topic was '*Using why and because*'. Generally, the communication between and among the teacher and pupils was good. There were freedom of expression among pupils, the teacher was very keen to listen to pupils' ideas, she encouraged every pupil to participate in the learning and respected the ideas, she was friendly and

responded positively to pupils' questions, she went round to check and help pupils with difficulties. The team feels that, the observable classroom teacher's behavior had been due to the ideology of learner-centered teaching and learning approach which is emphasized in all levels of the Tanzanian education Curriculum.

On the other hand, some responses from questionnaires revealed that, there are some elements of 'punishment' that teachers use to handle misconduct behavior. For example, one teacher said in Kiswahili; "kuwapa adhabu kali" (means, administering to students severe punishment). Also, one of the tutor said in the questionnaire that, corporal punishment is among the existing practices which are against Child Rights.

Likewise, student teachers' response to the questionnaire indicated that, a teacher without child rights knowledge is expected to "humiliate a child, won't care and fulfill his/her responsibilities, can't listen to what children say, can create fear, worries and hence scare them. These practices are expected to happen in the school because the teachers' knowledge about Child Rights is limited. Therefore, student teachers showed interest in introducing the child rights club for awareness creation purposes and increasing multiplier effects within and outside the college community.

5.3 Bridging the gap

In order to attain the project outcome: it was necessary to facilitate the introduction of the child rights club by student teachers; design the training manual for tutors; share the draft manual with tutors and teachers for inputs and improvement; share the tutors' and teachers' recommendations for refining the draft with authorities, stakeholders and the larger public; as well as follow up on final improvement, production and use of the training manual by college tutors in Tanzania.

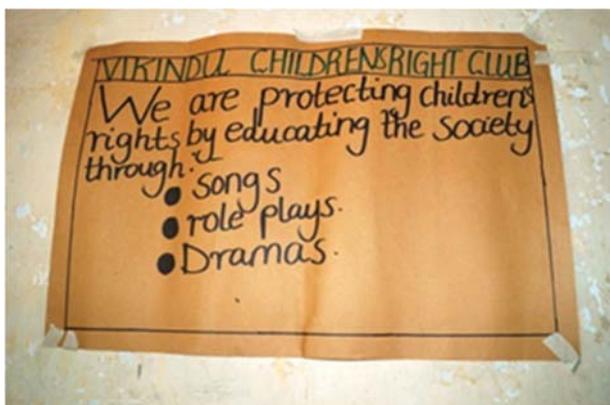
In addition, we shared the plan for bridging the gap with the mentor when she visited us in October, 2013. Together, we visited the project site (Vikindu TC) and had sessions with members of student teachers child rights club. In the session, they demonstrated their initiatives so far about child rights awareness creation within and among themselves. They also presented songs, role play and poems on the same. Other places visited include Pendamoyo secondary school, ADEM, Commission for Human Rights And Good Governance (CHRAGG) and SIDA office Dar es Salaam. Below are some pictures which were taken during the mentor's visit in Tanzania:



After the site visits, we had reflection session where we shared our plan on bridging the gap and our mentor Prof. Agneta had enriched our plan.

Introducing Child Rights Club to Student Teachers

The introduction of the change project at Vikindu TC, student teachers were motivated and decided to introduce child rights club in the college for creating awareness of the college community and sustainability of the project. We, the project team facilitated this intention by collecting fliers, brochures, books, pictures, to mention a few. These materials became the source of knowledge and catalyst to club members. Currently, the club is very active and meets every Friday at 16hours in a week to discuss child rights issues; they design theatre art activities such as drama, role play, poems and songs to educate their colleagues and the college community at large. Some of these activities were demonstrated during the **mentor's visit** which indicated their concerns and commitment to the club.



Preparation of the Child Rights Training Manual

As from the tutors' knowledge gap to integrate the syllabus, it was necessary to outline the draft manual which after it is developed, it can be a helping hand to tutors for

integrating child rights content to professional subject syllabus. The team worked together to produce a draft training manual.



Some of the proposed topics of the draft manual include: the concept of child rights; child rights in school and classroom; responsible child without corporal punishment; and integration of child rights content in the professional subject syllabus.

Trying out the Draft Training Manual

The draft manual was presented to both Vikindu college tutors and teacher from the practicing primary school. Questions were raised regarding definition of a child without using age factor; who is a responsible child; what is corporal punishment? What relationship exists between corporal punishment and child behavior? Clarifications were made to these questions between and among the project team, tutors and teachers.





The tutors then worked together to prepare a lesson on integrating the subtopic on child rights and duties as pointed out in topic 11 of the syllabus. One of the tutors taught while others were observing the lesson progress.



During reflection session, student teachers acknowledge the addition of subtopic in topic 11 about “Child Rights and Duties” with the emphasis that, instead of learning only about “Teachers Rights and Duties”, learning the rights and duties of their clients is of vital importance. The addition of this subtopic is an input to the existing professional subject syllabus.

Tutors, teachers and student teachers also added some more examples of integration and the improved manual looks like it is seen in the Appendix.

6. Discussion and Reflection

Both gap identification and the bridging the identified gap are processes that involve learning; that they are to do with change of attitude and knowledge construction. In the early days of the project implementation, the college community looked at us as strangers! It was like they would want to say: ‘these strangers are coming to waste our time’; ‘what is new by the way’; ‘what exactly do they want to tell us’. Such clauses were read in their faces in the beginning of the project (by the use of non-verbal communication).

Of course, we had many other challenges including tight schedules in office work as well as time and resource constraints. However, the Kiswahili saying that: ‘the beginning is always tough’ kept the team strong and dynamic up to the writing of this report.

In addition, besides the challenges faced, we still feel that challenges faced were necessary learning experiences to begin the journey of integrating child rights content in the Teacher Education Curriculum particularly professional subjects. Winston Churchill in *Econ & Bus Geog* (2003) says; “Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning” (p.1). To batch 17 team Tanzania, we have already begun the journey, we have to keep travelling without forgetting networking, sharing, reflection as well as **servicing the engine of our ‘flight’**.

7. Conclusion and Way Forward

The project team feels to have achieved all the three outcomes of the project which was to identify the gap within designed and implemented teacher education curriculum, having in place the Child Rights Manual and Recommendations to the authorities concerned regarding the possibility of integrating the Child Rights content in the professional subjects of the Teacher Education Certificate courses.

We recommend to the Ministry of Education and Vocational Training that child rights contents (particularly the 3Ps) should be fully integrated in teacher education curricula specifically in professional subjects. This means that:

- a) A sub-topic on ‘Rights and Duties of a Child’ be added in topic 11 in the ‘Ualimu’ subject during the syllabus review process;

- b) College tutors be trained on child rights education for better integration of 3Ps in the Teacher Education Curriculum; and
- c) Collaboration and cooperation be sustained among the team batch 17, previous change agents, MoEVT, CHRAGG and other stakeholders to;
 - introduce child rights clubs in schools and colleges,
 - follow up during syllabus review process to ensure that a sub-topic on 'Rights and Duties of a Child' is incorporated in the reviewed syllabus,
 - ensure that the training manual is completed and is in use to all teachers colleges (i.e. full scale implementation), and
 - establish CRC country network.

These strategies will set a base in which Teacher Education Curriculum will be child rights oriented where every graduating teacher will be trained on. The revised curriculum and the training manual will be very useful tools for providing knowledge and skills on the child rights to tutors, teachers and teacher trainees in order to help them develop attitudes and behavior that proactively put the best interest of the child central in the process of teaching and learning.

8. List of References

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Appendix

Proposed Topics for the Training Manual

1. THE CONCEPT OF HUMAN RIGHTS

- What are Human Rights?
- What is the *Universal Declaration of Human Rights*?
- What are the principles of human rights?
- Categories of Human Rights
- What is the purpose of human rights?
- Summary of the Articles of the Universal Declaration of Human Rights

2. THE CONCEPT OF CHILD RIGHTS

A. The Child

- Who is the Child?
- Who is the Child? Without using the concept of age
- What are the rights of the child?
- Categories of Children's Rights
- What is the purpose of having children's rights?
- Why do children need 'special' rights?

B. What is the Convention on the Rights of the Child?

- What are the guiding principles of the Convention on the Rights of the Child?
- Summary of the Articles of The Convention on the Rights of the Child in Child Friendly Language
- CRC could be described with 3Ps
- The relationships between 3Ps and CRC articles
- 4 basic principles in CRC
- How to respect the rights
- The concept of Corporal punishment

C. What is the African charter on the rights and welfare of the African child?

- The Charter in general

- Why is the African charter on the rights and welfare of the African child adopted?
- Summary of the Articles of The African Charter on The Rights and Welfare of the African Child (Rights and Duties)

D. The Law of the Child Act 2009

- Rights and Welfare of the Child
- Rights of a Child
- General Duty of a Child

3. CHILD RIGHTS (CRC) IN SCHOOL AND CLASSROOM

- A. Indicators for Right Based Education
- B. Definition of Child Friendly Schools
- C. The concept of knowledge
- D. Classification of levels of intellectual behavior important in learning
- E. Important questions for T/L-processes
- F. Why discuss the concept of knowledge?
- G. How do children learn?
- H. How do children gain knowledge?
- I. The interpretation of knowledge in the Tanzanian Curriculum
- J. Successful factors of learning

4. RESPONSIBLE CHILD WITHOUT CORPORAL PUNISHMENT

- A. Is it possible!
- B. What makes a responsible child?
- C. Self- reflection: from your experiences of dealing with children, were the corporal punishments used so far created any responsible child? What does this mean to us teachers and educators?

5. INTEGRATION OF CHILD RIGHTS CONTENT IN THE PROFESSIONAL SUBJECT SYLLABUS

In order to integrate child rights content in the existing professional subject syllabus, the following procedures are important:

- A. Identify the existing topics/subtopics for integration.

- B. Identify the missing subtopic(s) and objective(s) with regard to child rights and duties?
- C. Design the corresponding teaching and learning activities.
- D. Select appropriate teaching and learning techniques and resources.
- E. Prepare lesson and facilitate the learning process accordingly.

For example; in **topic 11** (i.e. The Teaching Profession) of the profession subject syllabus for certificate level, where the subtopic on rights and duties of a teacher is discussed, the subtopic on rights and duties of a child is missing and inevitable as far as teacher's professionalism is concerned. The proposed learning objectives include:

- To distinguish between rights and duties of a child at school;
- To identify the duties of a teacher to a child at school;
- To identify challenges children face at school with regards to their rights;
- To suggest ways of dealing with challenges faced by children at school including introduction of child rights club; and
- To identify organs that deals with rights and duties of a child in and out of school.

More examples of integration include: education psychology and its importance for the rights of a child in education; child motivation; and the role of parents, school, community and local government authorities for sound upbringing of children physically, intellectually, emotionally, spiritually and socially.



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