BASELINE SURVEY ON STATUS OF CHILD PROTECTION IN KARATU, LONGIDO AND MONDULI DISTRICTS: ARUSHA - TANZANIA

Project Location: Tanzania

Client Organization-African Initiatives (AI)

And

Comic Relief-UK

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Acknowledgement

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Annexes

List of Abbreviations and Acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
AI	African Initiatives
CASEC	Community Aid and Small Enterprises Consultancy
CORDs	Community Research and Development Services
CRC	Convention on the Rights of the Child
DSW	Department of Social Welfare
ERP	Equal Rights Project
FGD	Focus Group Discussions
FGM	Female Genital Mutilation
MCDGC	Ministry of Community Development Gender and Children
MHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
NGO	Non-Government Organization
NPA-VAWC	National Plan of Action on Violence Against Women and Children
PWC	Pastoral Women Council
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SWO	Social Welfare Officer
TEMBO	Tanzania Education and Micro Business Organization
UK	United Kingdom
UN	United Nations Children Education Fund
URT	United Republic of Tanzania

Executive Summary
Introduction

1. African Initiative (UK) has been implementing the ERP project since 2014-2019 in partnership with partners, CASEC, CORDS and PWC in Arusha, Tanzania. The project is funded by Comic Relief and an anonymous donor. Over five years the project is expected to improve quality of teaching and learning for up to 26,000 primary school students.

   The project is managed by African Initiatives who works in partnership with the Pastoral Women's Council (PWC), Community Aid, Small Enterprises Consultancy (CASEC), Community Research Development Services (CORDS). Together, the organizations work with parents, schools, local, traditional leaders, ward development committees, district education authorities and school inspectors. The project is implemented in three districts, in Karatu (CASEC),Monduli (PWC) and Longido(CORDS).The project intends to integrate child protection in order to address child abuse in school, on the way from/to school and at home.

   In this study child protection refers to preventing and responding to violence, exploitation and abuse against children. The study has used child abuse as any deliberate behaviour or action that endangers a child's health, survival, well-being and development. Child abuse includes physical such as corporal punishment, bullying, emotional, sexual and neglect[1].

2. The study's general objective was to generate baseline data against which to monitor and assess the impact of child protection project activities on target population in project areas.

3. The baseline process was participatory and ensured that categories of stakeholders were free to participate. It covered five schools in three districts. The schools are Arkatani and Arkalia Primary schools in Monduli, Longido Primary School in Longido, Hareabi and Qaru Primary schools in Karatu. A total of 150 children, 115 teachers, 23 teachers and 22 key informants participated in the study.

   The study used interviews with key informants, community mapping with children as well as administration of questionnaires with children,teachers and parents. The questionnaires covered closed and open ended questions that aimed at capturing attitudes and perceptions. With regard to key informants, interview checklists were used. The study focused mainly on participatory methods to ensure that each stakeholders' views are collected and documented.

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[1] Medrano,Tabben-Toussaints A.Manual 1:Child Protection Basics,FHI 360 Child Protection Toolkit.Research Triangle Park,NC: FHI 360;2012

Summary of baseline findings

4. Perception of children's on safety within and on the way to/from school.

Teacher/student relationship:

The survey revealed that 60% of children raised that teachers always shout at them. As high as 49.7% indicated that teachers always use a corporal punishment such as stick to emphasize good manner. Across all surveyed schools as indicated in (annex 6) girls and boys have almost similar perception on the use of stick to emphasize good manner, a total of 58.8% boys in Arkalia, 75.0% in Arkatani, 66.7% in Longido, 53.8 % in Hareabi and 40 in Qaru agreed that teachers use stick, in terms of girls 66.7% in Arkaria, 44.4% in Arkatani, 61.1% in Hareabi, and 50% in Qaru agreed that teachers emphasize the use of stick. In Longido they had as low as low as 17.6% of girls who ''agreed'' on the statement, but as high as 58.5% in Longido strongly agreed that it is the problem. The findings show similarities between girls and boys on the issue of using stick to emphasize good manner. This indicates that the use of stick to punish children is one of the problems that affect children's safety. However, 52.7% of children also indicated feeling comfortable asking/answering questions in class, 51% like going to school, and 58% feel safe in school.

Similarly, in responding to other research questions such as'' most of my teachers encourages me to ask question'' 31.3 % of students strongly agreed, 59.3% agreed that most teachers encourages them to ask question. In all survey schools there were some similarities between boys and girls responses in schools when they responded to the statement ''most of my teachers encourages me to ask question. In terms of girls, they agreed as follows; Arkaria (70.4%), Arkatani (77.8%), Hareabi (66.7%), Longido (22.2%), and Qaru 83.3. Girls in Longido score low on agree but answered as high as 77.8 on strongly agree scale. Boys in all schools agreed as follows, Arkaria (64.7%),Arkatani (75.0%),Hareabi(0%),Longido(66.7) and Qaru(70%),although Hareabi scored 0% on the ''agree'' scale, but scored as high as 84.6% on strongly agree. Although there are similarities between girls and boys responses, we also notice the similarities in responses across schools. The results indicate that there is a good relationship between teacher and students but the child protection need to be improved through partners' interventions (Refer Annex 7.)

A total of 33.3% children strongly agreed, and 58.7% agreed on the statement that ''I am treated with respect by my teachers''. Similarly, the survey observed girls and boys responses across 5 schools on the same statement as follows; Boys responses ,Arkaria(82.4%),Arkatani(62.5%),Hareabi(30.8%), Longido (75.0%),Qaru(50%),they agreed on the statement .On the same statement girls responses indicated that, Arkaria (63.0%), Arkatani 88.9%), Hareabi (72.2%), Longido (27.8) agree on the statement that . Longido scored 27.8 on the agree statement that 'I am treated with respect by my teachers'' at ''but as higher as 72.2 on strongly agree.The results indicate similarities in responses between girls and boys across all schools. The interview with a headteacher for Arkalia supported the same, that he always follow up teachers to ensure that children are treated with respect.

The surveyed children also revealed different opinion when answering to the statement ''I feel safe in my school'' 36% strongly agreed and 58.7% agreed to the statement. The findings also shows that 20% and 43% strongly agreed and agreed respectively on the

question ''bullying is the problem at my school. This was supported by children in FGD who mentioned that children face bullying when they are on their way back home.

The study also found that, there are several issues that put children at risk of being abused by adults such as long distance from home to /from school. They also mentioned that sometimes they are canned or bullied by Maasia Youth ''Nyanguro.'' Norms and values promote early and forced marriages, perpetuate child abuse and lack of food in school keeps children feeling neglected. In school, children mentioned corporal punishment as one of the problem that put them at risk of abuse. When passing on the way to or from school, some adults use abusive language against children. Overall, the study found risks in schools, family and in the community.

The roles of parents, teachers and community leaders in protecting children against abuse

Children's views on roles of parents in protecting children
Parents have several roles to play in order to protect children from abuse. During survey ,children answered that parents have the role to listen to children' opinion, provide basic needs such as food, shelter, clothing and school materials. Equally, parents have the role of protecting children from abuse including, visiting and following up in schools, reporting to village leaders and police when children are faced with abuse. The study also found that parents have the roles to enroll children or send them to school to access to education. In addition, parents have a role of promoting good parenting to children and help them to learn good morals. This is evident from children in FGD who mentioned that parents have the big role of protecting children from FGM, early marriages, early pregnancies and ensuring that all children go to school.

Children's view on roles of teachers in protecting children
The study found that teachers have a role to teach and provide quality education, create a safe environment for children's learning and children to study well. Respectively, teachers have the role of listening to children and protect them against abuse. Additionally, children observed that teachers have a role of protecting them against corporal punishment such as canning. Overall, children has shown their expectations in terms of access to education and quality education, protection against abuse within school and the role of listening to children.The right to be listened to is similar to what children were expecting from parents. It seems that, right to be listened to as enshrined in the Tanzania Law of child Act and the Convention on the Rights of the child is one of the problem that children have faced with in school and at home with their parents.AI partners should consider strengthening child rights education to teachers and parents, if children are not listened to, they are at risk of abuse due to inadequate room for telling their parents and teachers.

Children's views on the role of community leaders on protecting children
With regard to roles of community in protecting children, it was found that community leaders have the role of monitoring school, visit and ensuring that children are kept safe and protected against child abuse. Community leaders are responsible for following up cases of children who are abused or at risk of facing abuse. Similarly, it was found out that they are responsible for taking measures against the perpetrator of child abuse and ensuring that they are reported to police. They are also responsible for ensuring that all children who at the school age are enrolled and parents who do not comply are apprehended. This finding indicates that, there is a inter relationship between teachers, parents and community leaders in relation to protecting children from abuse and neglect. Therefore, they should work together to address child abuse.

Children''s suggestions to keep children safe

Basing on children's views on child abuse they have opinions that are worth considering for the improvement of schools in all survey areas .Majority of children answered that in

order to make a school safe, teachers should reduce or stop the use of corporal punishment. However, children added that it is important to educate teachers to reduce or not completely use corporal punishment such as canning children. Children also proposed more child rights education to parents and the community t address child abuse. Since Longido primary is a boarding school children had opined that there should be school fence and increase watchmen to protect children from child abuse because there are some community members who pass within the school any time they want.

Ways to ensure prevention and protection against abuse is improved within school and beyond

Results show that to ensure prevention and protection against abuse, children have proposed some actions to take. First, to train children themselves on their rights and responsibilities, sensitize parents to understand children rights and effects of child abuse, and ways to protect children. Equally, there should be debate in schools on children rights. This finding is useful in supporting children in health clubs to critically discuss and incorporate child protection issues and ways to address it. It was also proposed that, teachers should be trained on children rights and how to protect them, and the laws to protect children should be implemented and necessary measures should be taken to report perpetrators to the police. The result concurs with the Law of child Act on the role of parents, children and parents to advance children rights and address abuse against them.

5. Children perception of effectiveness of school-level child protection mechanisms

The findings showed that as high as 63% of children agree with the statement 'If I tell a teacher that an adult including another teacher, is mistreating or harassing me, the teacher will do something to help''. They also agree with the statement 'If I tell a teacher that another child is bullying me, the teacher will do something for me. However, only about half of the surveyed students agreed that the school (teachers, head teachers, school committee) takes action to bring to an end physical and verbal abuse at home. This seems to indicate that while the mechanisms to report and to deal with cases in schools are responsive, they are less so in the case of abuse occurring at home.

6. Children's experience on occurrence of abuse

The study found that as high as 31.3% of children in the study area are always physically attacked, pushed, or hit by fellow students while in school and 23.6% of students mentioned that students are physically attacked, pushed, or hit by teachers. The findings in table 5 below indicate that schools are not safe for children. In this study The baseline survey revealed that children are physically hit by teachers and mapping exercise found that children are harassed by other children after school hours.

7. Prevention of and protection against abuse within school settings

As regard to prevention of and protection against abuse, children were asked to give their views on the role of parents, teachers and community. The observation suggests that parents had different roles to play, including providing basic needs such as food, water and education to their children. Children also mentioned that parents have the role of providing good parenting, listening to children's needs and sending them to school. The results also suggested that parents have the role to care for and protect children from abuse, neglect and violence. This result shows that there is a need to shape parenting behaviour through interventions and encourage parents to ensure that children's rights are met.

8. Teachers' views on extent and perception of child protection issues

The survey observed different child protection issues in the three districts. Of these 65.2% teachers mentioned forced or under age marriage, 56.5% mentioned initiation and abandonments. Initiation is a rite of passage making an entrance into a group, for example female genital mutilation is a pre requisite for entering adulthood. A total of 43.5% mentioned domestic violence and 30.4% mentioned teenage pregnancy. This implies that across all survey areas in three districts, children are faced with abuses at home. These finding are supported by key informants' interviews with Social Welfare Officers, Police and Ward leaders and Community Development officers who also mentioned early and forced marriage, Female Genital Mutilation as the main child protection issues.

9. Teachers' perception of school safety and school level child protection systems

The survey with teachers revealed that 50% of teachers fully agree that schools currently respect, protects and promotes children rights. The study also revealed that 60.9% and 56.5% fully agree that the schools currently provide safe space for children and school takes action to protection children from abuse within/on the way to and from school. However, the study identified a gap in term of effective systems in place to prevent and deal with harassment, bullying and abuse on children by students and adults as observed by 34.8% study participants.

The baseline survey in Monduli observed that sometimes teachers use their own income (salary) to cover some health expenses of children. Both in Arkalia and Arkatani Primary school in Monduli have no budget to buy pregnant test tools for girl children.The same question was asked in Qaru and Hareabi but teachers did not mention on whether they use their own money. However, in Longido the school has a budget where they allocate some money to buy pregnant test tools.

10. Teachers' views on the roles of parents, teachers and Community

A wide range of views were given by teachers when they were asked about the role of parents in protecting children and pupils from abuse and neglect. The study found that teachers' view parents' roles being to provide basic needs such as food, shelter and clothing and protection of children against abuse. Furthermore, the result indicates that the community leaders are responsible for protecting children against abuse through child rights education and monitoring children rights in schools and their area of jurisdiction. Overall, the results found that teachers, parents and community leaders have responsibilities of keeping children safe in schools, at home and in the community.This is evident from the Tanzania Law of child Act part II, section 8 which provides that it shall be the duty of the parent, guardian or any other person having a custody to maintain a child and give him/her the rights[2].which provides that it shall be the duty of on the responsibilities of parents and community members.

11. Teachers, knowledge, attitudes and practices towards children's safety

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[2] URT(2009).The Tanzania Law of Child Act, Dar es salaam,Tanzania

The survey also was interested to gather data on where to report cases of abuse when happen at school, at home and in the community. In all three district, majority (91.3%) will report at home, 82.6% in the community 73.9% and only 8.7 will confront the perpetrator when they see or hear of children experiencing abuse at school. When they were asked where they would report cases 56.5% of the teachers mentioned community leaders, 47.8% police, 47.8% government authority and 30.4% school organization. Very few teachers 17.4% mentioned they would report to members of children's family, and 8.7% to religious leaders.

12. Parents' attitudes towards value of children's education

A total of 56.5% of parents answered,'' not at all'' on the statement 'the school takes away valuable time from children,'71.3% answered ''not at all'' that sending female children to school is not a good use of money, and 58.3% responded ''not at all'' to the statement which said it is better to send one's children to school than to send other children in the house.

13. Prevalence, teachers and parents' attitudes towards children with disability

The majority of parents, 56.5% did not support the statement, ''It is better to send able bodied children to school than to send disabled children.'' However, during interviews some argued that all children are equal and they should both access educations regardless their disability status. Despite the findings in all survey areas, through observation method we revealed that the schools have infrastructures which are not disability friendly. The exception is Longido primary school which is a more inclusive school. It has children with disabilities, teachers with visual impairments and special education teachers. In other schools there were no special education teachers who could teach children with disabilities. Interview with teachers indicated that, they feel children with disabilities have equal rights to be protected from abuse and for the respect to their dignity

14. Teachers' attitudes towards children's safety within/on the way to/from school/ within village

In responding to the question on safety of children, the survey revealed that the majority of parents 83.5%, and 64.3% fully agree that their children like going to school and they feel safe when they are in school respectively. The finding indicates that their children trust teachers and expect protection from them. However, 27% of parents said that the school has no effective systems in place to prevent and respond to harassment, bullying and abuse of children by students and adults. In responding to the statement ''the school takes action to protect children from abuse at home, 30.4% answered ''not at ll,''that the school does not take action to protect children from abuse at home, when they are out of school, it is the responsibility of parents.

15. Parents' views on child protection issues found in the community

Of the survey participants who responded on the child protection issues, 65% mentioned children's basic needs are not met,57.4% teenage pregnancy,44.3% forced or under age marriage, 29.6% FGM and 31.2% abandonment by parents. The result is similar to teachers' perceptions teenage pregnancy, forced and or under age marriage and FGM. Many participants found it difficult to mention FGM because it is performed secretly. When talking to key informant during interviews, they mentioned that FGM is performed but cases are not reported. Community members are not ready to disclose on whether FGM is performed. In all research areas survey participants mentioned culture as the barrier for child disclosure and reporting.

16. Parents' Views on their roles, and teachers' and community leaders roles

Interviews with parents revealed that, parents have the roles of enrolling children to school, and following up their progress. The interview with parents also found that parents have the role of providing good parenting, stopping cultures and traditions that negatively affect children like the traditional practices of FGM and marrying off children. With regard to teachers' roles, parents mentioned that teachers have several roles to play including teaching, reducing or stopping corporal punishment and considering alternative ways of punishing children. Equally, teachers are responsible for training children on their rights and responsibilities.

17. Parents attitudes and knowledge and practice on children's safety

A total of 90.4% parents raised that when they see or hear of children experiencing abuse at school they will report, while 29.6% would confront the perpetrators. The results also indicate that 90.4 % and 23.5% would report the case and confront the perpetrator respectively if it happens in the community. When parents were asked where to report, majority of them 72.2% would report to community members, 64.3% would report to a government department, 40.7% family members, 35.7% to a school organization and 24.3 to Police.

18. Parents' observations on occurrence of Abuse

In this study 34.5% parents revealed that students are often physically attacked, pushed or hit by fellow students and 28.1% mentioned that they are often physically attacked, pushed or hit by teachers. Similarly, 20% of parents and 9.4% mentioned that students are always physically attacked, pushed or hit by fellow students and teachers respectively. This result is confirmed by a teacher who participated in an interview who mentioned that, children fight when, they are on the way back home and sometimes teachers hear about these cases the next day. In all schools surveyed teachers agreed that sometimes they hit children when they do wrong.

19. Child protection systems and structures

The survey revealed that some child protection structures exist in schools, for example health clubs in Longido Primary school, Arkatani Primary School, Qaru and Hareabi. In Longido as mentioned before, there is a club established by TEMBO organization that deals with early marriages and early pregnancies and FGM. The school also has patron and matron who are part of the school level child protection mechanisms. Matron and patrons are teachers who have the responsibilities of handling children's issues such as child abuse cases. Overall, the cases of abuse in schools are reported to teachers who then share information with the headteacher for proper handling of the case. In all three districts they have a Child Protection Team at district level, but the teams are not functional. Social Welfare Officers are mandated to coordinate the team but they are few and they don't have enough budgets to convene coordination meetings.

20. Challenges within Government Department - Police Gender and Children Desk Unit

The Karatu Police Station has no special offices for Gender and Children Desks. They use a shared room which is not suitable for handling cases of child abuse confidentially. The same problem was found in Longido, where they have to request a temporary office within the police premises when they get a client. Unfortunately enough in all three districts surveyed a safe and confidential place to keep files are not suitable which may put children's information at risk of getting lost or exposed to everyone. Furthermore, in Monduli the Police Gender and Children Desk has a very small office which is not suitable. These findings indicate the need for improving the child protection systems through improved and access to office facilities in all districts.

21. Challenges within Government Departments – Social Welfare Department

It was also necessary to understand the challenges that Social Welfare Departments in all survey areas face. It was found that in all districts, they have a problem with budget to enable them to carry out their activities effectively. The department across all districts faces a shortage of Social Welfare Officers. At ward level the standards requires them to have one per ward. All the wards in the project areas have no Social Welfare Officers. In Monduli, the Social Welfare Department has 2 Social Welfare Officer in Mto wa Mbu ward, because of vulnerability of many children and cases of abuse that happen there. However, Mto wa Mbu is not the ward where child protection will be rolled out by partners. The results also show that the department has no vehicle, so when cases are reported that need immediate response, they cannot respond. The demand for Social Welfare services is high but the available Social Welfare Officers cannot handle all cases. It was mentioned that some community members cannot access Social Welfare services because of distance.

22. Shortage of water in survey schools

In Arkatani and Arkalia due to shortage of water, the survey team observed children eating without washing their hands. The survey teams also observed that in Hareabi Primary school children were drinking water from a small tank placed in the head teachers' office, and they were using one cup for the entire school which was not healthy for children. Although this is not directly related to abuse but reaction from teachers such as caning children when they struggle for water during water shortage causes abuse. In

Longido primary school, sometimes children go to fetch water during school hours as a result it affect their studies, and when they are fetching water they are abused by out of school youth of Maasai tribe.

Conclusion and Recommendation

1. The survey has revealed that children are not safe at home, in school, on the way to/from school and in their own community. In all schools surveyed, there is a potential opportunity to bring social change due to teachers' interest and willingness to bring change. However, the question of culture and traditions need to be looked at closely through tailored interventions that respond to different groups of people at different space and time. The cultural practice of Maasai and Iraq tribes promotes FGM and early marriages. There is a need for concerted efforts among partners in the districts to address child protection issues in a more structured and systematic ways. The existing mechanisms in schools and in the community can be a stepping stone for this project moving forward.

Recommendations to AI

2. ERP Project partners should use the strength and opportunities identified through this survey to address abuse and violence against children in the target districts. The strength includes: available Social Welfare Officers, Police, Gender and Children Desk and Health Department, structures of children in schools such as children's health clubs and existing mechanisms like patron and matrons. A partnership opportunity includes the organizations that are already working in the project areas. In Longido, TEMBO, World Vision and Sauti Moja. World Vision in Monduli as well, World Education incorporation in Karatu.

3. Due to the scale of the problem the project needs a commitment of 2-3 years to be able to see tangible results, due to the fact that the first year is mostly the process for setting up mechanisms at different levels of the project.

4. Profile some key information in a simple and user friendly Swahili language for dissemination to different stakeholders in project areas.

Recommendation to Government stakeholders

5. The district council in Monduli and Karatu should build a hostel for children who travel long distance from /to school to address risks of abuse or dropping out.

6. The Longido district council should construct a fence for Longido Primary school to address security issues and child protection concerns. The school is located in Longido town and children are at more risk of child abuse.

7. The government in Karatu, Longido and Monduli districts should renovate or construct special rooms at Police Stations in all surveyed districts and equip them with computer facilities for storing database of child abuse cases. Special rooms will improve confidentiality and ensure a child-friendly environment. Improving infrastructure should go hand in hand with budget allocation to the Police and Gender desk allowing them to carry out investigations and follow-up on time.

8. The district council should allocate budget to Social Welfare department and schools in order to respond to the Social Welfare departmental needs and enable the departments to fulfill their responsibilities as stipulated in the Children's Act. The budget should also be allocated to government schools for the purchase of pregnancy test facilities for primary schools or the health department to supply pregnancy tests in health facilities to improve timely tests. Pregnant tests help to

identify girls before they get pregnancy and who are pregnant in order to report to relevant authority. The pregnant tests are important to understand the magnitude of the problem and strengthen child rights education to protect girls from getting pregnant.

9. The district council in each survey area should build, develop infrastructure for water supply in order to improve access to safe and clean water.

Recommendation at Community Level

10. AI and partners in Tanzania to design programmes aimed at sensitizing parents to understand and fulfill their roles and responsibilities to their children. The programme should also aim to address child protection issues including early and forced marriages, FGM, abandonment and neglect through campaigns against child abuse.
11. AI and partners should strengthen existing child protection structures such as child protection committee/or any other potential existing committee, at village level through trainings and monitoring of children rights.
12. AI and partners should strengthen their programmes for children with disability through community sensitization to improve change in attitudes of parents and teachers towards children.

Recommendation at School level

13. AI and partners should improve the existing school level mechanisms such as health clubs through training the health club members on children's rights, child abuse, and supply of child-friendly learning materials, and equip them with knowledge on reporting mechanisms.
14. AI and partners should train teachers including the head teachers on child protection in order to improve school environment for children to feel protected, encourage children asking/answering questions, address administration of corporal punishment in primary schools and bring to an end physical and verbal abuse at school. .
15. AI and partners to ensure that children in five primary schools are trained on their rights, and support them feel more comfortable to ask questions in class and improve the disclosure when they experience or at risk of child abuse.
16. The school should document a reporting path and post it on the wall in the staff room and in the classroom that every teacher and children can access and use the same information. The reporting path should be posted in teachers' staff room so that everyone can access and use.

1.0 INTRODUCTION

1.1 Background to the Baseline study

African Initiatives is implementing the project called Our Equal Rights Project (2014-2019) which is designed to bring about lasting change in six districts in northern Tanzania - Ngorongoro, Monduli, Longido, Karatu, Mbulu and Kilolo. The project works in 44 primary schools and 26 secondary schools. Over five years the project is expected to improve school conditions for up to 26,000 primary school students and 23,000 secondary school students.

The project is funded by Comic Relief and an anonymous donor. It is managed by African Initiatives who works in partnership with the Pastoral Women's Council (PWC), Community Aid, Small Enterprises Consultancy (CASEC), and Community Research Development Services (CORDS). Together, the organizations work with parents, schools, local and traditional leaders, ward development committees, district education authorities and school inspectors.

AI is carrying out a baseline study in order to generate baseline data to be able to measure the impact of project activities on improving children's safety in school and at home.

The baseline study will support AI and partners to gain accurate information on the current situation of children.

Problem Statement

The United Republic of Tanzania has ratified major international human rights instruments on children which provides a critical opportunity for the government's commitment and leadership in child protection[3].The major notable instruments are CRC (1991) and ACRWC (2003). In addition to the CRC, Tanzania has passed legislation to safeguard children to comply with the CRC and the ACRWC. Of particular significance is the Law of Child Act (2009) applicable in Tanzania Mainland as well the Children's Act (2011) of Zanzibar. The government has also developed different responses and preventative measures, including the current National Plan of Action to prevent violence against women and children (NPA-VAW), and the development of child protection regulations.

Despite all the government efforts at different levels in putting mechanisms in place, child abuse and violence against children continues to happen in different parts of the country. Child abuse is any deliberate behaviour or action that endangers a child's health, survival, well-being and development. Child abuse includes physical such as corporal punishment, emotional, sexual, emotional and neglect[4].Therefore, this study seeks to identify drivers of child abuse in order to develop response strategies.

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[3] URT(2012).National Costed Plan of Action for Most Vulnerable Children ,NCPA II 2013-2017,Tanzania

[4] Medrano,Tabben-Toussaints A.Manual 1:Child Protection Basics,FHI 360 Child Protection Toolkit.Research Triangle Park,NC: FHI 360;2012

1.3   General Objective of the Baseline study

The study's general objective was to generate baseline data against which to monitor and assess the impact of child protection project activities on target population. Specifically, the study aimed to;

1. Build a compelling evidence base to support advocacy, engagement and mobilization of project stakeholders to address child protection issues.

2. Explore the extent & perception of protection issues in the target area of the project.

3. Understand mechanisms to report and handle abuse to children, at the school level and beyond

1.4   Organization of the Report

The report is organized into five chapters. Chapter one of the reports presents the background to the problem, problem statement and research objectives. Chapter two summarizes the literature review. Chapter three describes the methodology as well as the tools used in the study. Chapter four presents findings including discussions. Chapter five covers conclusions and recommendation.

2.0 LITERATURE REVIEW

2.1 Tanzania context

According to the violence against children study, the prevalence of child abuse has generally increased in Tanzania. Nearly 3 out of every female aged 15-23 report having experienced at least one incident of sexual violence before the age of 18 years. Challenges include the limited understanding of rights of children by parents and community members, social cultural practices that perpetuate violence, for example early marriages and FGM. Government structures such as the police, judiciary and social welfare exist, but they lack capacity to deal with child abuse cases, in some cases the human capacity at the DSW to provide a sufficient number of staff is over stretched and currently there is only 17% of the required SWO in selected districts (the required number is at least four per district). In general, abandonment and child neglect are not perceived as a problem in communities[5].

Literature indicates that Tanzania is taking some steps forward to prevent violence against children in pursuance of the Agenda 2030 Sustainable Development Goals (SDGs) and the African Union Commission's Agenda 2063: The Africa We Want and in order to deliver on the vision of a world where all children grow and live free from violence. The Global Partnership to End Violence against Children was launched to help countries to work together to build political will to end violence.

Tanzania, along with Sweden, Mexico and Indonesia, has accepted the opportunity of becoming a pathfinder country in the Global Partnership to End Violence against Children. Tanzania is the first African country to showcase the initiative. The selection of Tanzania was based on our country's response to the findings of the Violence against Children study carried out in 2009.

Tanzania has developed a National Plan of Action on Violence against Women and Children (NPA-VAWC) which seeks to contribute to the Global Partnership targets by promoting the use of evidence-based approaches in supporting those committed to, and charged with, preventing and responding to violence against women and children - from government to grassroots, from civil society to the private sector (NPA-VAWC 2017/2018-2019/2021).

The NPA-VAWC represents a strategic shift in thinking about how Tanzania will address the problem of violence against women and children. Instead of focusing on interventions that are issue based, Tanzania will now focus on building systems that both prevent violence against women and children in all its forms, and respond to the needs of victims/survivors. This

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[5] Tanzania Child Rights Forum (2014). Child Rights Status Report, Dar es salaam,Tanzania.

undertaking is immense in that it requires not only a high level of coordination and cooperation among all duty bearers, but also entails taking concrete steps toward bridging the public and private spheres and reaching communities, families, and individuals – including children – and reshaping perceptions of violence as well as gender roles between men and women.

Despite the progress of the government in implementing the Law of Child Act and the release of the NPA-VAWC, significant challenges remain before a well-functioning, well-coordinated child protection system can be brought into existence. Perhaps the biggest challenge arises from the combination of high poverty and high rates of abuse. Tanzania is a nation of approximately 50 million people, and therefore approximately 25 million children. If according to the UNICEF VAC study nearly 75% of children in Tanzania are victims of abuse, then approximately 17 million children are in need of some kind of service in order to provide them with care and redress for the abuse to which they have been subjected. When the country is still struggling to provide the most basic level of healthcare, law enforcement, legal, and social services, it is hard to even imagine expanding those services to accommodate millions of additional recipients. The Department of Social Welfare.[6]

The Government also faces challenges at the ministerial structure of the Tanzanian government. A reading of the Law of the Child Act gives the impression that Social Welfare Officers in many ways are the most pivotal actors when it comes to protecting children which is evidenced in the Law of Child Act and the child protection regulations. Yet the Department of Social Welfare is located within the Ministry of Health, Community Development, Gender, Elderly and children (MHCDGEC). The DSW previously resided within the Ministry of Health and Social Welfare. While the MoHSW likely has greater resources available to it, due to large donor interest in the health sector in Tanzania, an on-going concern is that the healthcare aspects of the ministry will subsume the DSW. There has been also a concern of particular concern in the interplay between the MoHSW and MCDGC. The country is currently facing a major shortage of Social Welfare Officers, with the result that many districts in Tanzania do not have a Social Welfare Officer. As a result, Community Development Officers may often wind up "standing in" for Social Welfare Officers, creating a number of problems in terms of workload and quality of service provision[7].

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[6] Caucus for Children Rights (2012). Costing Critical Child Protection Services in Arusha, Tanzania

[7] Ibid

3.0 METHODOLOGY

3.1 Methodological Process

The baseline survey employed a mixed method approach. Primary interviews, questionnaires, documentary reviews and key informants interview guides. Interviews were conducted to different participants in the study area.

3.2 Research Design

The study used a cross-sectional research design for determining linkages of factors. The cross sectional survey was selected because of its flexibility and it focuses on studying and drawing conclusions. The design is relatively inexpensive: it takes little time to conduct and can be changed according to the circumstances. This is also confirmed by Mtae (2015) who pointed out that the choice of this method is warranted by its ability to meet the objectives of the study.

3.3 Study area description

The study was conducted in Monduli, Longido and Karatu districts in Arusha region. The districts are located in the north eastern section of the country. These study areas are under the ERP which is being implemented by AI partners in Arusha regions namely, PWC, CORDs and CASEC. Partners sampled the same community to integrate ERP and child protection in order to create a safe school for children where children feel protected and valued.

3.3 Study population, sample size and sampling techniques

The study population was children in 5 primary schools. The children category comprised of children aged 7-17 years. This age group was selected because it falls under school age enrolment age and it is prone to school enrollment. The sample size of 150 children from grade 4 to grade 7 was identified across 5 schools. Individual interview and children participatory exercise was used with children in schools to elicit their views. The sample size selection was based on Bailey (1994) argument that a sample of 30 respondents is the bar minimum for studies in which statistical analysis will be done regardless of the population size. A random sampling technique was used to get a sample size. The researcher moved from one class to another and identified a sample size. The sampling unit was children in primary schools across the selected districts. The study respondents for survey questionnaires involved teachers and parents and interviews with key informants.

Table 1: Category of respondents

Category of respondents	Number of respondents			Total
	Longido	Karatu	Monduli	
Children	30(18 F:,12 M)	60(36F: 24 M)	60(36F:24 M)	150
Teachers	12(9F : 3 M)	5(2F 3 M)	6(3F:3M)	23
Parents	25 (16F: 9 M)	43 (24F:19 M)	47 (26 F:21M)	115
Social Welfare Officers	1	1	1	3
Police Gender and Children desk	1	1	1	3
District Education Officer	1	2(1M, 1 F)	1	4
Ward Education Officer	1	0	1	2
Village Executive Officer	1	1	1	3
Community Development Officers	3(2 F,1 M)	1	1	5
Total	75	114	119	308

Source: Survey, 2018

3.4   Data types and data collection methods

The data collection process started in February and ended in March 2018. Both primary and secondary data were collected. Primary data collected include perception of safety within and on the way to and from school, perception of effectiveness of school level child protection mechanisms, occurrence of abuse, prevention of and protection against abuse within school settings. Primary data were collected using questionnaires consisting of open and closed ended questions. Research Assistants visited some adult respondents at their household under the guidance of leaders and some parents were interviewed in school settings under the guidance of head teachers and village executive officers.

The study also used key informant interviews which were used to collect information from individuals with experience on child protection in the district: Social Welfare Officers, Community Development Officers, Police Gender and Children Desk, Ward Executive Officers, Village Executive Officers, District Education Officers and Ward Education Officers. The study collected data on mechanism in schools, at district, ward and village level, types and number of abuse cases and limitation faced by key informants on delivering services.

Six children from each school participated in community mapping exercises at their respective schools. In community mapping exercise children were sampled from different classes and were guided to draw maps of their villages. Girls and boys were guided to work in separate groups with a view of identifying practices that affect boys and girls differently. Their role also was to identify safe and unsafe areas in their community. Thirty children then convened in a focus group discussion and recommendation.

We used non participant observations, which involved watching interaction of children to assess whether there is bullying among children. The researcher had to watch physical behaviour and verbal behavior. The study captured the behaviour of teachers on the use of corporal

punishment. In all schools also we observed infrastructure that were not disability friendly. In Police stations and Social Welfare departments the researcher watched whether the offices are friendly places to interview a child, and also whether the police stations have specific offices for Gender and Children Desk child protection services. The data collected brought a wide range of opinions, views and perception in which similarities were deduced.

3.5   Research Ethics

The study sought research permission from all districts through partners. Before data collection the lead researcher met with the Education Officers in all districts of Arusha regions to explain the objectives of the survey. Individual verbal consents were sought from parents in the study area. Children gave assent and teachers gave consent allowing children to participate in the survey. The researchers informed all survey participants that the information they provide will not disclose their names. The survey team explained that there is no any punishment for any children who don't feel participating in the study. Adults who were not ready to be interviewed for one reason or another were excused from the survey in all districts.

3.6   Training of research assistants

The lead researcher trained research assistants before data collection. The research assistants were graduates in Social Work and Counseling. The aim was to build their capacity on data collection tools, methods and child protection behavioral code of conduct. The orientation exercise clarified the research design and methodology. All research assistant came from Elimu Mwangaza and they had prior experiences on research on child protection. Apart from that, they participated in reviewing the translated questions for consistency of words in relation to the survey areas and Swahili language.

3.7   Data Analysis and Presentation

The survey collected quantitative and qualitative data through different methods. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) in order to generate descriptive statistics. However, qualitative data were analyzed using content analysis method.

3.8   Challenges Encountered during data collection

i.   The study encountered some challenges. In some schools with no food programme, it was difficult to be consistent with our schedule because children had to go home to take lunch, and unfortunately some lived very far from school. Children who did not go home for lunch due to long distance were difficult to interview while they were hungry. Children in Karatu had to leave the school early because of fear of dangerous wild animals.

ii.   Some of the schools were hesitant to allow children to participate in a survey due to fear of losing class sessions and fear of their District Education Officers. This was the case of Monduli. The survey also encountered challenges of parents who had to attend local markets, commonly known as Mnada in Swahili. For example, in Monduli, we had to re-schedule the day for interviewing parents due to the same reason. In Karatu, we postponed data collection because of heavy rain which made the road slippery and impassable. Apart from that, most of the adult respondents started to be reluctant to participate because they were expecting to get payment from the survey. Some did not even turn up when they knew there was no payment.

3.9   Practical solutions to the problem

The researchers, teachers and community leaders had to clarify that the survey is for the benefit of their children therefore no payments should be extended to parents. With regard to interview in schools we had to re-schedule all the time and follow the instructions of head teachers on how to get children to participate. In terms of rain, we had to postpone and go for data collection the next day. Overall, despite all the challenges, the research team was successfully in collecting the required data for the baseline.

4.0 FINDINGS AND DISCUSSION

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents presented in this sub section are age and sex composition.

4.2 Age composition

During the study undertakings, the majority of study participants were below the age of 54. As indicated below, parents aged 55+ were very few and many teachers fell under the age of 21-37.The observation method also found that majority of primary teachers are younger.

Figure 1: Age category by participants
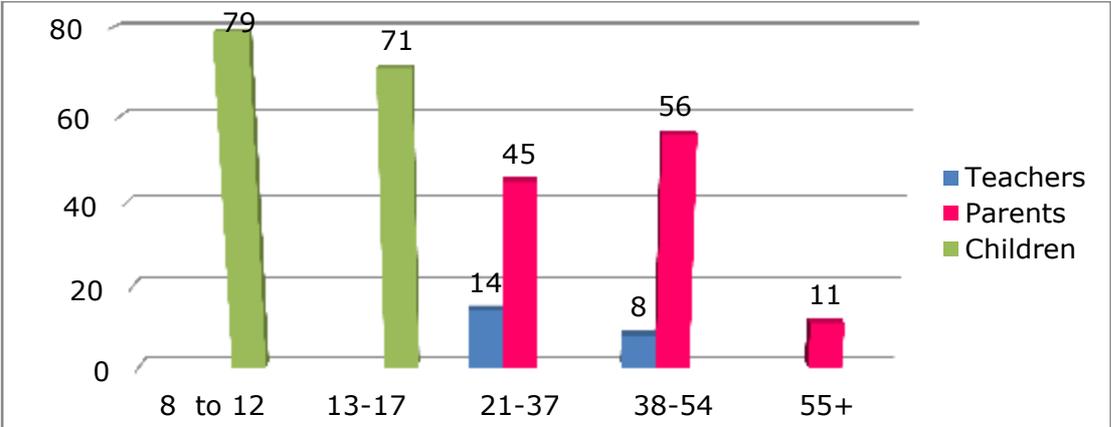
Source: Survey, 2018

4.3 Sex composition of respondents

The study sampled both male and female adults and children. The study respondents in school indicated that in schools, the study sampled more girls than boys to see the extent to which girls feel on their protection. As indicated in the table below there was more female than male participants in the study. This can be attributed to AI ERP project and theory of change vision which states that women and girls in marginalized community enjoy equal status and are empowered to achieve SDG 5 Gender Equality and women Empowerment and SDG 10 reduced inequality.

Table 2: Sex composition of respondents
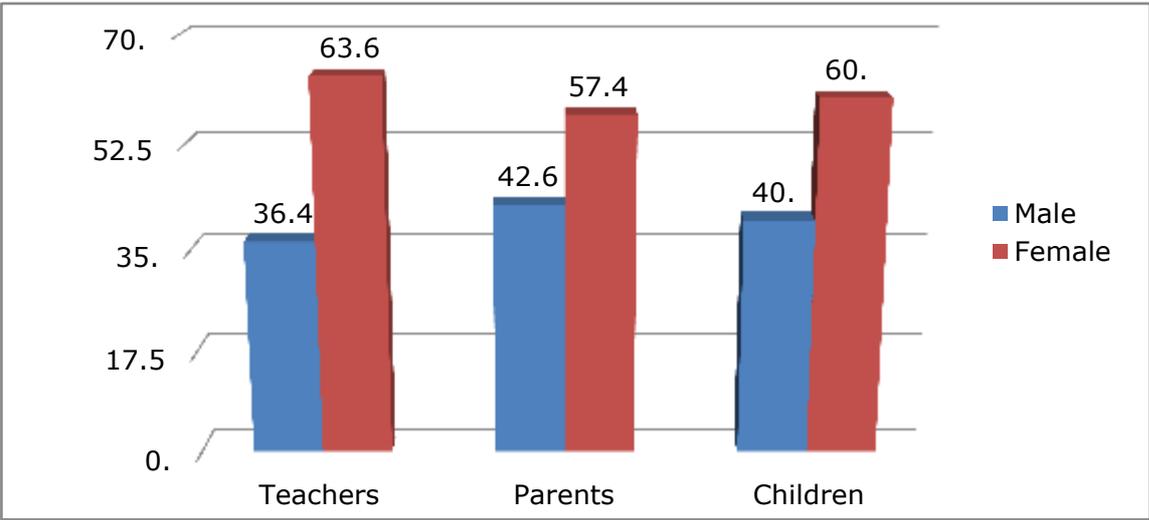
Source: Survey, 2018

In this section, first I will discuss children perception on safety within and on the way to school, children perception of effectiveness of school level child protection mechanism, child's experience on occurrence of abuse. Then teachers' views on extent and perception of child protection issues, teachers' views on the roles of parents and teachers and community. Similarly, I will focus on parents' attitudes towards value of children's education, parents' attitudes and knowledge and practice on children's safety as well as parents' observation on occurrence of abuse.

4.4   Perception of children's on safety within and on the way to/from school.

Teacher/student relationship:

The survey revealed that 60% of children raised that teachers always shout at them. As high as 49.7% also indicated that teachers always use a corporal punishment such as stick to emphasize good manner. This indicates that the use of stick to punish children is one of the problems that affect children's safety. However, 52.7% also indicated feeling comfortable asking/answering questions in class, 51% like going to school, and 58% feel safe in school. Similarly, in responding to other research questions such as'' most of my teachers encourages me to ask question'' 31.3 % of students strongly agreed, 59.3% agreed that most teachers encourages them to ask question. In all survey schools there was some similarities between boys and girls responses in schools when they responded to the statement ''most of my teachers encourages me to ask question. In terms of girls, they agreed as follows; Arkaria (70.4%), Arkatani (77.8%), Hareabi (66.7%), Londido (22.2%), and Qaru 83.3. Girls in Longido score low on agree but answered as high as 77.8 on strongly agree scale. Boys in all schools agreed as follows Arkaria (64.7%),Arkatani (75.0%),Hareabi(0%),Longido(66.7) and Qaru(70%),although Hareabi scored 0% on the agree scale, they scored as high as 84.6% on strongly agree. This result may be attributed to the focus of the project on equal rights projects that empowers teachers on teaching methodology.

Although there are similarities between girls and boys responses, we also notice the similarities in responses across schools. The results indicate that there is a good relationship between teacher and students but need to be improved through partners' interventions (Refer Annex 5).

A total of 33.3% strongly agreed, and 58.7% agreed on the statement that ''I am treated with respect by my teachers. Similarly, the survey observed girls and boys responses across 5 schools on the same statement as follows;
Boys responses. Arkaria (82.4%),Arkatani(62.5%),Hareabi(30.8%),Longido (75.0%),Qaru(50%),they agreed on the statement on their feeling of treatment. On the same statement girls responses indicated that, Arkaria (63.0%), Arkatani (88.9%), Hareabi (72.2%), Longido (27.8) agree on the statement. Longido scored 27.8 on the agree statement, but as higher as 72.2 on strongly agree.The results indicate similarities in responses between girls and boys across all schools. The interview with a headteacher for Arkaria supported the same, that he always follow up teachers to ensure that children are treated with respect.

The surveyed children also revealed that when answering the statement ''I feel safe in my school'' 36% strongly agreed and 58.7% agreed to the statement. The findings also shows that 20% and 43% strongly agreed and agreed respectively on the question ''bullying is the problem at my school. This was supported by children's in FGD who mentioned that children face bullying when they are going back home.

The study also found that, there are several issues that put children at risk of being abused by adults such as long distance from home to /from school. They also mentioned that sometimes they are canned or bullied by Maasia Youth ''Nyanguro.'' Norms and values promote early and forced marriages causes child abuse, lack of food in school keeps children feeling neglected. In school, children mentioned corporal punishment as one of the problem that put them at risk of abuse. When passing on the way to or from school, some adults use abusive language against children. Overall, the study found risks in schools, family and in the community.

In all schools, children mentioned distance as one of the problem that affect them. Children wake up in the morning in order to get to school early. During rainy season it is very difficult to go to school, all the paths are filled with water .The children in Qaru and Hareabi in Karatu mentioned risks of dangerous wild animals on the way to and from school and risks of girls being raped. Due to distance some children do not even go home to take lunch because the schools do not provide lunch, parents have resisted contributing to food due to Government announcement on the new ways of handling food programme in school and it has provided a guideline on ways of mobilizing parents to contribution. Children who travel a long distance are likely to drop out of school or to play truants. Chingonikaya et al., (2014) noted that students get discouraged with long distance while facing many obstacles on the way and ultimately decide to drop out of school.

In the interview with the Ward Education Officer for Longido ward and she mentioned that the government decided to establish a boarding school because children were walking long distance and some of them were at risk of dropping out of school, early marriages and Female Genital Mutilation (FGM). Therefore, the government decided to address risks of children walking long distance to school.

''As an education officer, one of the challenges that we see at Longido primary school is lack of school fence, and some children are at risk of abuse. Unfortunately enough, the school has children with disability who may be more at risk as compared to their counterpart. ''**Ward Education Officer for Longido.**

On the way children are hit by Maasai Youth (Moran) who are nicknamed as ''Nyanguro.'' The survey in Monduli found that, one child was hit by Nyanguro and he didn't attend school for one week. In Longido, when they go to fetch water, the same group of youth hit them. Longido Primary school, like other schools interviewed in Karatu,they have the problem of water supply. For the case of Longido, children go to fetch water out of their school, and sometimes they lose school sessions at the same time at risk of being hit or are hit by the Morani (Maasai

Youth).Therefore, addressing this challenge needs establishment/strengthening of existing community based mechanisms in all target schools and villages to respond to and prevent abuse and violence against children. With regard to water supply there is a need for a project to address water shortage.

Overall the findings inform stakeholders that children safety in school and on the way to school is weak, therefore a need for concerted efforts to keep children safe through tailored interventions. However, there was no evidence of children being sexually abused on the way to or from school in all survey areas although they are at risk of abuse and violence

The roles of parents, teachers and community leaders in protecting children against abuse

Children's views on roles of parents in protecting children
Parents have several roles to play in order to protect children from abuse. During survey children answered that parents have the role to listen to children' opinion, provide basic needs such as food, shelter, clothing and school materials. Equally, parents have the role of protecting children from abuse including reporting to village leaders and police when children are faced with abuse. The study also found that parents have the roles to enroll children or send them to school to access to education. In addition, parents have a role of promoting good parenting to children and help them to learn good morals. This is evident from children in FGD who mentioned have the big role of protecting children from FGM, early marriages, early pregnancies and ensuring that all children go to school.

Children's view on roles of teachers in protecting children
The study found that teachers have a role to teach and provide quality education, create a safe environment for children's learning and children to study well. Respectively, teachers have the role of listening to children and protect them against abuse. Additionally, children observed that teachers have a role of protecting them against corporal punishment such as canning. Overall, children has shown their expectations in terms of access to education and quality education, protection against abuse within school and the role of listening to children.The right to be listened to is similar to what children were expecting from parents. It seems that right to be listened to is one of the problems that children are faced with in school and at home with their parents.AI partners should consider strengthening child rights education to teachers and parents, if children are not listened to, they are at risk of abuse due to inadequate room for telling their parents and teachers.

Children's views on the role of community leaders on protecting children
With regard to roles of community in protecting children, it was found that community leaders have the role of monitoring school, visit and ensuring that children are kept safe and protected against child abuse. Community leaders are responsible for following up cases of children who are abused or at risk of facing abuse. It was found out that they are responsible for taking measures and apprehend the perpetrator of child abuse and ensuring that they are reported to police. They are also responsible for ensuring that all children who at the school age are enrolled, and parents who do not comply are apprehended. This finding indicates that there is a inter relationship between teachers, parents and community leaders in relation to protecting children from abuse and neglect. Therefore, they should work together.

Children's suggestion for making school safe

Basing on children's views on child abuse they have opinions that are worth considering for the improvement of schools in all survey areas .Majority of children answered that in order to make

a school safe,teachers should reduce or stop the use of corporal punishment. However, children added that it is important to educate teachers to reduce or not completely use corporal punishment such as canning children. Since Longido primary is a boarding school children had opined that there should be school fence to protect children from child abuse because there are some community members who pass within the school any time they want.

Table 3: Perception of children's on safety within and on the way to/from school

Variable	Frequency(percent)			
	Strongly agree	**Agree**	**Disagree**	**Strong disagree**
I like going to school	69(46)	**77**(51.3)	4(2.7)	0(0)
I feel comfortable asking questions in class	52(34.7)	86(57.3)	9(6)	3(2)
I feel comfortable answering questions in class	61(40.7)	79(52.7)	8(5.3)	2(1.3)
Most of my teachers encourages me to take part in class activities	47(31.3)	89(59.3)	10(6.7)	4(2.7)
I feel safe in my school	54(36)	87(58)	8(5.3)	1(0.7)
I am treated with respect by students at my school	50(33.3)	87(58.7)	11(7.3)	1(0.7)
I am treated with respect by my teachers	48(32)	89(59.3)	9(6)	4(2.7)
Bullying is the problem at my school	30(20.1)	64(43)	42(28.2)	13(8.7)
My teachers often shout at pupils when they do not hear or understand what the teacher explains	26(17.3)	90(60)	23(15.3)	11(7.3)
Always Teachers use stick emphasize good manner	47(31.5)	74(49.7)	17(11.4)	11(7.4)
I feel protected from violence in my school	37(26.8)	91(65.9)	8(5.8)	2(1.4)

Source: Student Survey, 2018

4.5 Children Perception of Effectiveness of School Level Child Protection Mechanisms

The findings showed that as high as 63% of children agree with the statement 'If I tell a teacher that an adult including another teacher, is mistreating or harassing me, the teacher will do something to help. They also agree with the statement 'If I tell a teacher that another child is bullying me, the teacher will do something for me. However, only about half of the surveyed students agreed that the school (teachers, head teachers, school committee) takes action to

bring to an end physical and verbal abuse at home. This seems to indicate that while the mechanisms to report and to deal with cases in schools are responsive, they are less so in the case of abuse occurring at home.

The interview with teachers indicates that in Arkatani, Longido, Arkalia, Qaru and Hareabi they have patrons and matrons who take care of children. In all schools they mentioned that cases are brought to teachers by parents or children themselves and are reported to the headteacher and the Head teachers report to the village government.
'We receive several cases of attempt to early marriages, for example there was an attempt to marry a girl child, we reported the case to a village chairperson.**" interviewee female teacher Arkatani Primary school.**

'When a girl gets pregnant, we inform the school committee, we discuss and ensure that we are satisfied and we take her to the dispensary for pregnancy test, then we report to Ward Education Coordinator.**" Interview Extract from a Headteacher, Arkalia Primary School.**

However, the study found that the mechanisms exist but have not been able to address cases of abuse. We also observed that in all survey areas cases of abuse are not documented, there was no evidence of files and number of cases for children who have reported cases. Adducing from this, lack of documentation may affect children rights to access justice. The village offices and schools do not have specific files for child abuse cases.

Except in the case of answer to statement one in Table 4 - with 6% only agreeing - findings seem to show that an adult is there in case of abuse at school or in the community??, that teachers and school help, but fewer students agreed that the same people would bring to an end abuse occurring at home.
The researcher conducted an interview with NGO Coordinator for Tanzania Education and Micro Business Organization (TEMBO). The organization has established a club called **Sarah and Juma.** Sarah represents females and Juma represent males. TEMBO educates the club on the risks of early marriages, FGM, and early pregnancies. The organization educates the children on the importance of girls' education. This club helps children to break the silence on issues that affect children. The organization trained trainer of trainers who work directly with school club.

The organization has trained 8 ToTs and they manage one village and work directly with Sarah and Juma Club. However, in Longido there are two facilitators who take care of the village and the school. Due to these baseline findings it is important for CORDS to hold a meeting with TEMBO Management to discuss plans and find out a mechanism for collaboration and engagement. In all schools there should be mechanisms to ensure that all children are protected. The mechanisms include documentation, referral, and school level child protection policy duly signed by the District, and to make sure that all teachers are trained on child protection and sign the behavioral code of conduct.

Table 4: Children Perception of Effectiveness of School Level Child Protection Mechanisms

	Frequency (percent)			
Variables	**Strongly agree**	**Agree**	**Disagree**	**Strong disagree**

If I tell a teacher that another child is bullying me, the teacher will do something to help	9(6)	34(22.7)	66(44)	41(27.7)
There is an adult in school I feel I could talk to if I experience abuse by fellow students or by teachers	47(31.3)	95(63.3)	6(4)	1(0.7)
If I tell a teacher that an adult including another teacher, is mistreating or harassing me, the teacher will do something to help	33(22)	76(50.7)	28(18.7)	13(8.7)
My school(teachers, head teachers, school committee etc.) takes action to bring to an end physical and verbal abuse at school	38(25.3)	75(50)	32(21.3)	5(3.3)
My school(teachers, head teachers, school committee etc.) takes action to bring to an end physical and verbal abuse at home	16(10.7)	52(34.9)	61(40.9)	20(13.4)
Almost all cases of abuse that happen in our school are reported	16(10.7)	57(38.7)	68(45.6)	8(5.4)
Almost all cases of abuse that happen at home are reported	12(8)	48(32)	65(43.3)	25(16.7)

Source: Children Survey, 2018

4.6 Children's experience on occurrence of abuse

The study found that as high as 31.3% of children in the study area are always physically attacked, pushed, or hit by fellow students while in school and 23.6% of students mentioned that students are physically attacked, pushed, or hit by teachers. The findings in table 5 below indicate that schools are not safe for children. In this study the baseline survey revealed that children are physically hit by teachers and mapping exercise found that children are harassed by other children when they are on the way from school.

Teachers and students can increase chances of abuse.The finding indicates that both teachers and children may create a safe and unsafe environment. In Longido primary school, children with disability mentioned that they face bullying from other children. Sometimes, children without disability confiscate their uniform and leave them with dirty ones. There was no evidence in other school on the same,the abuse is mainly between children with disability and without disability who both live in hostel. The survey did not reveal any abuse against children with disability during school hours. During school hours there are many teachers who take care of all children as compared to after school hours where the only one matron has to handle them. The FGD with children following community mapping found that children are physically hit on their backs by teachers.

'We might think the school is safe for us but we have to remember corporal punishment, we all experience this punishment at different time''. **A girl child during community mapping with children, Longido Primary School**

Table 5: Children's experience on occurrence of abuse

Variables	Frequency(Per cent)			
	Never	Once or twice over 6 months	Often	Always
A teacher physically attacked, pushed or hit me	68(45.3)	33(22)	26(17.3)	23(15.3)
At home, I am hit or screamed at	52(34.9)	43(28.9)	27(18.1)	27(18.1)
Students are physically attacked, pushed, or hit by fellow students while in school	34(22.7)	28(18.7)	41(27.3)	47(31.3)
A student physically attacked, pushed or hit me	55(36.7)	30(20)	29(19.3)	36(24)
Students are physically attacked, pushed, or hit by teachers	50(33.8)	28(18.9)	35(23.6)	35(23.6)

Source: children Survey, 2018

4.7 Prevention of and protection against abuses within school settings

As regard to prevention of and protection against abuse, children were asked to give their views on the role of parents, teachers and community. The observation suggests that parents had different roles to play, including providing basic needs such as food, water and education to their children. Children also mentioned that parents have the role of providing good parenting, listening to children's needs and sending them to school. The results also suggested that parents have the role to care for and protect children from abuse, neglect and violence. This result shows that there is a need to shape parenting behaviour through interventions and encourage them to ensure that children's rights are met. The results are in concurrence with the Tanzania Law of child Act which provides that;

As regard to prevention of and protection against abuse, children were asked to give their views on the role of parents, teachers and community. The interview suggests that parents had different roles to play including providing basic needs such as food, water and education to their children. Children also mentioned that parents have the role of providing good parenting, listening to children's needs and sending them to school. The results also suggested that parents have the role to care and protect children from abuse, neglect and violence. However, the mapping exercise with children revealed that children are not listened to by their parents, they are forced for early marriages, FGM and boys are send to take care of cattle. This result informs us that there is a need to shape parenting behaviour through interventions and encourage them to ensure that children's rights are met. These results are in concurrence with the Tanzania Law of Child Act which provides that;

''Under section 8.-(1)it shall be the duty of the parent, guardians or any other person having custody of child to maintain that child in particular that duty give children the right to food, shelter, clothing, education and guidance. Section 2 of the same law provides that a person shall not deprive a child access to education and other things required for development.'' **Extract from Law of Child Act, of 2009, Tanzania.**

Similarly, with regard to teachers, the interview with children found that teachers should be responsible for educating them on their rights and protecting them from abuse including corporal punishment. This result is an indication that one of the hardest times children face is when they are hit by teachers.

In Longido primary school, children are not feeling protected from abuse, they want teachers to ensure that there is a school fence, it is a boarding school. Lack of fence has been one of the risk areas which was also mentioned by other children during mapping exercise.

''We request our parents, teachers and leaders to build a school fence for us to improve security, a watchman is not enough, we even need more than watchman given the size of the school but fence will be appropriate. **FGD with children in Longido Primary School .''**

The interview also asked children about the role of the community for protection of abuse and violence. Children responded that the community has a role of ensuring that the school has a reliable water supply, listening to children's needs and support children who are faced with abuse in need of adult support. When we think about protection from violence it is important to evaluate the different roles that actors in the community should play. Children across all five schools mentioned the needs for water supply including improving infrastructures for water supply.

''One of the problems here in this school is water supply, would you please come so that I show you how the infrastructure of water supply have are not working, I reported to the village government, but the problem has not been addressed. You can see all children are drinking water from this flat based container in my office. The procedure is that when the school is faced by any challenges you report to a village council. **Interview with headteacher, Hareabi Primary school,Karatu district.'**

4.7 Teachers' views on extent and Perception of child protection issues
The survey observed different child protection issues in the three districts as indicated in table 6. Of these 65.2% teachers mentioned forced or under age marriage, 56.5% mentioned initiation and abandonments. Initiation is a rite of passage making an entrance into a group, female genital mutilation is a pre requisite for entering adulthood in Maasai and Iraq community. A total of 43.5% mentioned domestic violence and 30.4% mentioned teenage pregnancy. This implies that across all survey areas in three districts, children are faced with abuses at home. These finding are supported by key informants' interviews with Social Welfare Officers, Police and Ward leaders and Community Development officers who also mentioned early and forced marriage, Female Genital Mutilation as the main child protection issues. It was observed that cultural practices and social norms affect girls and they are subjected to abuse.

The interview with a teacher in Arkatani primary school found that children are subjected to abuse by their own parents. For example, the school has experienced girls coming to school very late, and when the teacher asks, they mention that being forced to sleep with men the whole night. This puts them at risk of teenage pregnancies. The

same children when they are in classroom, they start sleeping and not concentrate with studies because they think of what have been happening the whole night.

''Our experience indicates that when girl reach grade 5 their performance becomes poor because of the involvement in initiation ceremony and FGM where they are taught a wide range of things that affect them and start thinking of marriages instead of education. We have examples of girls here who had good performance before but now they are not progressing well''. **A female teacher,Arkatani Primary School, Monduli.**

Table 6: Teachers' view on extent and perception of child Protection issues

Variable	Total number of Teachers	Yes	No
Children basic needs not met(food, shelter, clothing)	23	13(56.5)	10(43.5)
Domestic violence	23	10(43.5)	13(56.5)
Abuse and exploitation of children	23	1(4.3)	22(95.7)
Teenage pregnancy	23	7(30.4)	16(69.6)
Forced or under age marriage	23	15(65.2)	8(34.8)
Dangerous child labour	23	1(4.3)	22(95.7)
Unsafe migration (e.g. child goes away to work)	23	1(4.3)	22(95.7
FGM	23	13(56.5)	10(43.5)
Initiation abandonment by guardian and parents	23	11(47.8)	12(52.3)
Don't know	23	2(8.7)	21(91.3)

Source: Teachers survey, 2018

4.8 Teachers' Perception of school safety and school level child protection systems

The survey with teachers as indicated in table 7 revealed that 50% of teachers fully agree that schools currently respect, protects and promotes children rights. The study also revealed that 60.9% and 56.5% fully agree that the schools currently provide safe space for children and school takes action to protection children from abuse within/on the way to and from school.

The interview with Community Development officer for Longido found that schools sensitize parents on early marriages, early pregnancies and FGM. The schools have selected teachers known as patron and matron who help children when they are in need or at risk of abuse. Although, 43.5% of teachers mentioned that schools take action, the percentage is still low indicating that more work need to be done to improve protection mechanisms in schools and

encourage teachers to take action in order to help children access justice. The low pace of taking action shows that the case management in school is not done properly.

The baseline survey in Monduli observed that sometimes teachers use their own income (salary) to cover some health expenses of children. Both in Arkalia and Arkatani Primary school there is no budget to buy pregnancy tests for girls. Therefore, before girls going for their holiday they have to buy and take them to the dispensary for pregnant test, and when they come back from holiday the school have to do the same. That the expenses come from their own income may contribute to slowing down some action that protects children. One pregnancy test is sold at 1,000/-1,500/-Tshs. When the same matter was discussed about how they get pregnant tests, at Longido Primary School, the story was different, the school receives budget from the Government because it is a boarding school, and makes it easy to budget. Therefore, the project partners should consider strengthening school level mechanisms focusing on documentation, empowering patrons and matrons, engaging teachers through teachers training on child protection, developing/implementing school level child protection policy.

4.9 Teachers' views on the roles of parents, teachers and Community

The study was interested to know what teachers view as role of parents in protecting children and pupils from abuse and neglect. The study found that teachers' view parents' roles being to provide basic needs such as food, shelter and clothing and protection of children against abuse. Furthermore, the result indicates that the community leaders are responsible for protecting children against abuse through child rights education. Overall, the results found that teachers, parents and community leaders have responsibilities of keeping children safe in schools, at home and in the community.This is evident from the Tanzania Law of child Act part II, section 8 which provides that it shall be the duty of the parent, guardian or any other person having a custody to maintain a child and give him/her the rights[8].which provides that it shall be the duty of on the responsibilities of parents and community members. The interview with Social Welfare Officer for Monduli district found out that many parents do not fulfill their roles and responsibilities, and when the social welfare department receive cases, they take them to police and then to the court, but parents do not collaborate with department during case management. The study informs AI partners that in order to realize children rights there is a need awareness raising, and monitoring of children rights.

Table 7: Teachers' Perception of school safety and school level child protection systems

Variable	Frequency (%)					
	Fully	**To a significant extent**	**To some extent**	**To a limited extent**	**Not at all**	**Do not know**
School respect children right.	11(50)	11(50)	0(0)	0(0)	0(0)	0(0)

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[8] URT(2009).The Tanzania Law of Child Act, Dar es salaam,Tanzania

School protects and promotes children rights	14(60.9)	6(26.1)	2(8.7)	0(0)	0(0)	0(0)
The school provides a safe space for children.	13(56.5)	10(43.5)	0(0)	0(0)	0(0)	0(0)
School takes action to protect children from abuse within/on the way to/from school	10(43.5)	11(47.8)	1(4.3)	1(4.3)		
School takes action to protect children from abuse at home.	5(21.7)	5(21.7)	7(30.4)	1(4.3)	2(8.7)	3(13)
School has effective systems in place to prevent and deal with harassment, bullying and abuse on children by students and adults.	7(30)	6(26)	8(34.8)	0(0)	1(4.3)	1(4.3)
Almost all cases of abuse that happen in our school are reported	13(56.5)	5(21.7)	5(21.7)	0(0)	0(0)	0(0)

Source: Teachers Survey, 2018

4.10   Teachers, knowledge, attitudes and practices towards children's safety

The survey also was interested to gather data on where to report cases of abuse when happen at school, at home and in the community. In all three context majority (91.3%) will report at school, 82.6% at home and in the community 73.9% of teachers mentioned that when they see or hear child abuse they will report the case and only 8.7 will confront the perpetrator when they see or hear of children experiencing abuse at school. This study investigated the knowledge of teachers on where to report and their attitudes towards children's safety.

When they were asked where they would report cases 56.5% of the teachers mentioned community leaders, 47.8% police, 47.8% government authority and 30.4 school organization. Very few teachers, 17.4%, mentioned they would report to members of children's family, and 8.7% to a religious leader (**Refer to annex 1**). It is very clear from this finding that there is high knowledge, and good attitude and practice towards children's safety. However the project needs to strengthen teachers' capacity to report.

Although the study observed that some cases in the community are reported to community leaders, many cases that are reported to community leaders are not properly handled due to the culture of favoring the alleged perpetrator if they are tribe mate. In some study area such as Monduli and Longido, many respondents reported that community leaders especially of Maasai tribe would support their members of tribe once cases are reported and they ensure that a girl is hidden or sent far away where other people do not know the whereabouts of girls. Interventions are needed to change attitudes of community leaders to address some cultural practices and norms that perpetuate child abuse.

Reporting Path at Arkalia -   Example of a Case of Pregnancy (An extract from a

Headteacher)
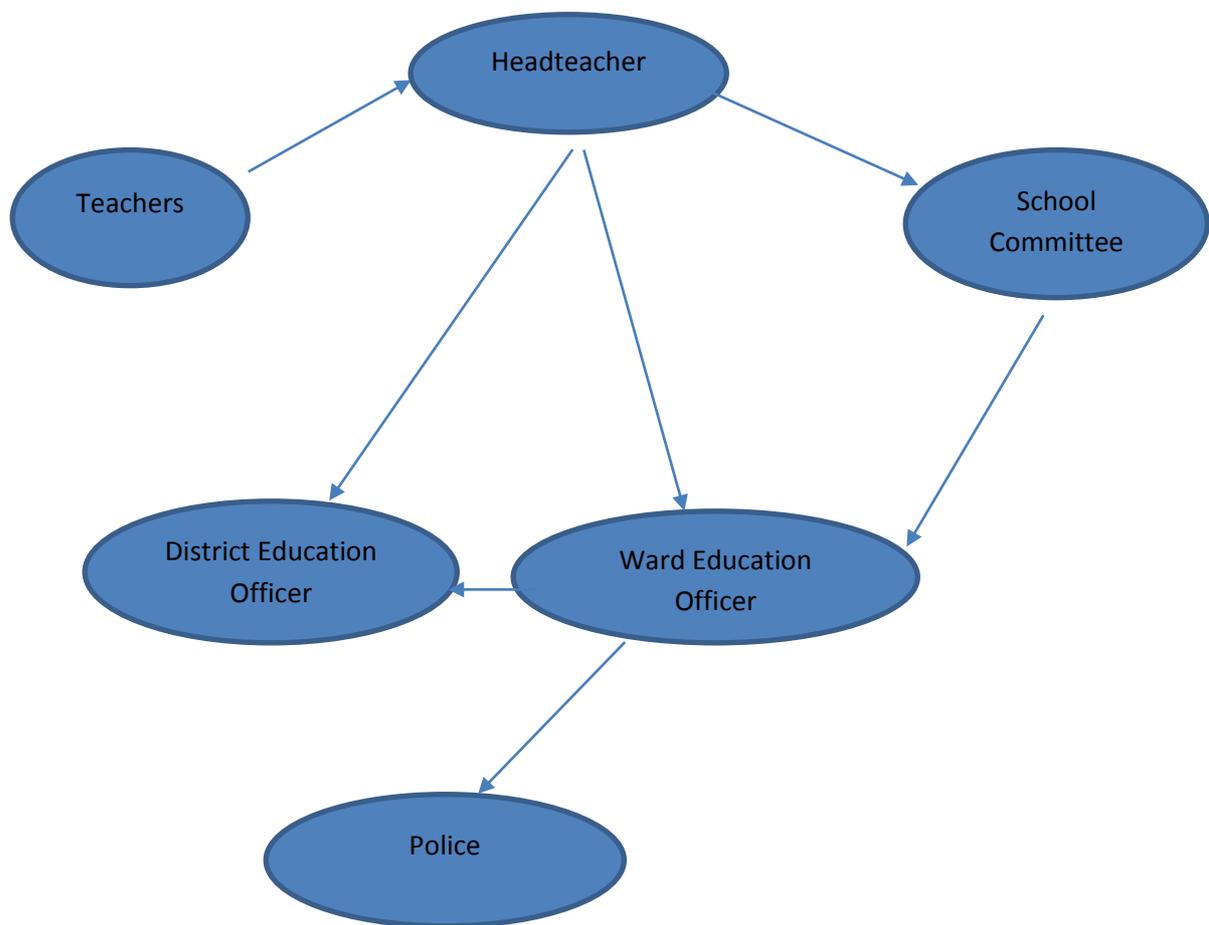
As the diagram above indicates, if a girl gets pregnant, and a teacher is informed, he/she will report to the headteacher, the headteacher will inform the school committee and they will convene a meeting to discuss and take a girl to the dispensary for pregnancy test. Once they are satisfied, the Headteacher will inform the Ward Education Officer and the District Education officer. The Ward Education Officer will report the case to the police. This diagram indicates the reporting path – although it is not linear always due to diversity of cases. The path is not documented anywhere for reference. It is an area where more support is needed for teachers.

4.11 Parents' attitudes towards value of children's education

Parents were asked through the questionnaires to state their attitudes towards value of children's education. A total of 56.5% answered 'not at all' on the statement ''the school takes away valuable time from children'', 71.3% answered ''not at all'' that sending female to school is not a good use of money, and 58.3 responded ''not at all'' to the statement which said it is better to send one's own children to school than to send other children in the house. The results indicate good attitude among parents towards children's education, and one can probably associate the impact of the ERP and the response. Parents might have changed the attitudes because of the on-going project in the surveyed villages. Although majority of parents have good attitudes towards children education, issues of early and forced marriage continue due to weak community based systems for the protection of children at risk of violence

The study found insignificant number of parents who have negative attitudes towards children's education. For example from the table 8 Below only 6(5.2%) mentioned that sending females to school is not a good use of money. Although some parents have been forcing their children to

marry at the youngest age, provision of quality education in primary school and improved education outcome can address attitudes of parents who want their children to marry off. Therefore the campaign to end child abuse, if combined with improved education outcome can be an entry point for ending cultural norms that affect children and parents will be interested to send children to school.

Despite the majority of parents showing good attitudes, the survey discovered that many parents have resisted contributing for food provision in their respective schools following the government new guidelines on the procedures of handling food programme in school. Parents did not understand well the statement from the President; they thought they do not have responsibility to contribute for their children's food in school. The point was that, all school contributions should be organized and managed by parents themselves and not the head teacher. For example anything related to contribution parents have to meet an agree,they are the one who have to submit their agreement to the District Council as opposed to the headteacher as it has been before. The government has issues a guideline to help the school and parents with clear roles of who has to do what. The guidelines require that parents take lead in planning for food provision as opposed to the past where the head teacher was taking lead on the same. In all school we surveyed except Longido, parents have refused to contribute and children were suffering from hunger. Teachers allow them to go home but some of them live very far they do not go home, and others who go home come back late because they have to prepare food by themselves as a result they miss sessions.

''When children have not taken lunch they become weak in the classroom, they do not concentrate, and sometime you get angry and punish them, so it is very challenging during teaching.'' **Headteacher, Hareabi Primary school,Karatu.**

4.12   Prevalence, teachers and parents attitudes towards children with disability

Studies indicate that globally, the World Disability Report published in 2011 by the World Health organization (WHO) and the World Bank (WB) estimates that 1 billion people have a disability and 8 people with disabilities out of 10 live in developing countries including Tanzania.

Locally, the 2008 National Disability Survey shows that disability prevalence in Tanzania is 7.8% of the total Tanzanian population (adults and children) with males and females being equal in number. The prevalence is relatively higher in the rural areas (8.3%) compared to urban areas (6.3%). The report further indicates that 13% of Tanzanian households have at least one member with a disability and the mean consumption of these household is less than 60% of national average. Only 2% of children with disabilities use assistive devices and 3% of persons with disabilities have paid employment. Illiteracy among persons with disabilities is almost double compared to persons without a disability. On the other hand, in children with 0 – 17 years old, the prevalence is 3.5% of the total population of children.[9]

As indicated in table 9, the majority of parents, 56.5% did not support the statement, ''It is better to send able bodied children to school than to send disabled children.'' However, during interviews some argued that all children are equal and they should both access educations

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[9] Mkombozi (2013). Disability Survey in kilimanjaro and Arusha regions in Tanzania.

regardless their disability status. Despite the findings in all survey areas, through observation method we revealed that the schools have infrastructures which are not disability friendly. The exception is Longido primary school which is a more inclusive school. It has children with disabilities, teachers with visual impairments and special education teachers. In other schools there were no special education teachers who could teach children with disabilities. Interview with teachers indicated that, they feel children with disabilities have equal rights to be protected from abuse and for the respect to their dignity.

Table: 8 Data for children with disability and special education teachers in survey areas

Name of school	Type of disability	Male	Female	Total	Special education teacher
Arkatani	Physical &mental disability	1	5	6	No teachers with special education skills
Arkalia	Nil	0	0	0	No teachers with special education skills
Longido	Physical and blindness	12	10	22	The school has 3 special education teacher
Qaru Saramay	Cognitive disability and Physical disability	1	1	2	No special education teacher
Hareabi	Cognitive Disability	1	3	4	No special education teacher

Source: Teacher and education officer, Survey 2018

''I talked to Ward Education officer for Londigo,she mentioned that children with disability are very at risks of abuse because the school has no fence.In my opinion it is important to put an extra eye for this group of children.in addition to that when there is no water they face multiple problems as compared to their counterparty'' **Ward Education Officer for, Longido.**

Karatu District Council has three centers where children with disability access education. However, not all access this education because some are still in common schools and the government has offered instruction for children to be taken to the centers to access quality education. These centers are Rothia, Lanako and Bwawani. In addition, the government is building a hostel which with a capacity to accommodate 40 children with disability from all wards of the district.

The study also revealed that there is inadequate child rights education for children with disability, specifically their rights, challenges they face and facilities for the group.This indicates that there is a big gap that need to be filled during interventions. Although majority of parents and teachers have a positive attitudes on children with disability, more work need to be done in

the community to enroll them in schools and ensure that they receive quality education .As indicated in the table above (table 8),all surveyed schools except Longido do not have special education teachers, teaching and learning facilities for children. It is evident from Arkatani primary school that, they have children with mental disability but they cannot teach them equally as others because of poor teaching and learning infrastructures.

These findings commensurate with human rights model which states that people with disabilities aspire to and deserve the same opportunities as other citizens in their community. This model aims to conceptualize a development framework that focuses on building an inclusive rights-based society that is committed to diversity, equality, and participation of all. This is achieved by recognizing the diversity and uniqueness of people with disabilities, particularly women and children. They must be granted equal opportunities for achieving full economic potential and realizing their human rights.[10]

Studies indicate that globally, the World Disability Report published in 2011 by the World Health organization (WHO) and the World Bank (WB) estimates that 1 billion people have a disability and 8 people with disabilities out of 10 live in developing countries including Tanzania.

Locally, the 2008 National Disability Survey shows that disability prevalence in Tanzania is 7.8% of the total Tanzanian population (adults and children) with males and females being equal in number. The prevalence is relatively higher in the rural areas (8.3%) compared to urban areas (6.3%). The report further indicates that 13% of Tanzanian households have at least one member with a disability and the mean consumption of these household is less than 60% of national average. Only 2% of children with disabilities use assistive devices and 3% of persons with disabilities have paid employment. Illiteracy among persons with disabilities is almost double compared to persons without a disability. On the other hand, in children with 0 – 17 years old, the prevalence is 3.5% of the total population of children.[11]

Some children are not enrolled due to cultural and social norms that affect children rights. AI partners had a big role to play by ensuring that they mainstream children with disability in their programming and implementation.

During the interview, the District Academic Education Officer he stated that;

‚‛We have decided to build a hostel where all children with disability will be accommodated and attend their primary education to the selected education center for disability. The centers have facilities for teaching and learning to improve quality education as compared to what they receive in the public government schools.**" District Academic Officer for Karatu.**

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[10] Edmonds (2005).

[11] Mkombozi (2013). Disability Survey in kilimanjaro and Arusha regions in Tanzania.

Table 9: Parents' Attitudes towards Value of Children's Education

Variable	Frequency (%)					
	Fully	**To a significant extent**	**To some extent**	**To a limited extent**	**Not at all**	**Don't know**
Schooling takes away valuable time from my child's life which could have otherwise been spent in earning/jobs	22(19.1)	4(3.5)	13(11.3)	11(9.6)	65(56.5)	0(0)
Sending female to school is not a good use of money because they get married and don't use their education	6(5.2)	3(2.6)	7(6.1)	17(14.8)	82(71.3)	0(0)
It is better to send able children to school than to send disabled	17(14.8)	3(2.6)	11(9.6)	17(14.8)	65(56.5)	2(1.7)
It is better to send one's own children to school than to send other children in the house	14(12.2)	4(3.5)	11(9.6)	19(16.5)	67(58.3)	0(0)

Source: Parent Survey, 2018

4.13 Parents' attitude towards children's Safety Within/On the way to/from school/ within village

In responding to the question on safety of children, the survey revealed that the majority of parents 83.5%, and 64.3% fully agree that their children like going to school and they feel safe when they are in school respectively. The finding indicates that their children trust teachers and expect protection from them. However, 27% of parents said that the school has no effective systems in place to prevent and respond to harassment, bullying and abuse of children by students and adults. In responding to the statement ''the school takes action to protect children from abuse at home, 30.4% answered ''not at ll,''that the school does not take action to protect children from abuse at home, when they are out of school, it is the responsibility of parents. When they answering a statement ''The way from home to school is fairly safe for boys'' a total of 25.4% parents answered ''to some extent.'' In an interview with parents in Qaru and Hareabi, they mentioned that the way to home is partially safe, they do not trust it completely because anything might happen on the way.

During interview with parents in Qaru village, they mentioned that It is unfortunate that, failure to take action is connected to different reasons including lack of collaboration between parents and teachers, fear of community members on safety, lack of functional mechanisms in schools. In addition the findings showed that 40.4%, as indicated in table 9 mentioned that the school cannot takes action to protect children from abuse at home, they observed that when children are at home it is the role of parents and community to take action. This is an alarm to the project to strengthen the school level mechanisms to take action.

Table 9: Children's Safety within/on the way to/from school/ within village

Variable	Frequency (%)					
	Fully	**To a significant extent**	**To some extent**	**To a limited extent**	**Not at all**	**Do not know**
My child/children/like to go to school	96(83.5)	6(5.2)	10(8.7)	1(0.9)	2(1.7)	0(0)
My child feel safe when they at school	74(64.3)	13(11.3)	22(19.1)	2(1.7)	3(2.6)	1(0.9)
The school has effective systems in place to prevent and respond to harassment, bullying and abuse on children by students and adults	29(25.2)	14(12.2)	20(17.4)	11(9.6)	31(27)	10(8.7)
The school takes action to protect children from abuse within/on the way to/from school	29(25.2)	12(10.4)	17(14.8)	14(12.2)	35(30.4)	8(7)
The school takes action to protect children from abuse at home	18(15.8)	16(14)	19(16.7)	11(9.6)	46(40.4)	4(3.5)
The school has effective systems in place to prevent and deal with harassment, bullying and abuse on children by students and adults	29(25.2)	15(13)	14(12.2)	10(8.7)	37(32.2)	10(8.7)
The way from home to school is fairly safe for boys	35(30.7)	15(13.2)	29(25.4)	23(20.2)	9(7.9)	22(1.8)
The way from home to school is fairly safe for girls	23(20.20	23(20.2)	24(21.1)	30(26.3	13(11.4	1(0.9)

Source: Survey 2018

4.15 Parents' views on child protection issues found in the community

Of the survey participants who responded on the child protection issues, 65% mentioned children's basic needs are not met,57.4% teenage pregnancy,44.3% forced or under age marriage, 29.6% FGM and 31.2% abandonment by parents. The result is similar to teachers' perceptions teenage pregnancy, forced and or under age marriage and FGM. Many participants found it difficult to mention FGM because it is performed secretly. When talking to key informant during interviews, they mentioned that FGM is performed but cases are not reported. Community members are not ready to disclose on whether FGM is performed. In all research areas survey participants mentioned culture as the barrier for child disclosure and reporting.

The interview with teachers also identified what puts children in danger in schools, on the way and in the community. The study revealed that lack of food in school, long distance to school and from school, taking cattle for grazing far from children's home, early and forced marriages

and early pregnancies are the risk factors that affect children. The result is in concurrence with the table below which identified child protection issues in all districts.

It was observed that in all three districts child protection issues exist because of ineffective community/weak community mechanisms. Although the study revealed actors working in the same districts, child protection issues still affect children. There is a need to discuss with partners working on the same district to understand what they have been done so far, and assess what value will be added by the project. The project cannot address these issues if it does not work collaboratively. CASEC,CORDs and PWC need to meet and discuss with NGOs already operating in the same districts in order to understand better their approach, interventions done and future plan.

Table 10: Parents' view on child protection issues found in the community

Variable	Total number of parent	Frequency (%)	
		Yes	No
Children basic needs not met	115	75(65.2)	40(34.8)
Domestic violence	115	28(24.3)	87(75.7)
Abuse and exploitation of children	115	4(3.5)	111(96.5)
Teenage pregnancy	115	66(57.4)	49(42.6)
Forced or under age marriage	115	51(44.3)	64(55.7)
Dangerous child labour	115	33(28.7)	82(71.3)
Unsafe migration	115	15(13.0)	100(87.0)
FGM/C and/or initiation	115	34(29.6)	81(70.4)
Abandonment by guardian and parents	115	36(31.3)	79(68.7)
Don't know	115	12(10.4)	103(89.6)

Source: Parents Survey 2018

4.16   Parents' views on their roles, teachers' and community leaders roles

Interviews with parents revealed that parents have the roles of enrolling children to school, and following up their progress. The interviews with parents also found that parents have the role of providing good parenting, stop cultures and traditions that affect children like the traditional practices of FGM, marrying off children. With regard to teachers' roles, parents mentioned that teachers have several roles to play including teaching, reduce or stop corporal punishment and consider alternative ways of punishing children. Equally, teachers are responsible for educating children on their rights and support children with disability.

The study suggests that leaders should visit schools, talk to teachers and understand the needs of schools in order to support them. This has not been the practice for leaders to visit schools. Understanding parents' views on the role of leaders was necessary idea for this project. In this survey it was directly observed that leaders are also responsible for ensuring that schools have a balance of male and female teachers in order to respond to girls' sexual and reproductive

needs. The parent respondents had opined that leaders are responsible for ensuring children are enrolled and also making sure that they establish/strengthen structures that respond and prevent child abuse.

4.17   Parents attitudes and knowledge and practice on children's safety

Further discussions were conducted with parents to get their views on children's safety. A total of 90.4% mentioned that when they see or hear of children experiencing abuse at school will report, while 29.6% would confront the perpetrators. The results also indicate that 90.4 % and 23.5% would report the case and confront the perpetrator respectively if it happens in the community (Refer to annex 3). When parents were asked about where to report, majority of them 72.2% would report to community members, 64.3% would report to a government department, 40.7% family members, 35.7% to a school organization and 24.3 to Police.

Despite all these observations, in all survey areas there was under-reporting and non-reporting. The researchers were interested to see the documentation of cases of child abuse, type cases reported and actions taken. Unfortunately at ward and village level, there was no documentation. Even the Social Welfare Officers and Police Gender and Children Desk observed that community members do not report cases of abuse. The results indicate that PWC, CORDs and CASEC had a big role to play to ensure that cases are reported. There should be sensitization programme to ensure that the rights holders are empowered and the duty bearers are empowered as well to respond to child abuse cases.

4.18   Parents' observations on occurrence of Abuse

In this study, 34.5% parents revealed that students are often physically attacked, pushed or hit by fellow students and 28.1% mentioned that they are often physically attacked, pushed or hit by teachers. As it can be seen in figure 2 below, 20% of parents and 9.4% mentioned that students are always physically attacked,pushed or hit by fellow students and teachers respectively. This result is confirmed by a teacher who participated in an interview who mentioned that, children fight when, they are on the way back home and sometimes we receive cases the next day.

In Qaru parents mentioned that sometimes teachers hit children. When we asked them the reason, they mentioned that when they arrive late in school. ''We always follow up in school when we hear or see children are physically attacked, hit or pushed. I am not happy when I get this information from children and think that we need to work closely with teachers. However, we are happy this new headteacher is very friendly and is addressing a lot of issues that have been happening in schools in the past'' **Qaru interview respondent.**

''It shall be ulawful for any person to torture or other cruel, or inhuman punishment or degrading treatment which dehumanizes or injurious to the physical or mental wellbeing of a child.'' **Extract from the Tanzania Law of child Act (2009) section 13(1).**

Mapping of Non-Government in the Target Districts

Name of the organization	District	Ward/Village	School	Focus
World Vision Tanzania	Monduli	Arkatani	Arkatani Primary School	FGM ,Early Marriages
World Vision	Longido	Ketumbeina, Longido	Not working with Longido primary school	FGM ,Early Marriages
Tanzania Education and Micro Business (TEMBO)	Longido	Longido	Working in Longido Primary School	FGM ,Early Marriages and Early pregnancies, Girls Sponsorship
LOSIT	Longido	Longido	Not working in Longido Primary school	Operating a Library for adult literacy, Qualifying Test Examination Support
Sauti Moja	Longido	Longido	Not working in Longido primary school	Education for vulnerable girls
World Education incorporation	Karatu	Eyasi and Endabashi	Secondary schools in Karatu	Protect our Youth Project

Source: TEMBO NGO Coordinator,2018

The survey revealed that part of the Child Protection Systems in 3 districts is faced with many challenges.

4. 20 Challenges within Government Department - Police Gender and Children Desk Unit

The Karatu Police Station has no special offices for Gender and Children Desk. They use a shared room which is not suitable for handling cases of abuse against children at the same time to observe confidentiality. The same problem of lack of office was found in Longido, no special office for Gender and Children Desk work. At some point they have to request a temporally office when they get a client. Unfortunately enough even a safe and confidential place to keep files do not exist which may put children's information at risk of getting lost. Furthermore, in Monduli the Police Gender and Children Desk has a very small office which is not suitable. These findings indicate the need for improving the child protection systems through improved and access to office facilities in all districts. Overall, poor and inadequate office and office facilities affects child friendly services at Police stations.

4.21   Challenges with Government Departments – Social Welfare Department

It was also necessary to understand the challenges that Social Welfare Department in all survey areas face. It was found that in all districts they have a problem with budget to enable them to carry out their activities effectively. The department across all districts faces a shortage of Social Welfare Officers, at ward level the standards requires them to have one per ward. In Monduli, the Social Welfare Department has some in Mto wa Mbu ward, because of vulnerability of many children and cases of abuse that happen there. The result also shows that the department has no vehicle, when cases are reported that need immediate response, they cannot manage.

The demand for Social Welfare services is high but the available Social Welfare Officer cannot handle all cases. It was mentioned that some community members cannot access Social Welfare services because of distance.

The finding showed that in all 3 districts Social Welfare Officer and Police work collaboratively, but the court and Medical Department sometimes let them down. This gap results in many cases taking a long time to end. The Medical Department is supposed to test the sexually abused girl and provide substantial recommendation, but sometimes the medical recommendations affect the case because Doctors do not write the truth. This is applicable to cases related to rape where they are supposed to provide tangible and not contradictory results.

''We are challenged by lack of transport, when a child is abused we cannot respond immediately, our department is under Health Department and we are not the department but the unit, it is not easy for the District Medical Officer to prioritize our work and leave behind response to the needs of health facilities, medical services like immunization and medical personnel.' We need a standby transport to provide timely response on child abuse.' Interview participant, **Karatu.**

''The community needs Social Welfare Services but due to lack of resources, budget, and distance we cannot travel regularly to rural areas. One day I received a case of child abuse, I talked to the District Commissioner who gave me the car he uses. But that approach is not reliable and sustainable. 'We have the procedures for providing child protection services that meets the standards but we cannot go to the community regularly especially where there is a long distance: **The interview with Social Welfare Officer, Longido.''**

Some of the major challenges that the Police and Social Welfare face are under reporting of cases. It was observed that for school children it is easy to report because girls undergo pregnant test and once it is revealed that they are pregnant the cases are reported to the authority. With regard to out of school girls, it is difficult to report because they are out of the school systems.

'We are not successful with many cases because girls do not disclose the perpetrators and sometimes they say I got this pregnant from a businessman who came to buy crops or a man whom I cannot recognize because I saw him once, which makes it difficult to deal with the case. For example from Jan-Feb 2018 we have already received 20 cases of early pregnancies, due to culture parents tell their children not to mention the right perpetrator .''**Police Gender and Children Desk, Monduli.**

In Monduli, the Police Gender and Children Desk exist and they work closely with Social Welfare Department in handling cases. The department reveals that many cases are not reported to the authority due to cultural practices. Once it happens that a child has got pregnancy parents handle themselves, and sometimes a girl is taken to another area where you cannot trace.

5. Conclusion and Recommendation

5.1 Conclusion
The child protection and child protection systems and structures have the potential contribution to improve access to justice and Social welfare services for all children. The survey has revealed that children are not safe at home, in school, on the way to school and in their own community. In all schools surveyed there is a potential for change due to teachers interest and willingness to see changes happening at their respective community. However, the question of culture and traditions need to be looked at closely through tailored interventions that respond to different groups of people at different space and time. The cultural practice of Maasai and Iraq tribes promote FGM and early marriages.

The finding shows that there are some similarities in terms of teachers, students and parents perception. In schools they found that children are faced with corporal punishment, bullying. In families some child protection issues are FGM, early marriages, early pregnancies and neglect. On the way to school they are at risk of rape. In the community, child abuse is happening but they are not reported, or community members side to perpetrate some child protection issues such as FGM and early marriages.

The interviews and FGD revealed some similarities on the roles that teachers, students have to play in child protection. With regard to teachers it is expected that they should play a role of teaching, proving quality education and protect children against child abuse. Parents have the responsibilities of providing children with basic needs and care, both teachers and students had these expectations to parents. The study found out similarities between teachers, students and parents on the role of ensuring that the school is a safe place for studying.

The survey has revealed that children are not safe at home, in school, on the way to/from school and in their own community. In all schools surveyed, there is a potential opportunity to bring social change due to teachers' interest and willingness to bring change. However, the question of culture and traditions need to be looked at closely through tailored interventions that respond to different groups of people at different space and time. The cultural practice of Maasai and Iraq tribes promotes FGM and early marriages. There is a need for concerted efforts among partners in the districts to address child protection issues in a more structured and systematic ways. The existing mechanisms in schools and in the community can be a stepping stone for this project moving forward.

The findings of this study have revealed a wide range of strength and opportunities that can be taped to bring social change, the available mechanisms such as Police Gender and Children Desk, Social Welfare Departments, Non-Government Organizations already working in target districts can be used as an opportunity of improving the child protection systems and structures.

While the government effort in improving child protection system is improving through the existing laws, Policies, child protection regulations and recent dissemination of the National Plan of Action to Prevent Violence Against Women and Children(2017-2022),children are still at risk of abuse. The situation is quite gloomy at local level in the project areas. The baseline results have revealed that the current child protection systems

and structures are still wanting. Children in the study area face early marriages, Female Genital Mutilation, Early Pregnancies, bullying, lack of food programme and lack of water supply. The community based systems and structures for handling child abuse cases are lacking or weak. Many cases that are reported are mishandled at different levels due to lack of knowledge on child protection, poverty and vulnerability affects some families in Karatu, Longido and Monduli. The survey revealed that many community leaders try to address cases within their locality despite the complexity. The interview with Social Welfare for Longido found that due to inadequate facilities and lack of transport they are not able to travel long distance to provide Social Welfare Services.

Recommendations to AI
1. ERP Project partners should use the strength and opportunities identified through this survey to address abuse and violence against children in the target districts. The strength includes: available Social Welfare Officers, Police, Gender and Children Desk and Health Department, structures of children in schools such as children's health clubs and existing mechanisms like patron and matrons. A partnership opportunity includes the organizations that are already working in the project areas. In Longido, TEMBO, World Vision and Sauti Moja. World Vision in Monduli as well, and World Education incorporation in Karatu.

2. Due to the scale of the problem the project needs a commitment of 2-3 years to be able to see tangible results, due to the fact that the first year is mostly the process for setting up mechanisms at different levels of the project.

3. Profile some key information in a simple and user friendly Swahili language for dissemination to different stakeholders in project areas.

Recommendation to Government stakeholders
4. The district council in Monduli and Karatu should build a hostel for children who travel long distance from /to school to address risks of abuse or dropping out.

5. The Longido district council should construct a fence for Longido Primary school to address security issues and child protection concerns. The school is located in Longido town and children are at more risk of child abuse.

6. The government in Karatu, Longido and Monduli districts should renovate or construct special rooms at Police Stations in all surveyed districts and equip them with computer facilities for storing database of child abuse cases. Special rooms will improve confidentiality and ensure a child-friendly environment. Improving infrastructure should go hand in hand with budget allocation to the Police and Gender desk allowing them to carry out investigations and follow-up on time.

7. The district council should allocate budget to Social Welfare department and schools in order to respond to the Social Welfare departmental needs and enable the departments to fulfill their responsibilities as stipulated in the Children's Act. The budget should also be allocated to government schools for the purchase of pregnancy test facilities for primary schools or the health

department to supply pregnancy tests in health facilities to improve timely tests. Pregnant tests help to identify girls who are pregnant and report to relevant authority. The pregnant tests are important to understand the magnitude of the problem and strengthen child rights education to protect girls from getting pregnant.

8. The district council in each survey area should build, develop infrastructure for water supply in order to improve access to safe and clean water.

Recommendation at Community Level
9. AI and partners in Tanzania to design programmes aimed at sensitizing parents to understand and fulfill their roles and responsibilities to their children. The programme should also aim to address child protection issues including early and forced marriages, FGM, abandonment and neglect through campaigns against child abuse.

10. AI and partners should strengthen existing child protection structures such as child protection committee, at village level through trainings and monitoring of children rights.
11. AI and partners should strengthen their programmes for children with disability through community sensitization to improve change in attitudes of parents and teachers towards children.

Recommendation at School level
12. AI and partners should improve the existing school level mechanisms such as health clubs through training the health club members on children's rights, child abuse, and supply of child-friendly learning materials, and equip them with knowledge on reporting mechanisms.
13. AI and partners should train teachers including the head teachers on child protection in order to improve school environment for children to feel protected, encourage children asking/answering questions, address administration of corporal punishment in primary schools and bring to an end physical and verbal abuse at school. .
14. AI and partners to ensure that children in five primary schools are trained on their rights, and support them feel more comfortable to ask questions in class and improve the disclosure when they experience or at risk of child abuse.
15. The school should document a reporting path and post it on the wall in the staff room and in the classroom that every teacher and children can access and use the same information. The reporting path should be posted in teachers' staff room so that everyone can access and use.

Annex 1: Teachers knowledge, attitudes and practices In relation to children's Safety

Variable		Frequency (%)	
	Total number of teachers	Yes	No
When you see or hear of children experiencing abuse at school.			
Report **the case**	23	21(91.3)	2(8.7)
Confront the perpetrator	23	0(0)	23(100)
Offer care to the child	23	2(8.7)	21(91.3)
Keep quiet/do nothing	23	1(4.3)	22(95.7)
Don't know	22	0(0)	22(100)
When you see or hear of children experiencing abuse at home			
Report the case	23	19(82.6)	4(17.4)
Confront the perpetrator	23	1(4.3)	22(95.7)
Offer care to the child	23	3(13)	20(87)
Keep quiet/do nothing	23	0(0)	23(100)
Don't know	23	1(4.5)	21(95.5)
When you see or hear of children experiencing abuse at the community			
Report the case	23	17(73.9)	6(26.1)
Confront the perpetrator	23	2(8.7)	21(91.3)
Offer care to the child	23	1(4.3)	22(95.7)
Keep quiet/do nothing	23	0(0)	23(100)
Don't know	23	0(0)	23(100)
To whom do you report a case of a child abuse occurred in the community			
Member of child's family.	23	4(17.4)	19(82.6)
Chief/community leader.	23	13(56.5)	10(43.5)
Child protection committee.	23	0(0)	23(1000
Religious leaders.	23	2(8.7)	21(91.3)
School/school organization.	23	7(30.4)	16(69.6)
Social or health worker.	23	7(30.4)	16(69.6)
Government authority.	23	11(47.8)	12(52.2)
Police.	23	11(47.80	12(52.2)
Don't know.	22	1(4.3)	21(91.3)
The reasons for not reporting a case of child abuse			
Don't know where or who to	23	0(0)	23(100)

report.			
No action is likely to be taken.	23	0(0)	23(100)
It is not my business.	23	1(4.3)	22(95.7)
It is not normal for such business to happen.	23	0 (0)	23(100)
Fear of retaliation.	23	12(52.2)	11(47.8)
Prefer to speak to the perpetrator.	23	2(8.7	21(91.3)

Source: Survey, 2018

Annex 2: Parents attitudes and knowledge and Practice on children's safety (115)

Variable	Frequency (%)	
	Yes	No
What do you do when you see or hear of children experiencing abuse at school		
Report the case	104(90.4)	11(9.6)
Confront the perpetrator	34(29.6)	81(70.4)
Offer care to the child	20(17.4)	95(82.6)
Keep quiet/do nothing	4(3.5)	111(96.5)
Other(specify)	1(0.9)	114(99.1)
Don't know	2(1.7)	113(98.3)
What do you do when you see or hear of children experiencing abuse at home or in the community		
Report the case	103(90.4)	11(9.6)
Confront the perpetrator	27(23.5)	88(76.5)
Offer care to the child	20(17.4)	95(82.6)
Keep quiet/do nothing	2(1.7)	112(97.4)
Don't know	1(0.9)	114(99.1)
To whom would you do report a case of a child abuse occurred in the community		
Member of child's family	46(40.7)	67(59.3)
Chief/community leader	83(72.2)	32(27.8)
Child protection committee	3(2.6)	112(97.4)
Religeous leaders	4(3.5)	110(95.7)
School/school organization	41(35.7)	74(64.3)
Social or health worker	16(14.0)	98(86.0)
Government authority	74(64.3)	41(35.7)
Police	28(24.3)	87(75.7)
Other(specify)	0	66(100.0)
Don't know	17(15.0)	96(85.0)
If applicable, what are your reasons for not reporting a case of child abuse		
Don't know where or who to report to	20(17.9)	92(82.1)
No action is likely to be taken	7(6.3)	105(93.8)
It is not my business	7(6.3)	105(93.8)

It is not normal for such business to happen	25(22.3)	87(77.7)
Fear of retaliation	30(26.8)	82(73.2)
Prefer to speak to the perpetrator	7(10.1)	57(89.1)

Source: Survey, 2018

3. List of interview Participants

	Name	Position	District
1.	Mwarabu Alulosi	Village chairperson	Arkatani Village, Monduli
2.	Lule Mlay	Police Gender and Children Desk	Monduli
3.	Lucas Laizer	Village Executive Officer	Arkatani Village, Monduli
4.	Dennis Mugiye	Social Welfare Officer	Monduli
5.	Mghasse Ngikundael	Education Officer, Quality Assurance	Monduli
6.	Selestina Edson Rugaimukamu	Clinical Officer(CO)	Monduli
7.	Masuke	District Education Officer (Academic)	Longido
8.	Moses Petro	Ward Executive Officer(WEO)	Longido
9.	Estomy Paul	Community Development Officer(CDO)	Longido
10.	Mary Frateny	TASAF HIV/AIDS Coordinator	Longido
11.	Betty Majele	Community Development Officer(CDO)	Longido
12.	Mary Laizer	Tanzania Education and Micro Business(TEMBO)	Longido
13.	Kawishe	Ward Education Officer(WEO)	Longido Ward, Longido
14.	Anna Wandwi	Social Welfare Officer	Longido
15.	Anzelim Mhela	Police Gender and Children Desk	Longido
16.	Marseli Salutari	District Academic Officer(DAO)	Karatu
17.	Veneranda M. Bayyo	District Education Education Officer(Adult Education)	Karatu
18.	Colex Mwakyelu	Planning Officer	Karatu

19.	Bakari Shabani	Education Officer	Karatu
20.	Elizabeth Herman	District Social Welfare Officer	Karatu
21.	Felix Sure	Community Development Officer(CDO)	Karatu
22.	Ignas Migire	Village Executive Officer	Rothia, Karatu

Annex 4. Mapping with children in survey areas 2018
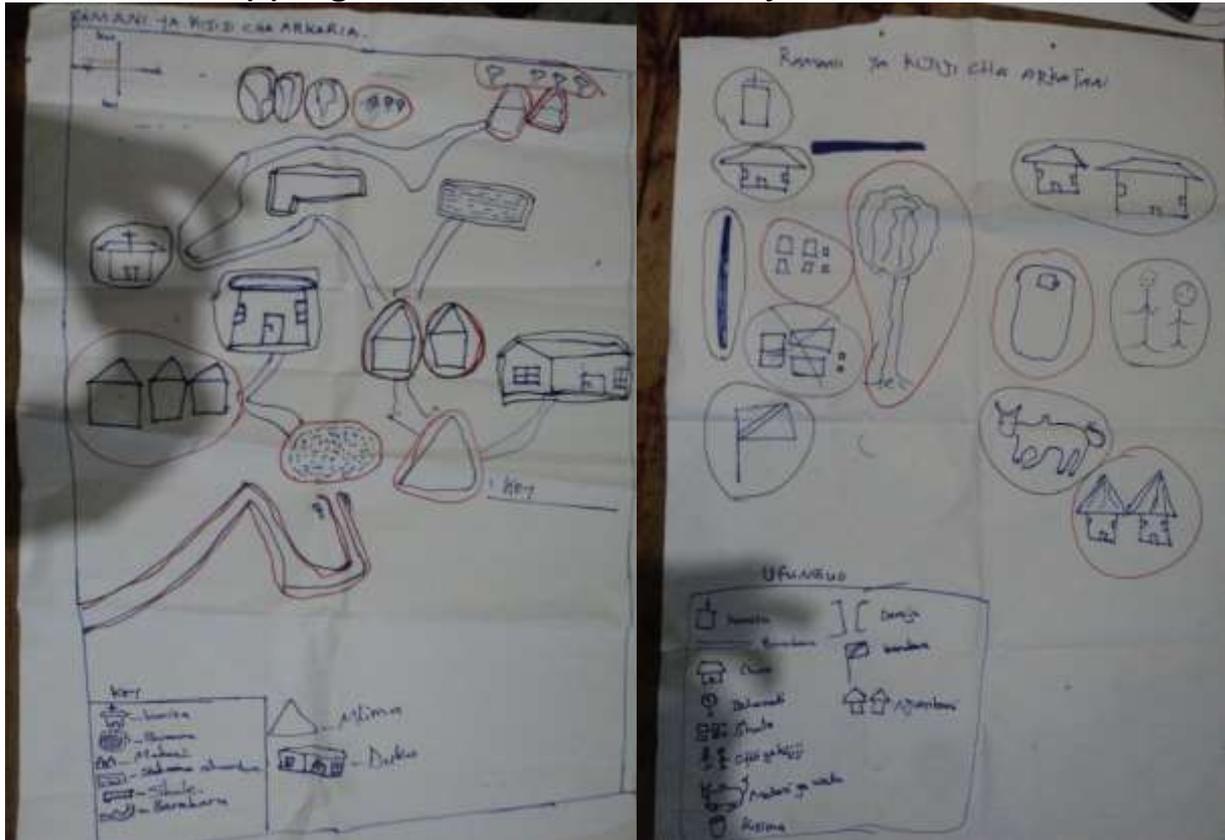
Above: Mapping with children in Arkalia primary school (left) and Arkatani primary school right

Photo: Mapping with children at Hareabi Primary School (left) and Longido Primary School (right)
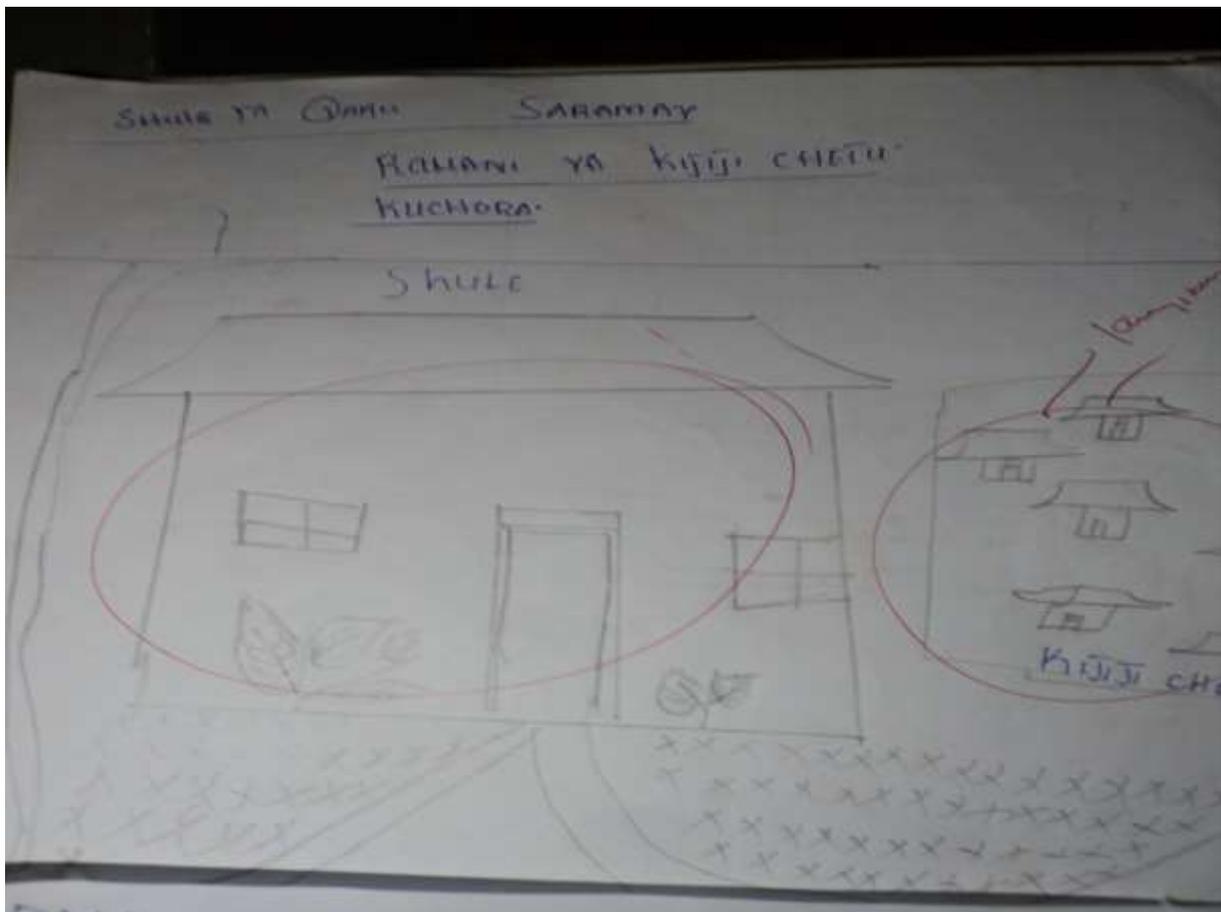
Photo: Mapping with children at Qaru Primary School in Karatu district.

Annex 5: Tools for data collection

Questionnaire for children

Introduction

Good morning/afternoon, my name is_____ and I represent (name of organization).We are conducting a Survey within (name of geographical areas).The purpose of this survey is to learn about knowledge, perceptions And attitudes of children ,teachers and community members towards children rights.This information will help us understand the child protection needs of children in (name geographical area).
Do I have your permission to continue? (Circle one)
Cycle the answer
Yes=1   No= 2 (End the interview)

SECTION A: RESPONDENTS   IDENTIFICATION

A1. Questionnaire number…………………
A2. District………………………………….
A3. Ward ………………………………………
A4. Village…………………………………….
A5. Interview date ……………………………

SECTION B: RESPONDENTS CHARACTERISTICS

NB: (Always circle the letter corresponding to the response except where stated otherwise)

B1.What is your age?.................................. (In complete years)
B2: Sex   Male=1   Female =2
B3: Class…………………………………..
B4: Name of school………………………………
B5: Name of interviewer……………………..
Start Time:…………………………. End Time:…………………………..

C:	PERCEPTION OF SAFETY WITHIN AND ON THE WAY TO/FROM SCHOOL	
C1.	I like going to school	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C2.	I feel comfortable asking questions in class	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C3.	Most of my teachers encourages me to take part in class activities	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C4.	I feel safe in my school	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4

C5.	I am treated with respect by students at my school		Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C6.	I am treated with respect by my teachers		Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C7.	Bullying is the problem at my school		Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C8	My teachers often shouts at pupils when they do not hears when they do not hear or understand what the teacher explains		Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
C9.	I feel protected from violence in my school		Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4

C10.In your views, what are some of the situation that puts children at risk of being abused by adults within and/or on the way to/from school?

……

……

……

D: PERCEPTION OF EFFECTIVENESS OF SCHOOL LEVEL CHILD PROTECTION MECHANISMS

D1.	There is an adult in school I feel I could talk to if I experience abuse by fellow students or by teachers		Strongly agree=1 Agree=2 Disagree=3

		Strongly disagree=4
D2.	If I tell a teacher that another child is bullying me, the teacher will do something to help	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
D3.	If I tell a teacher that an adult including another teacher, is mistreating or harassing me, the teacher will do something to help	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
D4.	My school(teachers,head teachers,school committee etc) takes action to bring to an end physical and verbal abuse at home	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4
D.5	Almost all cases of abuse that happen in our school are reported	Strongly agree=1 Agree=2 Disagree=3 Strongly disagree=4

E: OCCURRENCE OF ABUSE

E1.	A student physically attacked, pushed or hit me	Never=1 Once or twice over 6 months=2 often =3 Always=4
E2.	At home, I am hit or screamed at	Never=1 Once or twice over 6 months=2 often =3 Always=4

E3.	Students are physically attacked,pushed,or hit by fellow students while in school	Never=1
		Once or twice over 6 months=2
		often =3
		Always=4
E4.	Students are physically attacked, pushed, or hit by teachers	Never=1
		Once or twice over 6 months=2
		often =3
		Always=4

F: PREVENTION OF AND PROTECTION AGAINST ABUSES WITHIN SCHOOL SETTINGS

F1
What in your view is the role of parents, teachers and community leaders in protecting children in general and pupils in particular from abuse and neglect

……
…………………………

G1: What would you change about school to make it safe?/What are your suggestions for making the school a safer place?

Questionnaire for Parents

Introduction

Good morning/afternoon, my name is_____ and I represent (name of organization).We are conducting a Survey within (name of geographical areas).The purpose of this survey is to learn about knowledge, perceptions And attitudes of children ,teachers and community members towards children rights.This information will help us understand the child protection needs of children in (name geographical area).

Do I have your permission to continue? (Circle one)

Yes=1   No= 2 (End the interview)

SECTION A: RESPONDENTS   IDENTIFICATION

A1. Questionnaire number………………… (In complete years)

A2. District……………………………………..

A3. Ward …………………………………………

A4. Village………………………………………….

A5. Interview date ……………………………

SECTION B: RESPONDENTS CHARACTERISTICS

NB: (Always circle the letter corresponding to the response except where stated otherwise)

B1.What is your age?................................... (In complete years)

B2: Sex   Male=1   Female =2

B3: Name of interviewer……………………..

Start Time:………………………. End Time:…………………………..

	C: ATTITUDES TOWARDS VALUE OF CHILDREN'S EDUCATION	
C1.	Schooling takes away valuable time from my child's life which could have otherwise been spent in earning/jobs	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C2.	Sending female to school is not a good use of money because they get married and don't use their education	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C3.	It is better to send able children to school than to send disabled	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C4.	It is better to send one's own children to school than to send other children in the house	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D. CHILDREN'S SAFETY WITHIN/ON THE WAY TO/FROM SCHOOL/ WITHIN THE VILLAGE		
D1.	My child/children/like to go to school	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6

D2.	The school has effective systems in place to prevent and respond to harassment, bullying and abuse on children by students and adults	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D3.	The school(teachers, head teachers, school committees etc)takes action to protect children from abuse within/on the way to/from school	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D4.	The school(teachers,head teachers, school committees etc)takes action to protect children from abuse at home	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D5.	The school has effective systems in place to prevent and deal with harassment, bullying and abuses on children by students and adults	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D6.	The way from home to school is fairly safe for boys	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
D7.	The way from home to school is fairly safe for girls	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6

D8.	In your views, what put children in danger/at risk of being abused within and/ on the way to/from school?
	....
	....
	....
	D9.In your views, what put children in danger/or at risk of being abused within their homes and/or community at large?.
	....
	....
	...

| D10. | Which of the following child protection issues are found in the community in which you work? | Children basic needs not met(food,shelter,clothing)=a
Domestic violence=b
Abuse and exploitation of children=c
Teenage pregnancy=d
Forced or under age marriage=e
Dangerous child labour=f
Unsafe migration=(eg. child goes away to work)=g
FGM/C and/or initiation
Abondonment by guardian and parents=h
Don't know=i
Others (specify)…….. |

D11.What in your view is the role of parents, teachers and community leaders in protecting children in general and pupils in particular from abuse and neglect.		
D12.	What do you do when you see or hear of children experiencing abuse at school?	Report the case=1 Confront the perpetrator= 2 Offer care to the child=3 Keep quiet/do nothing=4 Other(specif y)=5_____ ̄ Don't know=6
D13.	What do you do when you see or hear of children experiencing abuse at home or in the community?	Report the case=1 Confront the perpetrator= 2 Offer care to the child=3 Keep quiet/do nothing=4 Other(specif y)=5_____ ̄ Don't know=6

D14.	To whom would you do report a case of a child abuse occurred in the community?(if respondents mentions more than one answer, ask them to identify a maximum of three)	Member of child's family=1 Chief/community leader=2 Child protection committee=3 Religeous leaders=4 School/school organization=5 Social or health worker=6 Government authority=7 Police=8 Other(specify)_____9 Don't know=10
D15.	If applicable, what are your reasons for not reporting a case of child abuse?	Don't know where or who to report to=1 No action is likely to be taken=2 It is not my business=3 It is not normal for such business to happen=4 Fear of retaliation=5 Prefer to speak to the perpetrator=6 Other(specify)_____
E. OCCURRENCE OF ABUSE		
E1.	How often do you think students are physically attacked, pushed or hit by fellow students while in school?	Never=1 Sometimes=2 Often=3 Always=4
E2.	How often do you think students are physically attacked, pushed or hit by teachers	Never=1 Once or twice over the past six months=2 Often=3 Always=4

Questionnaire for Teachers

Introduction

Good morning/afternoon, my name is_____ and I represent (name of organization).We are conducting a Survey within (name of geographical areas).The purpose of this survey is to learn about knowledge, perceptions And attitudes of children ,teachers and community members towards children rights.This information will help us understand the child protection needs of children in (name geographical area).

Do I have your permission to continue? (Circle one)

Yes=1   No= 2 (End the interview)

SECTION A: RESPONDENTS   IDENTIFICATION

A1. Questionnaire number………………… (In complete years)

A2. District……………………………………..

A3. Ward …………………………………………

A4. Village…………………………………………..

A5. Interview date ……………………………

SECTION B: RESPONDENTS CHARACTERISTICS

NB: (Always circle the letter corresponding to the response except where stated otherwise)

B1**.**What is your age?................................... (In complete years)

B2: Sex   Male=1   Female =2

B3: Name of school……………………………

B4: Name of interviewer…………………..

Start Time:…………………………. End Time:…………………………..

C: EXTENT AND PERCEPTION OF CHILD PROTECT ISSUES	
C1.In your views, what put children in danger/at risk of being abused within and/or on the way to/from school? …… …… ……………………	
C.2 In your views, what put children in danger/at risk of being abused within their homes and/or community at large?.	
C3.	Which of the following child protection issues are found in the community in which you work?	Children basic needs not met(food,shelter,clothing)=a Domestic violence=b Abuse and exploitation of children=c Teenage pregnancy=d Forced or under age marriage=e Dangerous child labour=f Unsafe migration=(eg. child goes away to work)=g FGM/C and/or initiation Abondonment by guardian and parents=h Don't know=i Others (specify)……..
PERCEPTION OF SCHOOL SAFETY AND SCHOOL LEVEL CHILD PROTECTION SYSTEMS		

C5.	To what extent do you think your school respects children rights?.	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C6.	To what extent do you think your school protects and promotes children rights?	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C7.	The school provides a safe space for children	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C8	The school (teachers,headteachers,school committee etc)takes action to protect children from abuse within/on the way to/from school.	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C9.	The school(teachers, head teachers, school committee etc)takes action to protect children from abuse at home	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C10	The school has effective systems in place to prevent and deal with harassment, bullying and abuse on children by students and adults	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6
C11.	Almost all cases of abuse that happen in our school are reported	Fully=1 To a significant extent=2 To some extent=3 To a limited extent =4 Not at all=5 Don't know=6

C12. What in your view is the role of parents, teachers and community leaders in protecting children in general and pupils in particular from abuse and neglect.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

D: KNOWLEDE,ATTITUDES AND PRACTICES IN RELATION TO CHILDREN'S SAFETY		
D1.	What do you do when you see or hear of children experiencing abuse at school?	Report the case=1 Confront the perpetrator=2 Offer care to the child=3 Keep quiet/do nothing=4 Other(specify)=5_____ Don't know
D2.	What do you do when you see or hear of children experiencing abuse at home ?	Report the case=1 Confront the perpetrator=2 Offer care to the child=3 Keep quiet/do nothing=4 Other(specify)=5_____ Don't know=6
D3.	To whom do you report a case of a child abuse occurred in the community?(if respondents mentions more than one answer, ask them to identify a maximum of three)	Member of child's family=1 Chief/community leader=2 Child protection committee=3 Religeous leaders=4 School/school organization=5 Social or health worker=6 Government authority=7 Police=8 Other(specify)_____9 Don't know=10
D4.	If applicable, what are your reasons for not reporting a case of child abuse?	Don't know where or who to report to=1 No action is likely to be taken=2 It is not my business=3 It is not normal for such business to happen=4 Fear of retaliation=5 Prefer to speak to the perpetrator=6 Other(specify)_____

Annex 6: Community Mapping Tool for children

Purpose: To engage children to share their child protection experiences from their own perspectives.

Size of the group: 6-8 boys and girls.

Estimated Time   -
1: 30 hours.

Materials: Flip chart/paper, Marker pens, Tape and Stick note
Procedures

Ask children to draw a map of their village on a flipchart showing places they know. Children can also use stones depending on the environment.
What are the places where you feel safe in your community? Circle the most safe places.
What are the places you don't feel safe in your community? Circle the three most unsafe places.
Locate places where you find people you trust in your community and where you find people you don't trust.(Red for unsafe areas and black safe areas)

Reflection questions
What do you think are the reasons for some places being safe and unsafe?
What would you suggest to improve unsafe places?

Important things to document from the exercise

Ensure that you collect maps from the boys and girls and document their views.

Document safe and unsafe places as mentioned by the children

Document all suggestions from children

Key informant interviews (KIIs)

These questions will be asked of the key informants who have the experience and are more involved in child protection work.

Background

1. What is your current position and how are you associated with child protection?

2. What are your main roles?

3. How long have you been working in child protection sector in this district?

Perceptions on effectiveness of child protection mechanisms and services

1. Are there any mechanisms in schools for preventing child abuse? How effective are the mechanisms if any?.

2. What mechanisms exist at district, ward and village level that prevent child abuse? How effective are the mechanisms?.

i. What are the types and number of cases which have you received in your department over the past 12 months?.

ii. What, if any, restrictions/limitations do you face in providing child protection services at district, ward and village level.

iii. Is your department linked up with other existing child protection structures or institutions in the community? What has been the effect of such linkages if any? If not why?.

Occurrence of abuse

iv. What in your view is the role of parents, teachers and community leaders in protecting children and pupils in particular from abuse and neglect?.

Recommendations

v. What are the recommendations to improve child protection services delivery?

Closing

1. Any questions for us; important information we are missing?

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