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A survey on Knowledge,  
Attitude and Practice on  
Children's Rights: A case of  
selected schools in Moshi  
Urban

Written by:

Michael Reuben Ntibikema

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## **Abstract**

This study aimed at assessing children's knowledge, attitudes, and practices in three wards of Moshi Municipal. Specifically, the study focused on four primary schools of Soweto (Soweto Ward), Shirimatunda (Shirimatunda Ward), Karanga (Soweto Ward), and Magereza (Karanga Ward). The sample frame was all children (male and female) in four primary schools in the study area.

The information was collected through interviews, focus groups, community mapping, and document review. The questionnaires were presented in a structured and formal way by the interviewers, and focus groups were conducted with 12 children who participated in mapping exercises. To triangulate the information, interviews were conducted with government officials. Documentary review was conducted by reading through different reports and research in order to build evidence and sharpen the study. The findings of the study show that children have low knowledge of their rights; the child protection systems and structures are weak and ineffective; and, in some places, there are no formalized structures to prevent child abuse and violence. Similarly, at the district level, the child protection system is ineffective, and most efforts are not coordinated. Apart from this, the study reveals that children are not confident reporting when their rights are violated, which makes it difficult for them to protect themselves and demand their rights from adults and government officials at the district, ward, or village levels. The results of the study reveal that children, at times, do not feel safe at home, in schools, or in the communities in which they live.

With these findings, the study recommends that the government collaborate with other actors to strengthen the district-level child protection systems and structures and ensure that they work together. There is a need to establish a ward-level child protection mechanism that will be linked to wider child-protection systems and structures at the district level. Equally, children should be trained on their rights, and adults should be educated to take care of their children through campaigns, radio programmes, and community-level meetings. There is a need for parenting programs and life skills training for both girls and boys. Overall, it is also recommended that for better service delivery, all actors should work together, and a harmonized database for victims of violence and child abuse should be established and maintained accordingly.

## 1.0 INTRODUCTION

### 1.1 Background

Since 2014, Elimu Mwangaza has worked with children through direct services and school-based interventions. The organization focuses on child protection, child participation, and quality education in Tanzania. Work is conducted with school children, teachers, parents, and government officials. Children 0-17 years account for 50.1% of the population (National census, 2012). It is unfortunate that children still face violence in their own homes, in schools, and in the community. Despite the significant progress made to protect children, challenges remain. A great deal of work and effort is needed in regards to child protection and children rights.

In response to the plight of violence, Elimu Mwangaza has developed Strategic Plan 2016-2020, which mainly focuses on empowering children to be agents of change rather than just passive recipients of services. The strategic plan calls on different child protection actors and stakeholders within and outside the country to take on more responsibilities, including strong actions and concrete steps that are in the best interests of children. Similarly, for children to become agents of change, it is necessary that they be empowered to know their rights and responsibilities.

Previous studies have been conducted in Tanzania that highlight the alarming state of child protection in the country. In 2009, the first national study concerning violence toward children was conducted by a multi-sector task force and UNICEF titled, “*Violence against Children in Tanzania* (UNICEF, 2009).” The survey found that violence against children is a serious problem in Tanzania—almost three quarters of the study’s participants had experienced violence before the age of 18. The research also looked at whether or not children access services after experiencing violence. The study found that the majority of children who had experienced sexual violence did not report the abuse, implying that services for children need to be improved. It is clear from this existing research that an increase in preventative efforts is necessary and should be prioritized in order to keep children in Tanzania protected from violence. In response to the national study findings and our own experience working in our target communities, Elimu Mwangaza feels it is necessary to gain a better understanding of children’s knowledge of their rights and feelings of protection from violence in the target communities.

To gain accurate information on children’s knowledge of their rights and feeling of protection from violence, Elimu Mwangaza has conducted a rigorous research study in northern Tanzania, Moshi Municipal, and Kilimanjaro Region. The research aimed to establish baseline data concerning children’s knowledge of their rights and to gauge their feelings of protection in relation to Elimu Mwangaza’s work and efforts to address violence against children. Subsequently, this research will help inform Elimu Mwangaza’s strategies for working with children and adults throughout the target communities. This will also assist us in effectively tackling—in an evidence-based and measurable way—the root causes to violence against children. Overall, the information collected will help inform Elimu Mwangaza and partner stakeholders’ future work in the designated target communities.

## **1.2 Problem Statement**

Violence against children is widespread. It occurs in homes, schools, and the community. Studies on children’s rights have been conducted in different places in Tanzania, and campaigns to end violence against children have been conducted in Moshi Municipal through a wide range of approaches. Despite these campaigns, there is still a gap in understanding the current level of children’s knowledge of their rights, where to report abuse, attitudes and practice on children’s rights, available child protection mechanisms, and the power structures that make it impossible for children to take action even if they know their rights.

## **1.3 Objective of the Baseline Survey**

### **1.3.1 Main Research Objective**

The survey intended to assess the knowledge, attitudes, and practices on children’s rights in Shirimatunda, Soweto, and Karanga areas in the Kilimanjaro Region.

### **1.3.2 Specific Research Objectives**

The survey intended to achieve the following specific objectives:

1. Determine children’s knowledge, attitudes, and practices on children’s rights;
2. Examine the causes and type of violence against children in the study area; and
3. Identify any existing child-protection mechanisms in the study area.

## 2.0 Literature Review on Child Protection in Tanzania

The State Party, United Republic of Tanzania (URT), ratified the *Convention on the Rights of the Child* in 1991. It acceded to the *Optional Protocol on the Involvement of Children in Armed Conflict* in November 2004 and the *Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography* in April 2003. The State Party also ratified the *United Nations Convention Against Transnational Organized Crime* and its two supplementing protocols in May 2006. It ratified the *International Labour Organization (ILO) Convention No. 182 (1999)* on the worst forms of child labour in 2001, *ILO Convention No. 138 (1973)* on the *Minimum Age Convention* in 1983, and the *African Charter on the Rights and Welfare of the Child (ACRWC)* in March 2003. It further ratified the ACRWC in 2003; and it is a state party to a number of international and regional human rights instruments to which it has been submitting periodic progress or implementation reports as required under the above international human rights instruments (URT 2012).

Legislation has been written that directly focuses on the issue of children, but violation of children rights remains a problem. After strong demand by child advocates, the *Law of the Child Act* was passed in 2009. Although this Act is a step in the right direction—as a way of confirming the rights of a child and the responsibilities of their duty bearers—there is still a great deal of work to be done (Mkombozi, 2012).

In addition, the Government developed the *Five-year National Plan of Action to End Violence Against Women and Children (NPAVAWC 2017/18 – 2021/22)* by consolidating eight different action plans addressing violence against women and children to create a single comprehensive plan to eradicate violence against women and children in the country. The *National Plan of Action to End Violence Against Women and Children* is grounded in the Tanzanian context and envisages improved coordination, delivery of quality services, implementation of viable prevention and response measures, and application of innovative solutions to end all forms of violence against women and children (NPA-VAWC, 2016). However, the realization of the *National Plan* will depend on numerous factors, including political will, commitment of adequate resources for implementation, and strategic collaboration with other actors to safeguard children's rights in Tanzania.

## **3.0 Methodology**

### **3.1 Methodological Process**

To achieve the intended survey objectives as outlined above, the baseline survey employed a mixed-methods approach. Primary interviews, focus groups, questionnaires, and documentary review guides were further developed through a participatory approach. A pre-test was done and the tools were refined.

### **3.2 Description of Survey Area**

The study was conducted in Shirimatunda, Karanga, and Soweto wards in Moshi urban Kilimanjaro. Moshi is a Tanzanian municipality with a population of 184,292 according to the 2012 census. The municipality is in the Kilimanjaro Region and is situated on the lower slopes of Mount Kilimanjaro, a dormant volcano that is the highest mountain in Africa. The municipality covers about 59 square kilometres (23 sq. miles) and is the smallest municipality, by area, in Tanzania. Moshi is a district where there are many actors working on human rights and children's rights, but violence against children continues.

### **3.3 Survey Design**

According to Mtae Harriet (2015), as quoted from Saunders et . al 2009, "Research design is a conceptual structure within which the research is conducted. It constitutes the plan for data collection and data analysis" (pg 60). The survey employed a cross-sectional research design where variables of interest are examined once. It utilizes people who differ in the variable interest and share some characteristics.

### **3.4 Survey Population, Sample Size, and Sampling Techniques**

The survey population were children between the ages of 10-16 years old and, separately, male and female adults over the age of 18. Children below 10 years of age were not suitable for survey because they were not able to respond to the questionnaire. During a survey pre-test, nine-year-old children were tested but were found to lack the capacity to understand and provide required information. The selections of children were based on age and gender, while the selection of adult participants was based only on gender. Various individuals dealing with children such as social welfare officers, community development officers, and ward, village, and Mtaa leaders were also involved in the

survey. Sample size for the survey was determined by Elimu Mwangaza. The study covered a sample of 332 children from primary schools, four teachers, one ward-level education officer, one community development officer, one social welfare officer, and six parents from Soweto Ward. Non-random and random sampling techniques were used to get a simple random sampling and convenience sampling.

### **3.5 Data Type and Data-Collection Methods**

Both primary and secondary data were collected. The data collection lasted for 28 days in different stages depending on school schedules. The lead researcher, field supervisor, and four research assistants recruited from university and the organization visited different schools in the three wards of Shirimatunda, Soweto, and Karanga. Primary data collection included knowledge on children's rights, causes of violence against children, places to report cases of violence against children, and sources of information on child-rights education. Primary data were collected using researcher-administered semi-structured questionnaires with open and close-ended questions translated into the local Swahili language. Similarly, focus groups were used to collect information from adults. Correspondingly, the study also used elite interviews with a social welfare officer, ward education officer, and ward executive officer. Likewise, the study collected secondary data through documentary reviews and research reports.

Mapping with children was conducted by guiding children to draw a map of their community. Girls and boys worked in two separate groups and they came together to present their maps. They identified different safe and unsafe areas in their community. Some follow up questions were asked of children, including: which places do not feel safe? The objective of mapping was to give children an opportunity to share the concerns and challenges they face in their own community with regard to girls and boys feeling at risk of abuse. This exercise was led by a youth researcher under the guidance of a lead researcher with experience in conducting research with children.

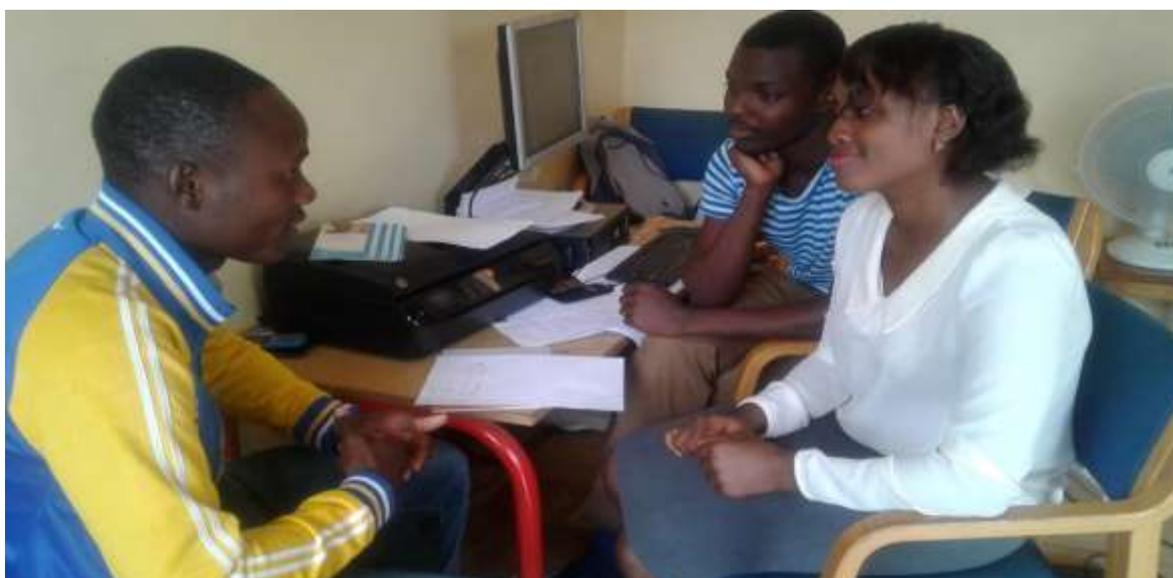
### **3.6 Research Ethics**

In undertaking the research ethics in the survey area, confidentiality was observed. Before the interview, the lead researcher, youth research assistants, and supervisor explained the objectives of the survey to the participants. Individual consent was sought from adults; children gave assent and signed consent allowing them to participate in the survey; and parents gave consent for their children to participate. In addition, all survey participants

were informed that the information they provide was confidential, and that name of the respondents would not be used in reporting. School children were interviewed in school settings during break times to avoid interference to their studies. The survey team explained that there would be no punishment for children who did not want to participate.

### **3.7 Training of Youth Research Assistants**

The lead researcher trained four youth research assistants before data collection. The aim was to orient them with data-collection tools and methods and child safeguarding policies, especially the code of conduct. Equally, this provided an opportunity to clarify some issues related to research design. Research assistants were oriented to understand the project objectives. Some of the research assistants were Elimu Mwangaza's staff. Youth volunteer researchers also participated in the development of tools, pre-testing, and data collection.



*Plate 1: Young researchers during orientation on data collection tools and methods.*

**Source:** Survey, 2017

### **3.8 Data Analysis Techniques**

The survey collected quantitative and qualitative data using different methods. Quantitative data were processed, edited, coded, and analyzed using Scientific Package for Social Scientific (SPSS) software; they were checked both during and after data collection. Qualitative data were analyzed through content analysis, where themes were identified and analyzed.

### **3.9 Validity and Reliability**

In terms of validity and reliability, the researchers pre-tested 20 questionnaires and an interview guide. The pre-test aimed at checking the consistency of questions, which questions worked well, which questions were not interpreted as planned, and which could be eliminated. The research assistants brought feedback, which helped to edit some questions accordingly.

The idea of pre-testing and piloting is supported by Tools4 Development organization's *Practical Tool for International Development* (2014). The organization argues that it is important to pre-test survey questionnaires before using them to collect data. Pre-testing and piloting help to identify questions that do not make sense to participants and any problem in the questionnaires that might lead to biased answers.

### **3.10 Challenges and Problems Encountered**

The study faced some problems and challenges. In some schools it was difficult to be consistent with our survey plan despite the information we shared with teachers in advance of the survey. Despite permission from the government, some head teachers were difficult to work with. There were changes of time for interviews from when the survey team wanted to interview children. Some teachers changed the time we agreed upon for interviews after the research team had already arrived in schools.

### **3.11 Solution to the Problem**

In response to the challenges, researchers had to re-schedule the timetables with teachers, which affected the planned schedule at other schools.

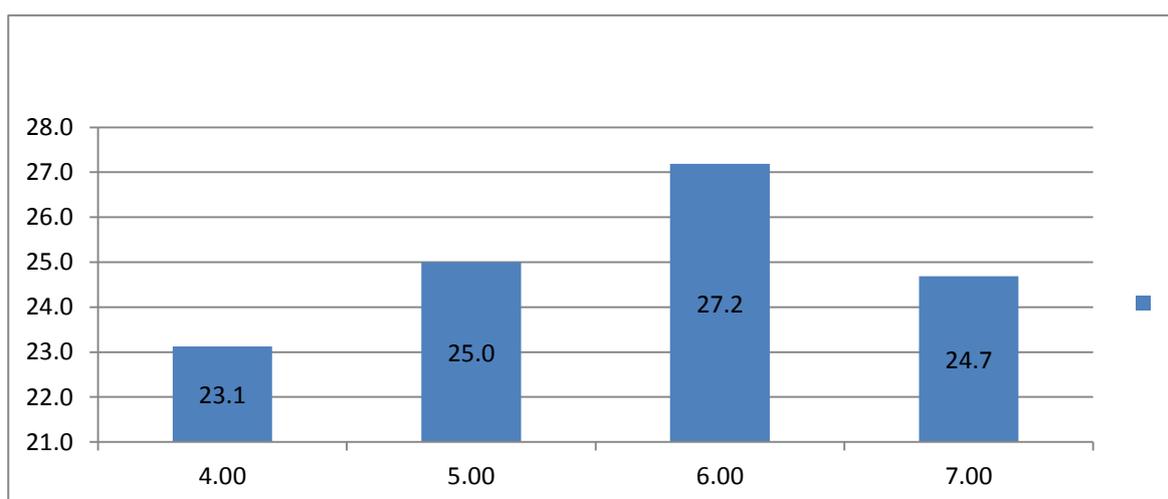
## 4.0 Survey Findings and Discussion

### 4.1 Introduction

This chapter will discuss baseline findings and analysis in relation to the tools, methods, and objective of the survey. The chapter covers the findings and data analysis.

It was necessary to sample an almost equivalent number of children from Class 4 to Class 7 to avoid bias that would influence the results. The study respondents in primary school were selected from Classes 4 to 7. Class 3 was not selected because of the children's inability to respond to the questions during the pilot study. The results indicate that 23.1% (74) were sampled from Class 4, 25% (80) were sampled from Class 5, 27.2% (87) from Class 6, and 24.7% (79) from Class 7. Overall, the results indicate that there were no major variations in terms of the number of children sampled from each class, which could have affected the results.

**Figure 1: Respondents Class**

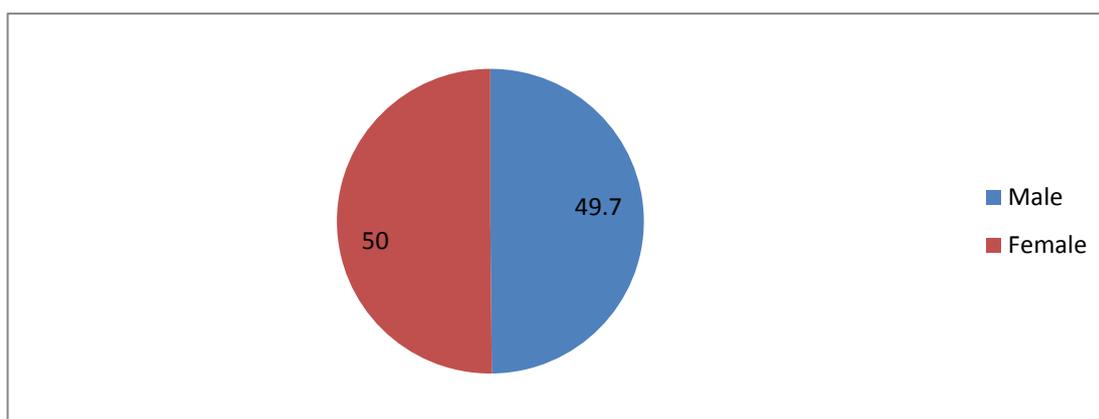


Source: Survey, 2017

### 4.2 Gender of Respondents

The study ensured that the sample of girls and boys were similar in order to get perspective of both sides without bias. Girls and boys have some similarities and differences in terms of how they view the world they live in and the people who surround them.

**Figure 2: Gender of Respondents**



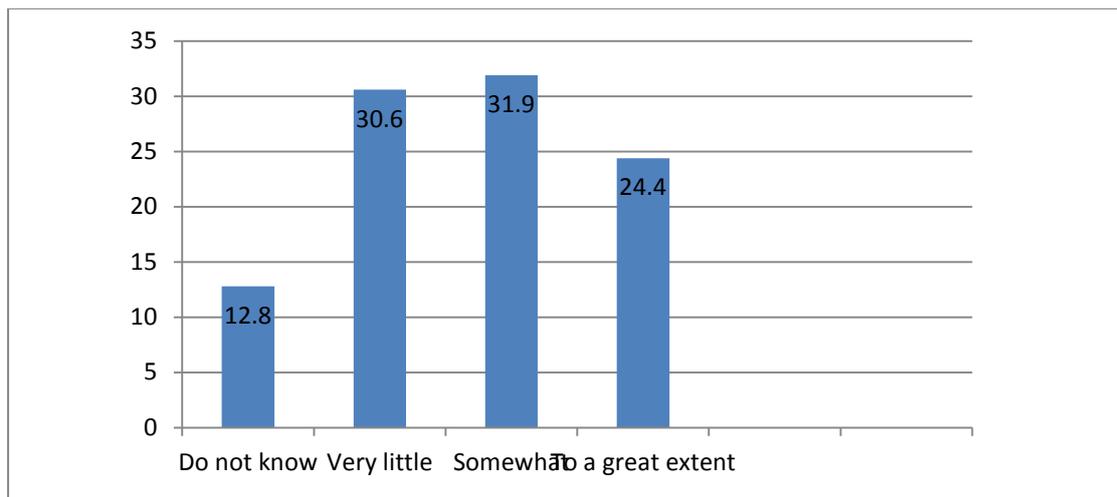
**Source:** Survey, 2017

### **4.3 Knowledge on Children’s Rights**

The survey indicated that only 24.4% of children knew their rights, 31.9% somewhat understood, 30.6 % understood very little, and 12.8% completely did not understand their rights. All study participants were responding to the question which asked them, *do you know your rights?* In interviews, teachers mentioned that they incorporate children’s rights in their teaching. The research evidence indicates that there appears to be a challenge regarding why some children do not understand. This may be attributed to inadequate of time spent in teaching children this subject. Therefore, based on these results, more efforts are needed to train children on their rights and responsibilities in order to keep themselves safe and how they can report when their rights are violated, or when they have faced sexual, physical, or emotional violence. These findings indicate that more efforts are needed to reach both girls and boys in schools and support them to learn their rights.

*“It is not all of them who know their rights, but we try and teach them according to their classes and also the Police, Gender, and Children’s Desk came to teach them as well.” - interview respondent*

**Figure 3: Knowledge on Children’s Rights**



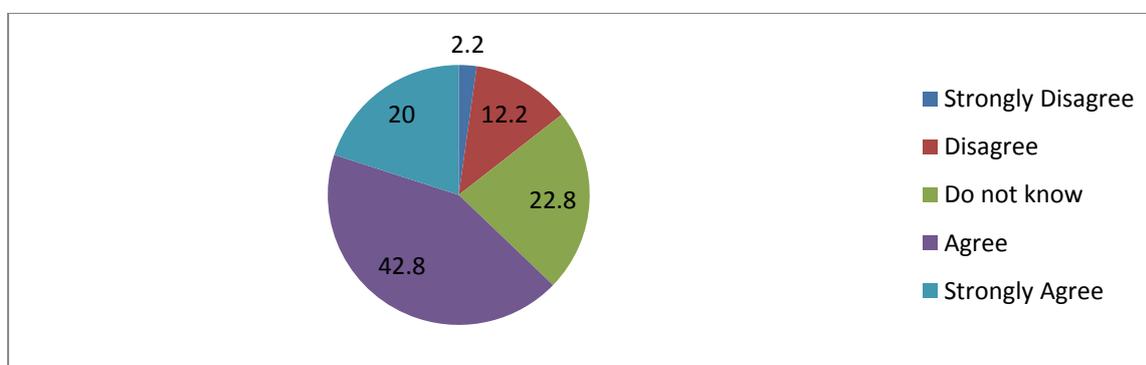
Source: Survey, 2017

#### 4.4 Child Rights Education

In responding to the question on whether they have received children’s rights education, the survey indicates that 2.2% children strongly disagreed, 12.2% disagreed, 22.8% did not know, and 42.8% agreed. This is in concurrence with the question which asks whether children know their rights. These findings are supported by an interview participant who said that, “although we teach them, some children do not know their rights.” This result indicates a knowledge gap on children’s rights in Karanga, Soweto, and Shirimatunda wards and calls upon the organization to reach girls and boys through different programmes.

*“Children have low knowledge on their rights, but we have started to sensitize them in collaboration with social welfare officers and community leaders.” - male interview participant*

#### Figure 4: Child Rights Education

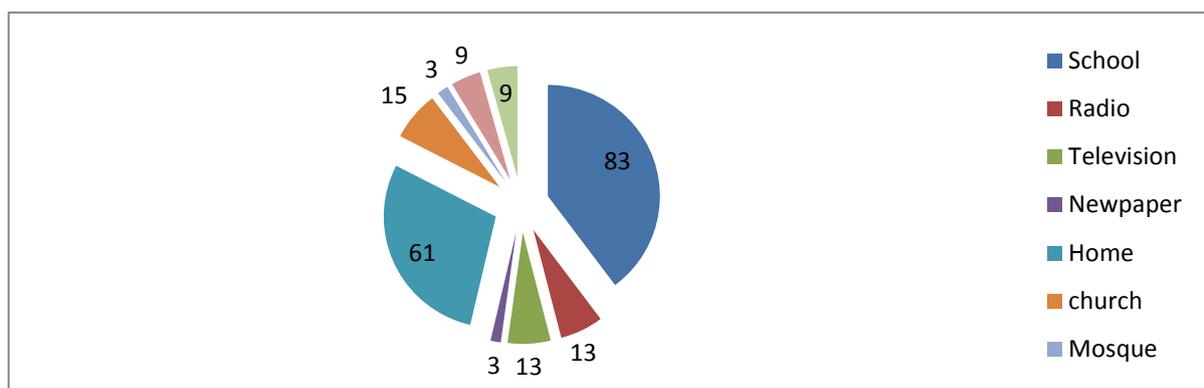


Source: Survey, 2017

#### 4.5 Places Children Learn About Their Rights

In Figure 4, a majority of children (83%) reported learning about their rights in school. The survey also revealed that children often (61% of the time) learn their rights at home. Very few children mentioned other places like mosques or churches. These findings were supported by children's focus group discussions (FGDs) and interview participants who said that most children learn their rights in schools and at homes. Overall, the findings inform the organization and other stakeholders that children's rights should be taught through methods and spaces such as radio and television, and not only in school. Correspondingly, more work is needed to educate parents in order to educate their own children.

**Figure 5: Places Children Learn About Their Rights**



**Source:** Survey, 2017

Girls in the study participated by drawing a map of their community and identifying areas where they do not feel safe such as homes, schools, and on the way to school.



*Plate 2: Girls in a community mapping exercise in one of the surveyed school drawing a map of their village to identify safe and unsafe areas for girls and boys.*

*Source: Field data, 2017.*

#### **4.6 Common Forms of Violence and Abuse**

The table below shows different common forms of violence against children. One of the most common forms mentioned was sexual violence, which was reported by 58% of respondents, and physical violence, which was remarked on by 56% of respondents. These two forms of abuse affect girls and boys differently. The Centre for Diseases Control and Prevention (2014), defines sexual violence as a sexual act that is committed or attempted by another person without freely given consent of the victim or against someone who is unable to consent or refuse. Participants from interviews and FGDs indicated that girls and boys both face sexual violence. The survey uncovered that some children hide themselves at the river because they face sodomy from adults. The survey revealed that some children are neglected by their parents and that they do not get proper care and protection. As a result, they are more likely to enter into sexually abusive situations.

*“I can tell you a case study of a girl of 15 years who usually had a sexual relationship with an adult, her sister came to report to school about that behaviour, and when I asked that girl she agreed. Nowadays both girls and boys face sexual violence.” – Female interview respondent*

This study indicates that parents, teachers, and community members do not report cases to relevant authority figures, and children also are not reporting. Sexual abuse cases are supposed to be reported directly to police in order to take necessary measures against the perpetrators.

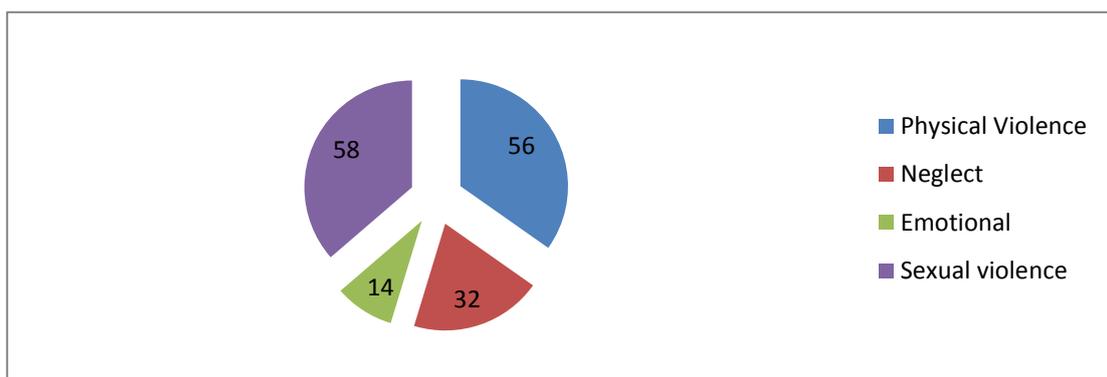
Failure of children to know their rights and the existing power structures expose children to abuse. The study revealed that physical violence is another problem that girls and boys are faced with. During the community mapping exercise, children mentioned that they face corporal punishment in schools and at home.

*“When children misbehave parents come to school with their children and ask teachers to cane them. Corporal punishment is very easy to administer and it saves time compared to other alternatives. In most cases we cane a child three strokes.” - Female interview participant.*

Another interview participant said:

*“Corporal punishment creates fear to a child, it is not good using corporal punishment when teaching, children are innocent.” – Female interview participant*

**Figure 6: Common Forms of Violence and Abuse**



**Source:** Survey, 2017

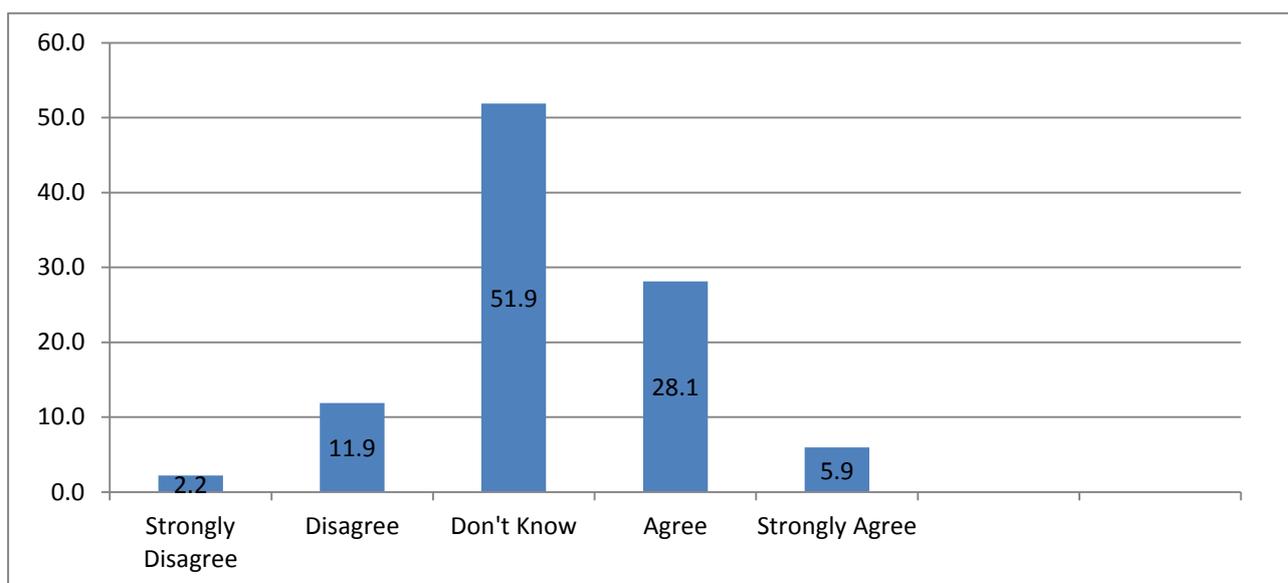
#### 4.7 Ability of Children to Recognize Others Who Face Violence

It was also necessary to understand whether children can recognize other children who have faced violence. The majority of children (51.9%) reported that they did not know a child who has been abused or who has faced violence. Children in FGDs through community mapping exercises mentioned that they have never been taught how to recognize children who have experienced abuse and violence. This result is supported by an interview respondent who said that few children can recognize abuse being experienced by another child and report it to teacher or adult. Given these findings, it is important to incorporate how to recognize child abuse in the training children receive in order to give children the opportunity to help their peers by reporting or encouraging the victims to self-report to relevant authority figures. In order to promote child participation, the study used mapping exercises with children. They drew a map of their village, indicating safe and unsafe areas. Groups of boys and girls worked separately to create maps and in the end they came together for discussion. They mentioned places they face sexual, physical, and emotional abuse. The community mapping tool was adapted from the Equitas-International Human Rights Education Centre in Canada (Baseline Study, 2014).



*Plate 3: Boys demonstrating a map of their village in one of the surveyed school after community mapping exercise to identify safe and unsafe areas for girls and boys*

**Figure 7: Ability of Children to Recognize Others Who Face Violence**



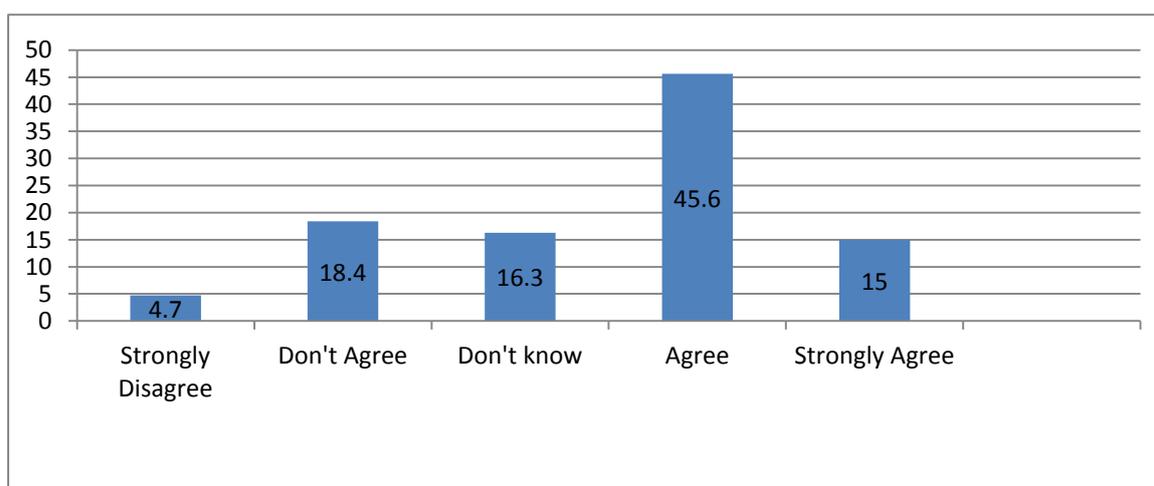
Source: Field report, 2017

#### 4.8 Children Report Violence

Table 7 indicates that 45% of children know how to report child violence once they discover it. However, 4.7% strongly disagreed that they cannot report, 18.4% don't agree, and 16.3% do not know whether they can report. Several reasons were given for not reporting such as fear, parents being harsh, threats from perpetrators, and lack of conducive environment to report. This finding indicates that there is a need to create home, school, and government office spaces that are friendly for children to report violence. Therefore, sensitization is very important, as well as capacity building for government officials on child protection and child protection standards.

*“I live with my step mother and once I face abuse I cannot report because I have fear that I will face more abuse, she is very harsh.” — Female girl respondent in FGD*

**Figure 7: Children Report Violence**



Source: Survey, 2017

#### 4.9 Perpetrators of Violence Against Children

A total of 48% mentioned parents as perpetrators of violence against children. Male youth also ranked high at 41%. FGD participants and key informants demonstrated that parents, male youth, female youth, and women are all perpetrators of violence.

FGDs and interview participants also confirmed that parents are perpetrators of girls' and boys' violence and abuse because they neglect children by not providing childcare and due to alcoholism. Thus, in many cases this is an example of male parents who do not fulfil their responsibilities as parents.

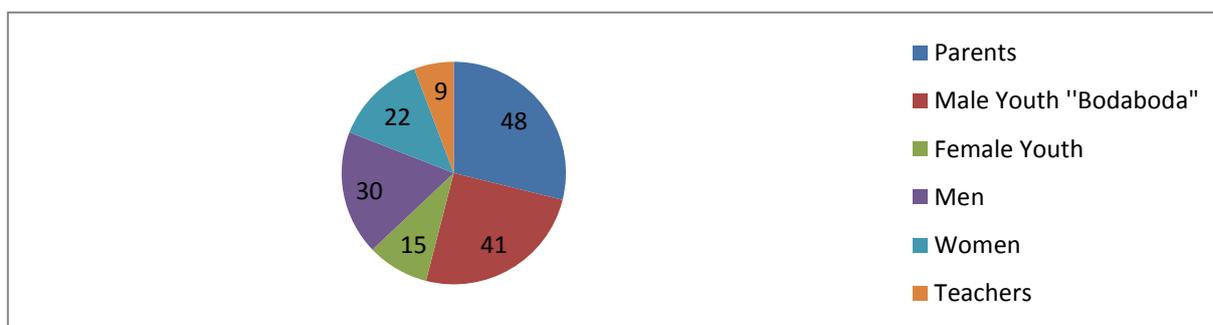
*"We receive 125 cases at our office of children who need maintenance per month whom parents have neglected them; you can imagine how the problem is big. We direct parents to pay maintenance costs according to their income." -District Social Welfare worker, Moshi Municipal*

Another study participant mentioned that:

*"In my opinion, I suggest that if we form child protection committee in our community, we should consider participation of male youth and parents to address issues that affect welfare of girls and boys." - Male participant as extracted from a FGD*

This finding shows that culture and traditions are still rooted in the community and that there is a need to intervene with a very strategic approach. The organization should consider community partnering since all issues and concerns are happening within the community.

Figure 8: Perpetrators of Violence Against Children



Source: Survey, 2017

#### 4.10 Factors Influencing Girls To Engage Into Sexual Relation

The survey also was interested to investigate the drivers of girls' sexual relations, because it is one of the violations of girls' rights. The findings showed that there are different factors that influence girls to engage in sexual intercourse. A majority of participants (70%) mentioned that money and gifts tempt girls, and 23% indicated being given lifts by youth who are involved in transportation by motorcycle tempt girls.

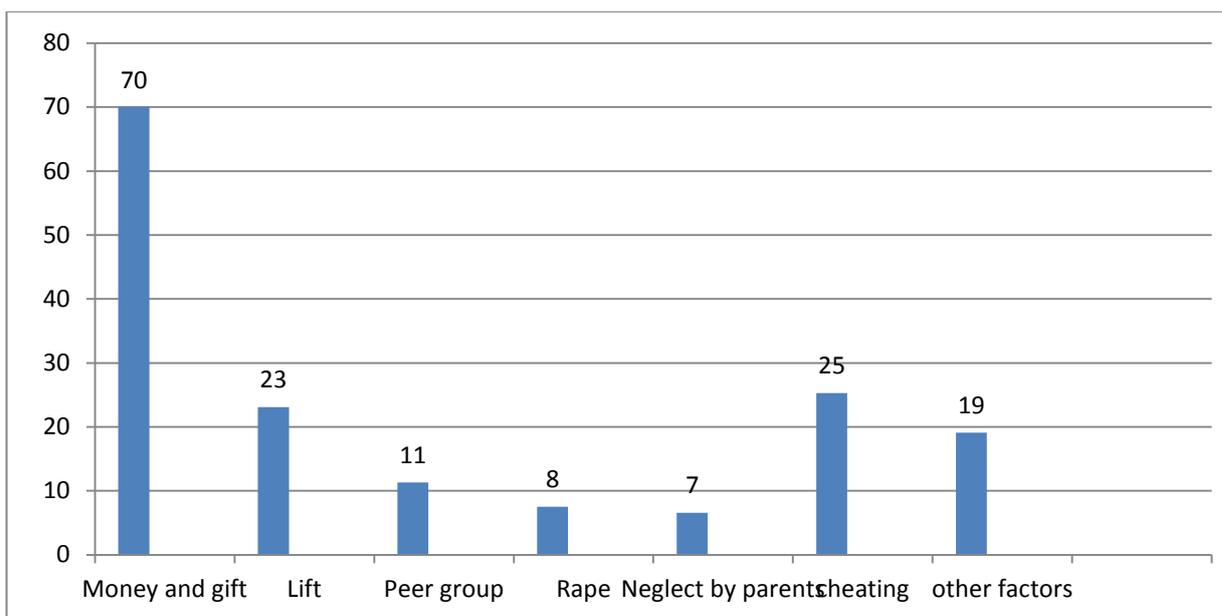
Key informants reveal that money and gifts are tempting factors for girls. They believe "bodaboda youth" (youth who ride motorcycles) have money and can provide them with whatever they want. Equally, the FGD participants pointed out those girls are tempted by money because their parents do not provide food consistently. The same FGD participants mentioned peer pressure—when girls see that their peers have money or gifts, they are tempted to find people to offer them money or gifts. Some parents neglect their girls, they do not provide money as the contribution for food in schools, and as a result, when they are hungry they fall into temptation. As mentioned earlier, neglect is attributed to poverty, alcoholism, and failure to fulfil their roles and responsibilities as per the Tanzania Law of Child Act that requires parents to provide child maintenance.

*"Sexual violence is one of the problems in this community, our children are not feeling safe because they are exposed to risks. For example, they do not get basic needs from their parents/guardians." – interview male participants*

As quoted from the Law of Child Act, Section 8:

*"It shall be the duty of a parent, guardian, or any other person having custody of a child to maintain that child in particular that duty gives the child the right to food, shelter, clothing, medical care including immunization, education and guidance, liberty, and right to play and leisure. A person shall not deprive a child access to education, immunisation, food, clothing, shelter, health and medical care, or any other thing required for his development."*

**Figure 9: Factors Influencing Girls To Engage Into Sexual Relationship**



**Source:** Field, 2017

#### **4.11 Reasons For Children Not Having Their Basic Needs Met**

The data collected through surveys asked: *why do children do not get their basic needs met.* A majority of survey participants (66%) mentioned poverty as one of the reasons that girls and boys are not getting their basic needs met. Basic needs refer here to food, clothing, shelter, and school requirements. The survey also found that 23% mentioned alcoholism as another leading factor. Similarly, the survey indicates that 21% mentioned unemployment. In FGDs and interviews, participants mentioned that poverty contributes to the failure of some parents to provide basic needs for their girl and boy children.

*“Girls meet with bodaboda youth (youth who ride motorbikes as a means to get income) who provide them with money, they agree because they believe bodaboda youth will take care of them.” — Extract from interview with adult woman in Soweto Ward*

With regard to alcoholism, it was observed as related to hindering girls and boys to access basic needs. It was ranked as the second highest challenge in this community. Correspondingly, interview participants mentioned that alcoholism is rampant. These observations suggest that children are exposed to sexual violence because they

do not get basic needs from their parents, and, alternatively, they have to engage in sex with youth motorcycle riders and other adults to receive these basic needs. In FGDs with children, many mentioned that bodaboda youth are a risk to them, adding that when they pass along them in the street, the youth disturb them. Alcoholism thus is related to neglect for girls and exposes them to potential risks.

The survey also indicated that monitoring of children's rights is very poor due to alcoholism. In cases where no one in the family cares for girls' and boys' basic needs, they become at risk and vulnerable in their own homes.

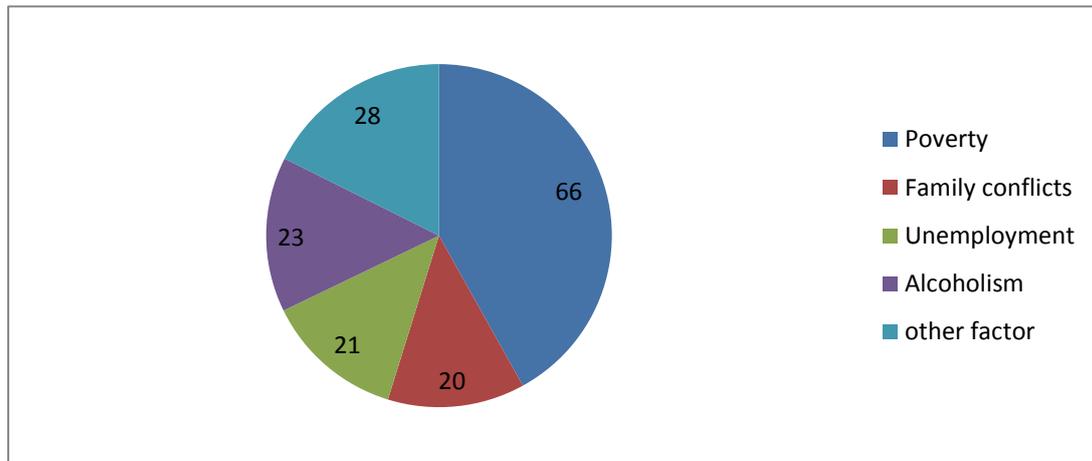
These findings indicate a gap in terms of the role of parents of providing for their family, which means they do not fulfill their responsibilities as provided by the Tanzania Law of Child Act of 2009 on the duty to maintain a child.

As quoted from the Law of Child Act, Section 8:

*“It shall be the duty of a parent, guardian, or any other person having custody of a child to maintain that child in particular that duty gives the child the right to -) food, shelter, clothing, medical care including immunization, education and guidance, liberty, and right to play and leisure. A person shall not deprive a child access to education, immunisation, food, clothing, shelter, health and medical care, or any other thing required for his development.”*

The survey also found that unemployment affects family stability and, consequently, the failure to provide for the needs of children. Therefore, the organization should work with parents and engage them to understand their roles and responsibilities as responsible adults. However, unemployment is a complex problem. Parents are facing poverty; therefore the relevant government departments need to empower more families through economic empowerment so that they can generate income. There is a need to consult the community development department to discuss ways of addressing unemployment by helping parents engaging in entrepreneurship activities or other forms of employment.

**Figure 10: Reasons for Children Not Getting Basic Needs**



Source: Survey, 2017

#### 4.12 Responsible Person for Protecting Children

The survey observed that 94% of respondents mentioned that parents/guardians are responsible for protecting children. Equally, 50% mentioned teachers as responsible for protecting children. The survey further found that 23% thought that leaders are responsible for protecting children. In FGDs, participants mentioned that parents are responsible to protect children and that they should collaborate with teachers. This is an indication that children should be protected by different layers of people and institutions in order to grow and develop well. Despite the fact that children feel parents and teachers are responsible to protect them, there is still a gap in terms of protecting children because, as mentioned earlier, corporal punishment, neglect, abuse, and violence are still happening to children in the hands of people they feel have responsibilities.

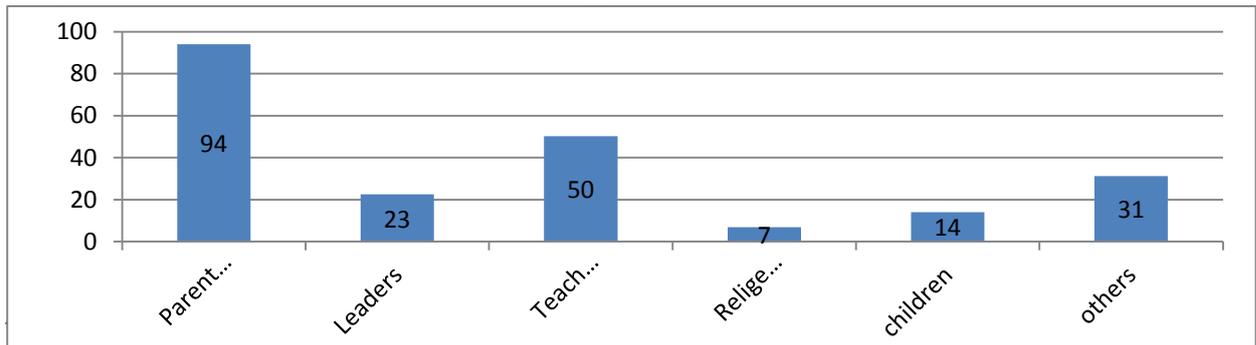
These findings are in concurrence with the Law of Child Act:

*“Section 94-(1) provides that it is a duty of local government authority to safeguard and promote welfare of the child within its area of jurisdiction. The same law also provides that in section 95(1) it shall be the duty of any member of the community who has evidence or information that a child’s rights are being infringed or that a parent or guardians or relative having custody of a child who is able to, but refuses or neglects to provide, the child with food,*

*shelter, rights to play or leisure, clothing or medical care to education to report the matter to relevant authority” (Tanzania Child Act, 2009).*

This finding indicates that intervention is needed in order to educate children and community members about the roles of duty bearers and community members in the efforts to prevent violence against children. These findings indicate that children do not know whether they have the right to protect themselves from abuse, violence, and sexual exploitation. The community should understand that it is the role of everyone to protect children, and children themselves have a right to protect themselves.

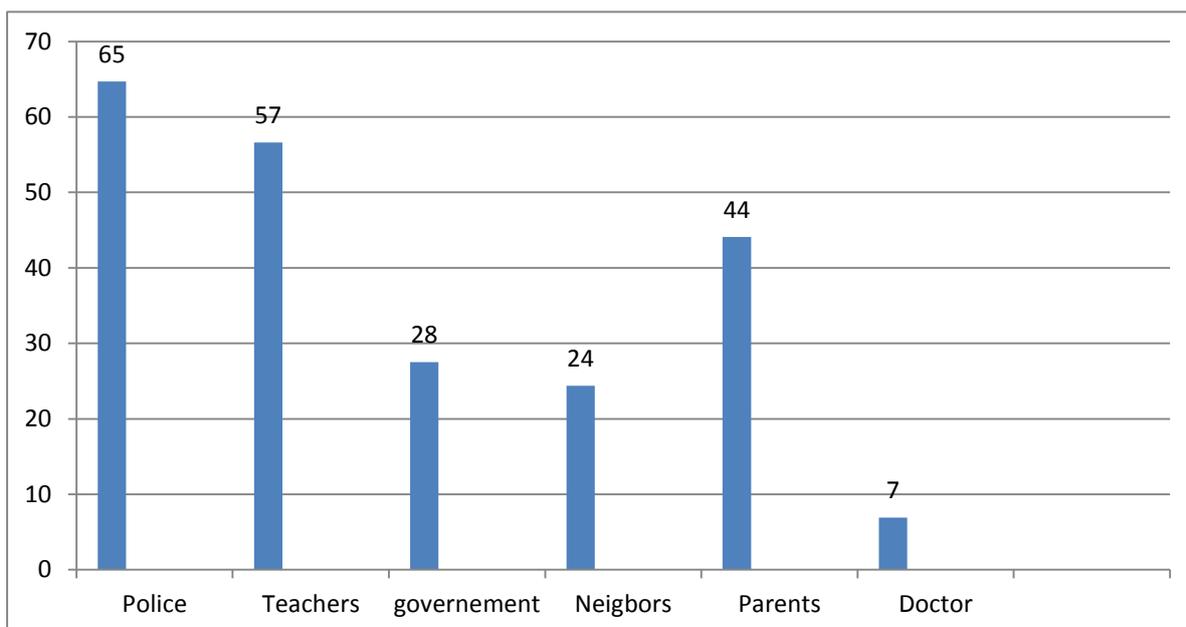
**Figure II. Responsible Person for Protecting Children**



In response to the question that asked survey participants: “*What are the places where people should report?*” 65% reported that children could report to police. Other participants (57%) had the opinion that children can report to teachers, and 44% mentioned reporting to parents. Overall, the result indicates that many survey participants mentioned that they could report to police. This is due to the fact that the Police, Gender, and Children’s Desk used to be the team that educate children on their rights. However, in focus groups, when participants were asked whether any children had been able to report any concern to the police, there was no evidence of this happening. One of the reasons could be the distance from children’s homes to the police desk, and lack of confidence that police would take action.

It is advised that children and adults should be informed on different places where they can report. Although participants mentioned police and government leaders as places to report, an interview with one community leader indicated that they have not received any children reporting cases by themselves. Often it is adults that go to report at the last minute, especially when they find that the situation is severe.

**Figure 12: Places to Report Violence Against Children Cases**



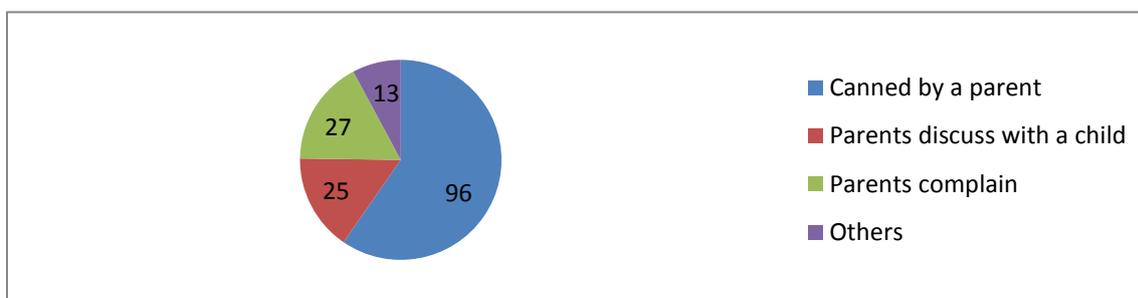
Source: Survey, 2017

#### 4.14 Forms of Punishment and Disciplining at Home

The majority of children (96%) mentioned that when they do wrong, parents cane them. A total of 27% said that parents complain and yell at them when they make mistakes, and 25% mentioned that parents discuss with them and find better ways to support them. These views were supported by FGD and interview participants who mentioned that most of the time when they do make mistakes parents cane them. This result indicates that children are not safe at home. Parents cane children when they are late from school or they misbehave at home for not doing house chores.

*“I think corporal punishment has merits and demerits and we like this because it is easy to correct a child.” -FGD participant*

**Figure 13: Forms of Punishment and Disciplining**



Source: Survey, 2017

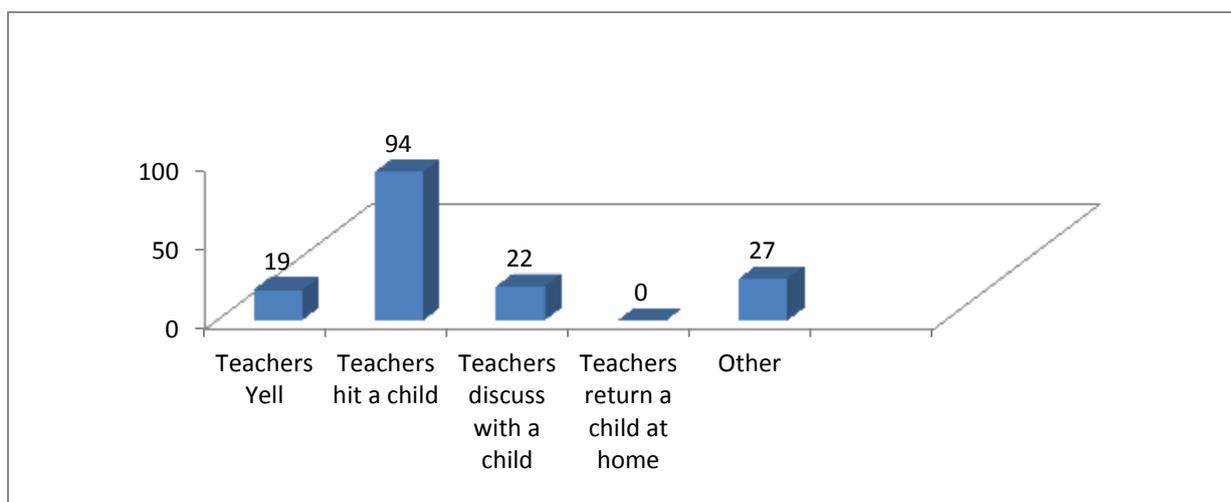
#### 4.14 Forms of Punishment and Disciplining Children in School

We Africans have our own culture, and we consider using corporal punishment as a medicine to a child. In schools, we cane children three strokes and write her/his name in a black book. Some of the reasons for corporal punishment include failure of the child to write homework, coming to school late, and making noise in the classroom.

*“I hate corporal punishment because it causes pains and it does not help anything. Teachers hit you anywhere in your body even in the ears and head. Sometimes they do not give you a chance to express yourself, instead they react straight away.” - FGD child participant*

The survey revealed that 94% of children mentioned that teachers hit them when they do wrong, 19% mentioned that teachers yell, and 22% mentioned that teachers discuss and correct them in a non-violent way. The findings are supported by children in FGDs, who mentioned that they do not feel safe in school due to teachers’ corporal punishment.

**Figure 14: Forms of Punishment and Disciplining Children in School**



**Source:** Survey, 2017

This result in Table 14 above is also supported by the Mkombozi study (2012) in Moshi, which found that physical punishment in Tanzanian schools is quite common, and in order for children to feel safe at school, behaviour among teachers must change. Findings from this research imply that there is still a great deal of physical punishment in schools. In turn, there is a need for organisations to advocate to eliminate corporal punishment. Corporal punishment is legal but is limited to four strokes that can only be administered

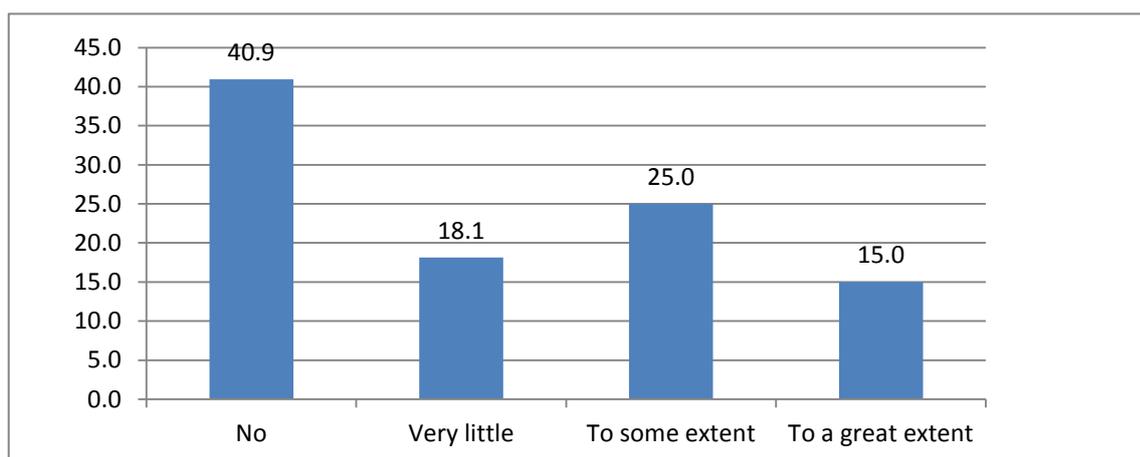
by head teachers. These forms of abuse and violence have health and psychological effects on children that delay their growth and development.

#### 4.15 Parents Discussion With Children on Violence

In responding to a question in a discussion between parents on abuse, 40.9% of children reported that they do not discuss violence with their parents. And 15% mentioned that to a great extent they discuss it with their parents, 25% to some extent, and 18.2% very little. This implies that parents do not set up times to talk about violence, how children can protect themselves, or the effects of violence. The study found that sometimes teachers identify that a child has been abused while their parents do not know because they are not close to their children.

*“Few families discuss violence with their children and many parents use alcohol and have a very limited time to sit with their children.” -FGD participant*

**Figure 15: Discussion Between Children and Parents on Violence**



**Source:** Survey, 2017

#### 4.16 Child Protection System and Structures

The survey found that in all places surveyed, there were no coordinated structures to respond to violence, abuse, and exploitation against children. The only available resources were *Most Vulnerable Children Committees* (MVCCs), which only work to identify children from poor families and link them to government services. Unfortunately, the child protection structures with prevention and response capabilities are not available.

The child protection systems at the district level are not functioning. The District Child Protection Team was established in 2014 by the Mkombozi organization in collaboration with Moshi Municipal in response to *Violence Against Children's Study* of 2009. It is comprised of police, social welfare, health, prison, immigration, and representatives of non-governmental organizations (NGOs) in Moshi, Kilimanjaro. However, the team is not actively addressing violence against children, and, as a result, key actors are working in isolation.

*"I am working hard to revamp the District Child Protection Team in order to strengthen child protection services and ensure coordination during service delivery. My department also needs more human resources at ward level such as Para Social Workers to provide psychosocial support and other services for victims of sexual, physical and emotional violence. But, major challenge is lack of the budget for child protection for Social Welfare Department in Moshi."* -**Male District Social Welfare Officer, Moshi, Kilimanjaro**

## **5.0 Lessons Learned and General Recommendations**

### **5.1 Key Baseline Achievements**

- The baseline survey has achieved a base of data for Elimu Mwangaza and other stakeholders. The data will allow the organization to set up benchmarks for implementation, monitoring, and evaluation. In addition, the findings will inform future programming on violence prevention.
- The baseline has identified strengths, weakness, and opportunities that are available in the district. Strengths include the available social welfare office, gender and children's desk, and health department. Weakness include low knowledge by children of their rights, lack of child protection systems, and structures that link different actors such as police, social welfare, health, court, NGOs, and ward-level community members.
- The District Child Protection Team in Moshi Municipal, which was formed in 2014 in response to Tanzania's national study on violence against children, is ineffective.

## 5.2 Lessons Learned

- Long-term commitment and coordinated efforts are necessary for effective institutional engagement toward sensitizing community interventions about issues raised in the survey. Given the scale of the problem, resources and commitments are important in addressing violence and abuse against children.
- The district has ineffective child protection systems and structures in place to prevent violence against girls and boys. The systems that could link police, social welfare, health, ward leadership, schools, and community members is weak. However, there has been a mention of satisfaction of services provided by the Police, Gender, and Children's Desk and Social Welfare Department. Even in school, children seemed to know the services provided by the Police, Gender, and Children's Desk.
- Poverty was considered as a risk factor for sexual violence against girls and boys. Some children exchange sex with money to get food. The survey observed that sexual violence faces both girls and boys. Two (2) cases of sodomy and one (1) case of rape were reported to the social welfare officer from Soweto Ward.
- Many violence cases are not reported because children do not want to be harmed. Perpetrators silence children through threats, and the environment for protecting children is not friendly.
- There is no ward-level child protection committee that could protect children, sensitize the community, and refer cases of violence to formal child protection structures, especially the Police Department, Social Welfare Department, and Health Department.
- The statistics/data of cases of violence are not well documented between Police Department, Social Welfare Department, Health Department, and ward-level leadership. Overall, the database for cases of violence is not in harmony. Each department or unit has its own way of keeping records.

## 5.3 Recommendation For the Institution (Elimu Mwangaza)

- Ensure that findings from the report are disseminated to government officials at district and ward levels.
- Document evidence in rolling out child protection to address sexual violence and physical violence in the project areas of Shirimatunda, Soweto, and Karanga wards.

- There is a need for a survey to cover a larger sample in the district to establish the situation of children in the district and identify drivers of violence against children in different contexts.
- Elimu Mwangaza needs a project commitment of approximately 2-3 years in the district to be able to see results. The current small project should be treated as a pilot project for the purpose of learning; the project needs a continuation and scaling up to other wards.
- Establish and strengthen collaboration with government departments and like-minded organizations in Moshi for learning and linking and sharing best practices.

#### **5.4 Recommendation at District Level**

- Revamp child protection systems that are comprised of different stakeholders, especially social welfare, community development, police, court, health, and NGOs. These should be coordinated by Social Welfare Department. (Recommended to follow up with the National Guideline for establishing Child Protection Team that was produced by the Department of Social Welfare at the ministerial level).
- Develop and harmonize data on children who are faced with violence, and disaggregate this data by gender. Overall, by having a database for recording all cases that are reported, the initiative will provide the district with reliable data and, consequently, a better understanding of the magnitude of the problem.

#### **5.5 Recommendation at Community Level**

- Raise awareness to children, parents, and other adults on the problem of sexual, physical, and emotional violence against children. Thus, awareness raising should be conducted on a wider scale, with particular efforts on girls, young girls, male youth, men, and women.
- Set up child protection mechanisms at the ward level with a focus on identifying issues related to violence.
- Engage the group of male youth to be part of child protection committees when formed at the ward level. The youth will be potential multipliers of child protection to their colleagues and the wider community.

## 6.0 Conclusion

Protection of children against violence is a critical aspect of development. These strategies ensure that both girls and boys are treated equally. It is also important that, in all spheres of life, girls and boys are given attention and are protected against risks. This survey has exposed different issues that affect children in homes, in schools, and in the community, as well as the protection mechanisms that are lacking in the district.

This survey is timely and relevant because it has been established before the project takes place in Soweto, Shirimatunda, and Karanga wards. It can be adduced that implementation of this project requires a wide range engagement and resources (financial and human) of different stakeholders, and the approach can be reviewed by other actors who have implemented similar projects.

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