



# *Are our children safe?*

*A baseline survey on knowledge, attitudes, and practices study: A case of ChemChem Village, Moshi rural.*

*Written by*

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# Acknowledgement

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# List of Abbreviation

FTK- Femme TPC Kilimanjaro

KAP-Knowledge, Attitudes and Practices

FGD-Focus Group Discussion

FGM-Female Genital Mutilation

NGO-Non Government Organization

WEO-Ward Executive Officer

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# Executive Summary

This report presents the findings on Knowledge, Attitudes and Practices (KAP) on children's rights for ChemChem village in lower Moshi. The survey used both qualitative and quantitative methods.

## Key Findings

- Child sexual abuse, violence, neglect and emotional violence are the issues that have been identified that affect children growth and development.
- Cultural practices and social norms affect children to access their rights.
- There is low understanding on children rights and child protection among school children and actors of child protection.
- Low understanding of teachers on children rights and child protection, and poor procedures of handling child abuse cases including case management.
- Low knowledge among parents and community members on child protection, and children rights.
- Female Genital Mutilation (FGM) and Girls Early forced Marriages among the Maasai have been identified as one of the child protection issues in ChemChem.
- There is a high level of child vulnerability and household poverty that needs an intervention.
- No documentation of child abuse cases reported to teachers and there is no any organized systems and procedures of handling cases.
- Administartion of corporal punishment is stull the problem in school.
- Some of the children travels long distance from villages to school, and on the way back home puts them at risk.

- The school has no mechanisms for preventing and responding to child abuse, violence and exploitation. Mechanisms like case management and code of conduct are lacking. No case Management Procedures as a result cases are mishandled in school and in the community.
- High prevalence of domestic violence, alcoholism and abuse within families. Many children live in dysfunctional families with minimal support to thrive.
- Community-based systems for the protection of children at risk of violence are lacking or weak. Formalised child protection procedures do not exist at community level and consequently there is limited monitoring and reporting of violence and abuse.
- There is no information management system to record cases of abuse, violence and neglect at village level.
- No coordination of child protection services within ChemChem. Available actors are not working together.

## Key Recommendation

- Sensitize and raise awareness to school and out of school children, on the problem of sexual, physical and emotional violence against children.
- Sensitize and raise awareness to parents, teachers and community members to improve child protection situation including improved reporting and address child abuse and violence against children. This will include mobilization of communities in identifying children with disability and support them to access services accordingly.
- Establish psychosocial support in school and mentorship programme for children who have faced trauma due to sexual abuse and violence against them.
- Establish a child protection school level and community level mechanisms with a focus of identify issues related to violence, handle and refer to relevant stakeholders.
- To work with Government to establish child protection systems and structures that comprises of different stakeholders especially Social Welfare, Community Development, Police, Court, Health and NGOs. These should be coordinated by Social Welfare Department.

# 1.0 INTRODUCTION

## 1.1 Background to the baseline survey

This is a report of a baseline survey about child protection in Moshi district that was commissioned by FT Kilimanjaro (FTK) a non-governmental organization and a joint initiative of the Dutch FEMI Foundation and TPC Company Ltd. The baseline survey was technically supported by Elimu Mwangaza Tanzania, a non-government organization based in Moshi with experience in child protection and safeguarding. The organization supported all stages of inception, data analysis and report writing.

FT Kilimanjaro (FTK) has partnered with Elimu Mwangaza Tanzania to advance child protection in ChemChem Village. The baseline study is setting out a base and it is a starting point for collaboration and partnership for child protection and safeguarding. The two organizations are currently working in the same community, and therefore partnering will be more beneficial for the local community.

FT Kilimanjaro (FTK) envision flourishing communities in Lower Moshi void of poverty and despair and it has been implementing projects to support communities where all, men and women, young and old, have access to basic health care, education and opportunities to be productive and earn a livelihood for themselves and their families, and to do so in a self-sustaining and environmentally sustainable. Guided by the concept of an integrated approach to development, with interventions applied simultaneously and across multiple sectors, the work of the organization is built around long term goals for four sectors (Education, Health, Income, and Infrastructure) that are interconnected<sup>1</sup>.

Elimu Mwangaza was established in 2014 and formally registered in 2016. The organization envisions a world where all children have access to quality education and child protection services. The organization targets girls, boys, parents and the entire community in order to prevent and respond to violence, abuse, exposure to risks and exploitation against children leading to safe and responsible communities. We have 4 years of experience of working with vulnerable children in Moshi, including extensive experience of working to protect children from violence and abuse, ensure that children's rights are recognised and facilitate child participation.

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<sup>1</sup> FT Kilimanjaro (FTK) Annual Report 2016



## 1.2 Baseline survey Objectives

### 1.2.1 General Objectives

The overall objective of the baseline was to conduct knowledge, attitudes, and practices (KAP) study of children's knowledge of their rights and perception of violence in their communities in order to have a better understanding of whether children feel protected in their communities

### 1.2.2 Specific Objectives

1. To assess understanding of children on their rights
2. To examine the causes and type of violence against children in the study area.
3. To explore barriers to access to education for children with disability
4. Map and identify existing child protection mechanisms in the study area.

## 2.0 METHODOLOGY

To achieve the intended survey objectives, this baseline survey employed a mixed approach. Primary interviews, focus groups, questionnaires and documentary review guides were developed and the pre-test was done in order to refine the tools. The study was interested to collect rich information on reality on what currently exists in the field of child protection in line to the study objectives.

### 2.1 Study Area Description

The study was conducted in ChemChem village, located in Moshi district of Kilimanjaro region. ChemChem village is located in lower Moshi along TPC sugar company . The area is characterized by farming, fishing and cattle keeping especially for nomadic community of Maasai of Tanzania. Moshi district is one of the district of Kilimanjaro regions where there are different actors working on human rights and children rights, however abuse and violence against children is still the problem. The selection of survey area was based on the fact that, FT Kilimanjaro (FTK) is working in this area and they have not done any baseline study to assess the status of children and the interventions on child protection have not been done by the organization.

### 2.2 Survey population, Sample size and Sampling Techniques

The survey population were children between the age of 6-17 years old, and separately male and female adults over the age of 18. The sample size comprised 104 school children and 21 out of school children. The children below 6 years were not suitable for survey because during pre-test they were not able to provide the required information in line to the objectives of the study. Equally, the purposive sampling was used to select a village, Village Executive Officer/Acting, Ward Executive Officer, Social Welfare Officer, Teachers and Headteacher.

Simple random sampling was used to select respondents in school; three teachers (2 men and 1 woman), and pupils males and females and 21 out of school children. The sample size selection was based on Bailey (1994) arguments that a sample of 30 respondents is the bare minimum for studies in which statistical analysis will be done regardless of the population size. A non-random purposeful sampling techniques and random techniques were used to get a sample. The researchers identified children from standard 3 and arranged to meet with them separately.

### 2.3 Data Types and Data-Collection Methods

Both primary and secondary data were collected in the study area. Primary data collection included knowledge on children rights, causes of violence and abuse, barriers to access to education for children with disability and existing child protection mechanisms. Primary data were collected using researcher-administered semi structured questionnaires with open and closed ended questions translated into local Swahili language. Similar, focus group discussion was used to collect information from 6 adults.

Mapping with children was conducted by using community mapping tool which was used to guide children to draw a map of their village indicating safe and unsafe areas. The researcher gave specific instruction to guide girls and boys work in a separate group and present their findings. The study also used elite interview with Social Welfare Officer, Ward Education Officer. Similarly, the study employed secondary data by reviewing documents and different research report that were relevant to the study and the objectives. Mapping evidence such as research studies, service provision including children's understanding directly helped to visualize how violence and abuse are affected by multitude of factors and identify which actors need to be engaged to address violence and abuse

### 2.4 Data collection

The organization trained 5 research assistants before data collection. The aim was to orient them with data collection tools, methods and child protection policy including signing the code of conduct. The training helps the research assistants to understand better the tools and methods of data collection. Data collection exercise was managed by Elimu Mwangaza Tanzania staff and volunteers. The same organization also played a critical role of capacity building of Elimu Mwangaza Staff in the data collection process.

### 2.5 Research Ethics

The research ethics in survey area observed confidentiality. Before the interview, the lead researcher and research Assistants explained the objectives of the survey to participants. Children gave assent to participate in the survey and their teachers gave consent for their children to participate. In the community the situation was different, children gave assent and parents gave consent for out of school children to participate in the study. All survey participants were informed in advance that the information provided was confidential, and that names of respondents will not be used for reporting. School children were interviewed in school settings and out of school children were interviewed at their household. The survey team made to clear that there would not be any punishment for children who did not want to

participate. Since the study involved minimal risk written consent was waived. No monetary or other compensation was offered.

## **2.6 Data Analysis and Presentation**

To analyze data, both qualitative and quantitative data analysis were used. Throughout the process of research qualitative data were used using content analysis. However, quantitative data were analyzed using Statistical Package for Social Sciences in order to analyze descriptive statistics.

## **2.7 Validity and Reliability**

The researcher pre-tested 20 questionnaires, interview guide and mapping tool with children. The pre-test aimed at checking the consistency of questions, which questions worked well and identify the ones that are not well interpreted and could be eliminated. The research assistants and lead researcher shared the feedback and made adjustment to the tools.

The idea for pre-testing and piloting is supported by Tools4 Development organization's Practical Tool for international Development. The organization argues that it is important to pre-test survey questionnaires before using them to collect data. Pre-testing and piloting help identify questions that do not make sense to participants and any problem in the questionnaire that might lead to biased answers<sup>2</sup>.

## **2.8 Challenges**

The study faced some problem and challenges. It was conducted during the conflict between pastoralist and farmers, the conflict created a tension during travel and data collection. The team was worried about collecting data in some sub villages especially the ones that are occupied by Maasai.

## **2.9 Solution to minimize the Challenge**

We requested the teacher who is familiar with the village and who has lived for many years and has developed a trust with community members. He helped us in sampling out of school children and asks consent from parents. Since he was accompanying us, at least a team felt secured and confident to collect data. It is unfortunate that village leaders were not available and some do not live in the same village. For example, Village Executive Officer who works in Mikocheni, but temporally supporting ChemChem village was in ChemChem at the time of data collection.

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<sup>2</sup> Tools 4 Practical Development(2014)

# Definition of key words

## Child

Any person under the age of 18 in line with the Convention on the Rights of the Child (UN CRC)

## Child Protection

A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In the current context, it applies particularly to the duty of organization-an individuals associated with those organizations-towards children rights.

## Child Abuse

Child abuse constitutes all forms of physical and /or emotional ill-treatment, sexual abuse, neglect or neglect treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of relationship of responsibility, trust or power.

### 3.0 SURVEY FINDINGS AND DISCUSSIONS

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

#### 3.1 Social Demographic Characteristics of Respondents

Participants disaggregated by age group in ChemChem village. The participant with age range beyond 16 were out of school, while majority in school were below the age of 14.

**Table 1: Age of respondents**

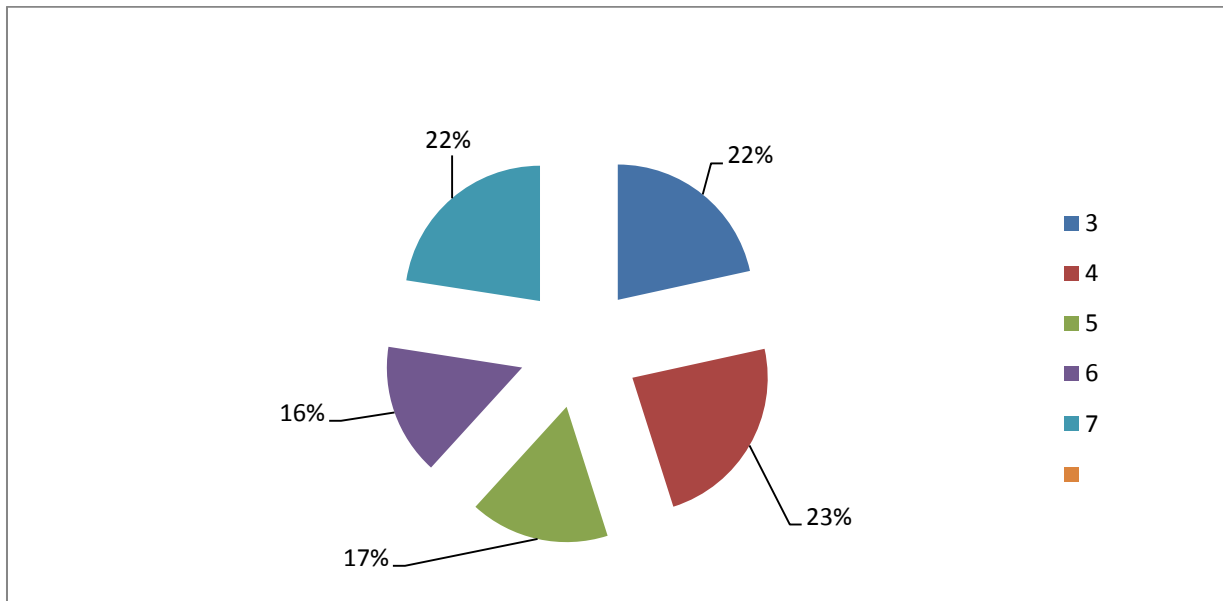
Age	Frequency	Percent
6.00	1	.8
8.00	6	4.8
9.00	12	9.6
10.00	26	20.8
11.00	16	12.8
12.00	20	16.0
13.00	21	16.8
14.00	4	3.2
15.00	10	8.0
16.00	4	3.2
17.00	5	4.0
Total	125	100.0

Source: Field data 2018

#### 3.2 Respondents Class

The study tries to sample almost the equivalent number of children from class four (4) to class 7(seven) to avoid bias that would influence the results. The result indicates that 22(22%) were sampled from class 3, 24 (23%) from class 7, 17% from class 5, 16 (16 %) from class 6 and 23(22%) from class 7. Class 5 has a lowest percent as compared to other classes, the sample of children was based on children who were available during data collection days. Overall, there were no major variations of children sampled from each class, which could have affected the results.

**Figure 1: Respondents Class**



Source: Field data 2018

### 3.3 Sex of respondents

The study ensured that the sample of girls and boys were similar in order to get perspective of both sides without any bias. Girls and boys have similarities and different perspectives on how they view their own life and the world they live in. The study indicates 42.4 % of respondents were boys and 57.6 % were female. This is due to the fact that during the study some classes had fewer boys, and for the case of out of school the researcher found more girls than boys.

**Table 2: Sex of respondents**

Sex	Frequency	Percent
Male	53	42.4
Female	72	57.6
Total	125	100.0

Source: Field data 2018

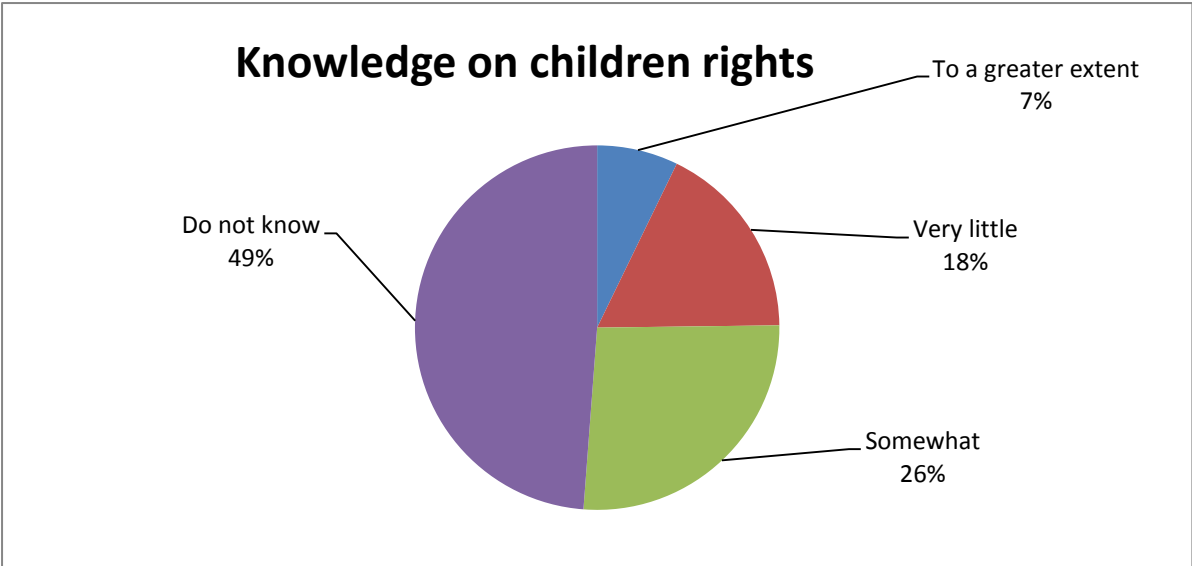
### 3.4 Children’s knowledge, attitudes and practices on children’s rights

In responding to the question on whether children have knowledge on their rights, the survey indicates that 61(48.8) do not know their rights, 33 (26.4)

knows somewhat, 22(17.6) know very little and 9(7.2) knows to a great extent. The findings is supported by interview participants who mentioned that, although we teach children rights in civic and moral subject, I am not sure whether they their rights, may be a few of them especially those with high capacity in class. This is an indication that there is a knowledge gap. There is a need to establish a comprehensive programme to teach children to know their rights and responsibilities in order to protect themselves from abuse and violence against them.

*“I think some of the few children who know their rights were members of children rights club which was established by Elimu Mwangaza in 2015, and it is unfortunate that most of the club members have finished standard seven and we haven’t had any teacher to sustain the club.” male interview participant ChemChem Primary school.*

**Figure 2: Knowledge on Children’s Right**



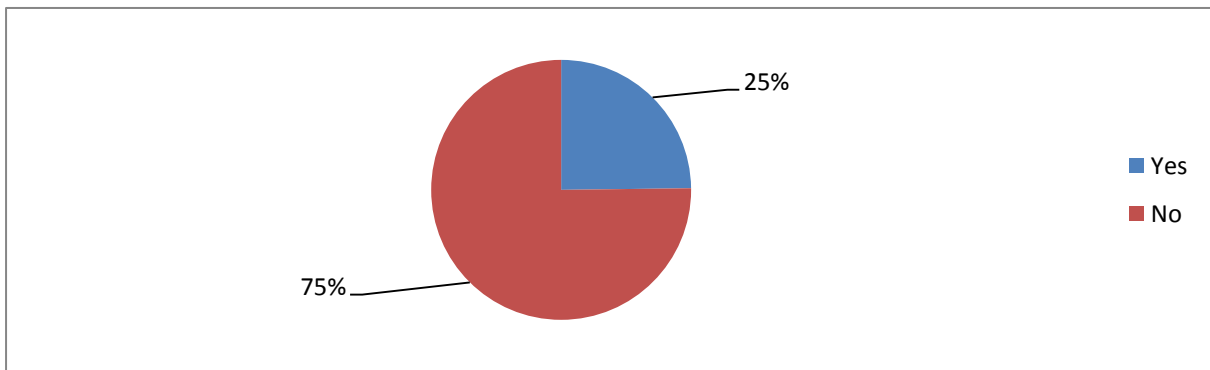
Source: Field data 2018

**3.5 Got education on children rights**

Only 31(25%) reported to have learned about children rights. They mentioned to have learned at home and in school. No any other places mentioned to provide children rights. These findings were supported by focus group discussion and interviews participants who mentioned that most of children learn their rights and home and in school. Overall, the findings inform stakeholders that children rights education is lacking and should be provided through different media and methods such as theatre performances and music performances.



**Figure 3: Got education on children rights**

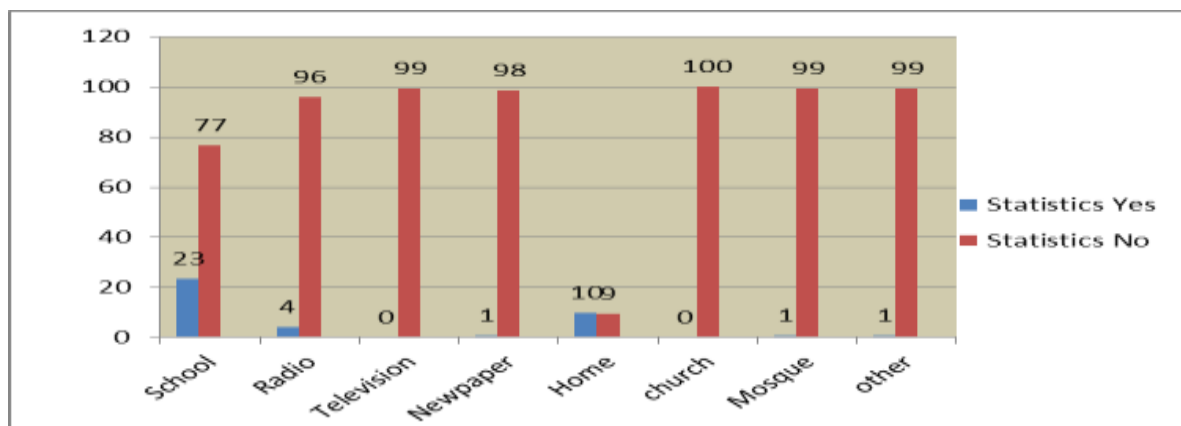


Source: Field data 2018

### 3.6 Source of information on children Rights

In figure 3 , only 23 % of children and 10% of children mentioned home and school as source of information on children rights . The study has revealed that there are fewer source of information on children rights in ChemChem village. These findings were confirmed by interviews participants who mentioned schools as the main source of information on children rights. Due to poverty and vulnerability of families and the geographical location of the village, children cannot access information through radio and newspaper because the media requires money to buy newspapers and radio which most of the families are not able to buy and it is not their priority. Even churches and mosque scored 0% and they have not been mentioned as a source of information. Overall, the findings inform the organization and stakeholders that child rights should be taught through different media such as drama and theatre performances. Religious leaders should be sensitized and empowered to advance children rights through different church programmes. Homes and schools should be strengthened to provide education on children rights and help children better understand issues that affect their rights.

**Figure 4: Source of information on children Rights**

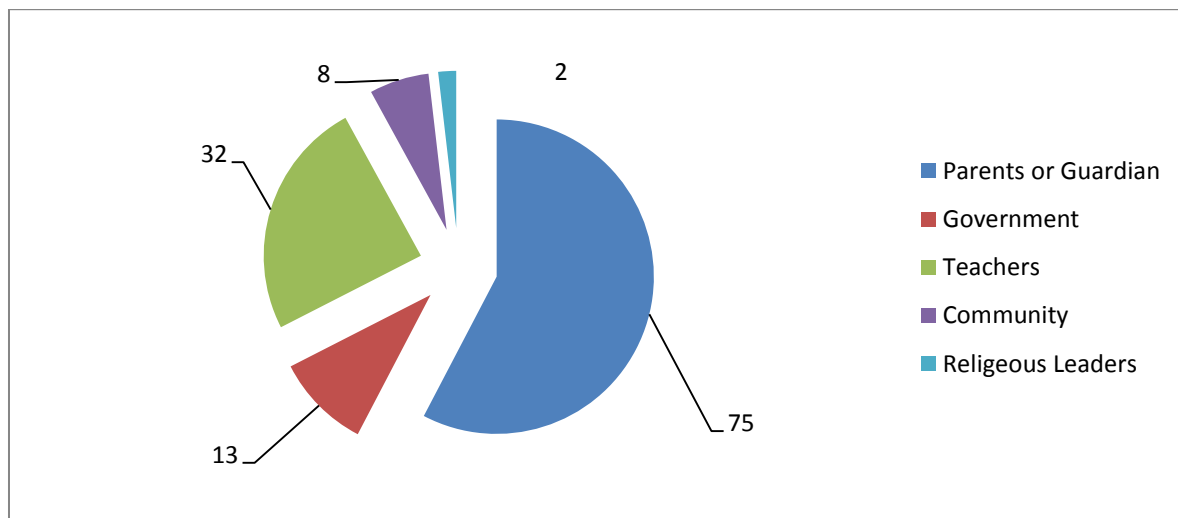


### 3.7 Who decides what rights children should have

The fact that so many children 125(75%) reported that parents have the power to decide what rights children have and the majority of children report that their parents can take away their rights, reinforces the need for FT Kilimanjaro to establish a parenting programme and other community programmes as a means of making sure parents are disciplining their children properly and encouraging them to live to their full potential. If children believe their parents have such a large influence on their rights it is vital that parents receive comprehensive children’s rights education. While it is very difficult to change the children’s perspectives that their parents have the majority of control over their rights, it is possible to shape parenting behaviours and encourage adults to ensure that children’s rights are met.

“Although many actors including teachers may have power to decide what rights children should have, but I think parents are more powerful than other actors, they may decide to take a child to school or not”. *Parents do not know children rights therefore they decide the way they want. Male interview participant ChemChem Village .*

**Figure 5: Who decides what rights children should have**



Source: Field data 2018

### 3.8 Corporal Punishment

Respondents were asked to state as to whether teachers use corporal punishment. 41 out of 125 (41) strongly agreed that teachers usually use corporal punishment, 71 out of 125 equal to 66.8 agreed that usually teachers use corporal punishment, 5 out of 15 disagreed and 6 out of 125 strongly agreed. This finding is supported by focus group discussion and interview participants who mentioned that most of the time teacher use corporal punishment. It is also supported by children who in mapping exercise who

mentioned that they do not feel safe in school due to the use of corporal punishment. This findings is also supported by argument that teachers are not treating children with respect, 76 out of 125(60.8) mentioned that they are not treated with respect including the use of corporal punishment.

We Africans have our own culture, and we consider using corporal punishment as a medicine to a child. In schools, we canne children three strokes and write his/her name in a black book. Some of the reasons for corporal punishment include failure of a child to write home work, coming to school late, and making noise in the classroom<sup>3</sup>.

*‘it is very difficult to stop corporal punishment because children have been groomed by use of corporal punishment, and we are addicted to use corporal punishment and sometimes we believe that we cannot collect a child with using a stroke. But on the other hand I feel like it is wrong using coporal punishment, it keeps a distance between a teacher and a child as a result a child cannot tell you any abuse or violence they are faced with.’ interview male participant.*

The clearest statement on corporal punishment of children is contained in Article 19 of the Convention on the Rights of the Child and Article 16 and 17 of the African Charter on the Rights and Welfare of Child:

*“States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. The African Charter on the Rights and Welfare of the Child requires that state stake legislative measures to protect children from all forms of torture and inhuman or degrading treatment (Articles 16 and 17) and ensure that discipline of children, whether at home or in schools, respects their human dignity (Articles 11 and 20)<sup>4</sup>.”*

The findings inform a wide range of stakeholders that, schools should be safe and friendly for children where they can enjoy their rights and learn in a protective environment. Therefore, an intervention to deal with corporal punishment and identifying alternatives to corporal punishment is vital for protection children in order to keep children safe. School should be one of the focus for interventions due to the fact that corporal punishment.

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<sup>3</sup> Children’s Baseline Survey (2017), Elimu Mwangaza, Moshi).

<sup>4</sup> Gender Research and Advocacy Project, Legal Assistance Centre (2010),

### 3.9 Availability of school Rules

In responding to a question on whether a school has school rules, 94 out of 103(75.2 %)of children mentioned that the school has school rules, while 7 out of 103 (5.6) did not know whether the rules exists and 10 out 103 was adamant, and did not know whether the rules exist or not. Children were also asked on whether they participated in developing school rules. 18 out of 103(14.4) participated in preparing school rules, and 82(65.6) did not participate in developing the rules. The interview confirmed that children did not participate in developing school rules, it is only teachers who set and prepare the rules. There was no evidence of the 14.4% of children who claimed to participate in developing them.

*“Teachers prepare school rules, and when I arrived here there were no rules that exist so I decided to discuss with teachers and we developed. We decided to develop ourselves because sometimes we believe they will be against the rules.” Headteacher ChemChem Primary school.*

It is unfortunate that children were not given opportunity to participate in developing them.

*“According to Article 12 of the Convention on the rights of the child (CRC ).The child has a right to participation; Children’s right to participate is enshrined in Article 12 of the UNCRC, which states that adults should involve children in decisions that affect them. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child<sup>5</sup>.*

Therefore, there is a need to promote child participation at school level in order to give opportunity for children to participate in matters that affect them. Any programme that is planned in school should consider child participation as among the priorities.

### 3.10 Places to Report Child Abuse

The findings indicate that majority 50% would report to parents and 46 mentioned that they would report to a teacher. Moreover, 30 % would like to report to a police and 28% to a community leader. However, the findings indicate that 16.8% cannot report if a teacher abuses them and 25.6 % cannot report if they are abused by their parents. Participants from interviews and

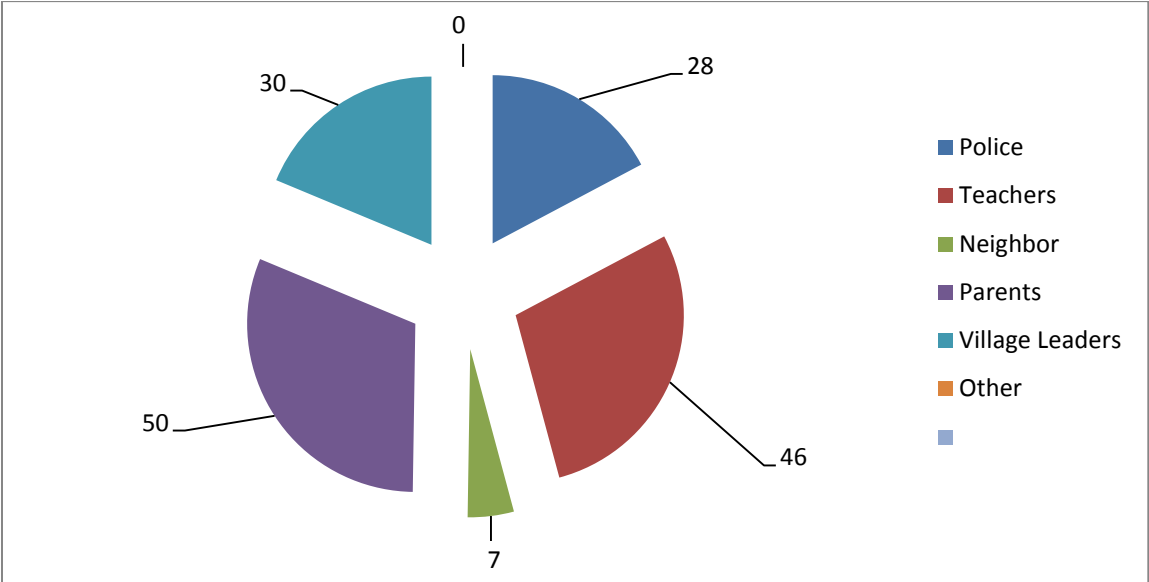
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<sup>5</sup> Convention on the Rights of the Child 1990

FGD reported that children cannot report because of fear, threats, and harshness of their parents and lack of places to report.

The interview with Social Welfare Officer found out that child abuse cases are not reported because of distance from ChemChem Village to offices, due to vulnerability of the village and poor geographical region, during rainy season the village is disconnected to the rest of the district, no place to pass when the river is full, sometimes community members do not have fare to travel to Police or Social Welfare to report, and consequently they opt to keep quiet and not report.

**Figure 6: Places to Report Child Abuse Cases**



Source: Field data 2018

**3.11 School Respects on Children Rights**

Through interview with children it was shown that 37 out of 104 children fully agreed that the school respects children rights, 29 out 104 mentioned to a significant extent, 7 out of 104 to some extent and 18 out 104 mentioned not at all. Similarly it was reported by the group in Miswakini sub village that when a child falls sick teachers provide a due attention such as taking him/her to a dispensary and inform the parents. The interview also found that teachers usually help children and treat them like parents.

*“Sometime children come to school without eating anything, their parents do not bother, we give them food or porridge, but I cannot say we are 100%*

*perfect some have different attitudes” Headteacher ChemChem Primary school.”*

**Table 3: School respects children's rights**

Scale	Frequency	Percent
Fully	37	29.6
To a significant extent	29	23.2
To some extent	7	5.6
To a limited extent	13	10.4
Not at all	18	14.4
Total	104	100.0

**Source: Field data 2018**

### 3.12 Responsible Person to Protect Children

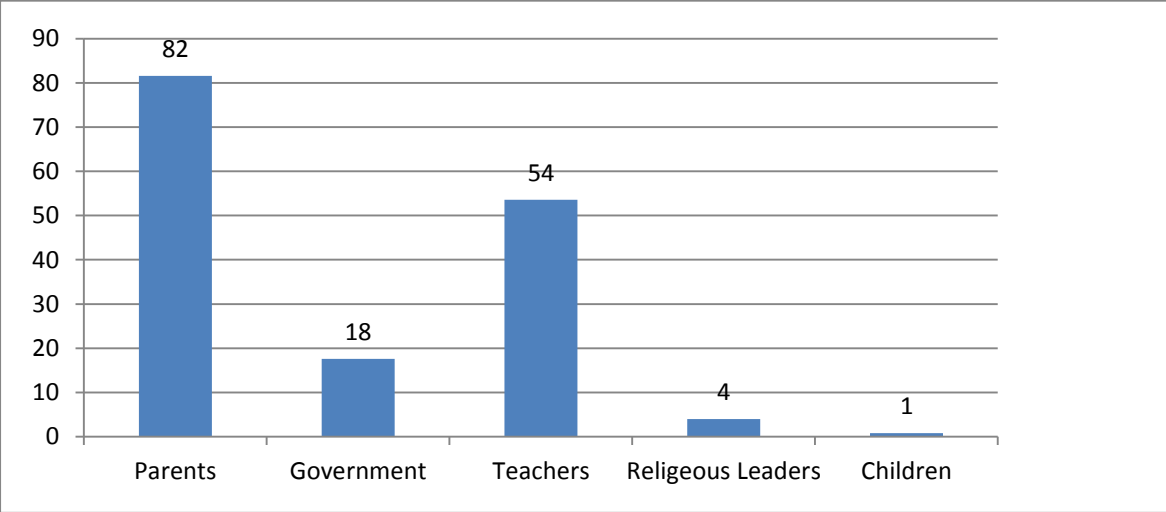
The survey observed that 82% of respondents mentioned that parents are responsible for protecting and safeguarding children. Similarly, 54 mentioned teachers as responsible for protecting children from abuse, violence and exploitation against children. 23% of respondents mentioned government as responsible for protecting children. In FGD, participants mentioned that parents have a big responsibility to protect children. They also mentioned that teachers have a great role to play in protecting children. However, some FGD participants observed that although parents were mentioned to have responsibilities they are not fulfilling them due to the use of alcohol, neglect and poverty. Although a high percent mentioned parents as responsible, the same parents abuse children. Deducing from the same findings children did not know whether religious leaders, government has responsible and children themselves have responsible for protection. Surprisingly as per studies, children themselves did not know that they are responsible. There is a great need to sensitize children and adults on children rights and child protection, and adults should know that they have responsibility.

These findings are in line with the Law of child Act on parental duty and responsibilities; However, the same Law provides responsibilities of different actors;

*Section 9(3) provides that every parent shall have duties and responsibilities whether imposed by law or otherwise towards his child which include the duty to protect the child from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression; provide guidance, care, assistance and maintenance for the child and assurance of the child's survival and development, ensure that in the temporary absence of a parent, the child shall be cared for by a competent person, except where the parent has surrendered his rights and responsibilities in accordance with a written law or any traditional.*

*The same Law provides in section 95(1) provides that 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 guardian 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, clothing or medical care to report the matter to relevant authority” (Tanzania Child Act, 2009<sup>6</sup>).*

**Figure 7:Responsible Person to Protect Children**



Source: Field data 2018

### 3.13 Confidence of Children to Report Cases

The findings indicate that there were no major variations in children perception of children on confidence to report. Majority of children 66 out of 125 (52.8) and 61 out of 125(48.8) mentioned that they are confident to report to teacher and a parent respectively. Only 31 out of 125 were not confident to report to a teacher, and 34 disagreed that they can not report to a teacher. The survey found that some children do not report because of fear and threat from teachers and parents as well harshness of parents. Despite children feeling of confidence to report there has been some problems related to handling cases, all cases that were reported in a school were not recorded. The school has no mechanisms and procedures in place for receiving cases, documenting and report to relevant authority. The Case Management at school level is not in place and the school has no code of conduct and procedures for handling children abuse.

This finding is also supported by 29 out of 125 children (23.2%) and 78 out 125(62.4) who agreed that school can take action if a child is abused. Only 10 out of 125(8%) did not support on whether school can take action. It follows that, majority of children had a trust with school because the school can at least take action by listening to a child.

Interview with teachers identified some cases of abuse and sexual violence, three standard 2 pupils were suspected to have been sexually abused but the school was not clear on how the case was handled at the Police Children and Gender desk. In another event, the standard seven girl have been sexually abused by adults for a long time, teachers interviewed a girls and she agreed, however, the case was left hanging, no authority was informed to take action. The findings indicate a big gap in terms of absence of mechanisms. The interventions are required to target school children and teachers on child protection and reporting and creation of school level mechanisms.

### 3.14 Forms of Punishment and Disciplining at Home

The majority of children (77%) mentioned that when do wrong or mistake at home parents hit them. 8% discuss with parents and find ways to address the problem collectively,20% mentioned that parents yell at them and 8% mentioned that they are canned by parents. These observations were supported by interview and FGD participants who mentioned that most of the time parents hit children and I don't believe that they only cane them. Parents cane children when they misbehave such as coming late from school,



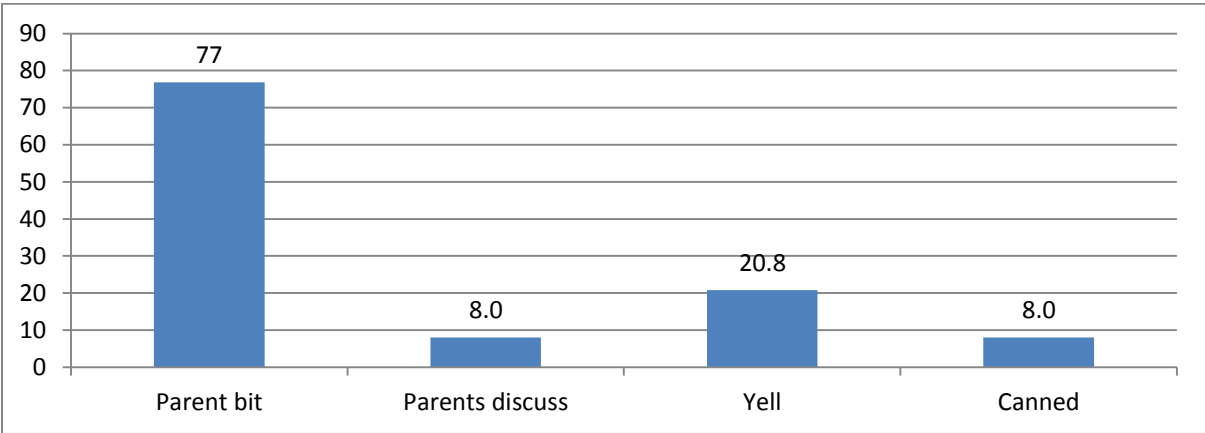
not doing home chores. In the FGD participants pointed that hitting and canning children is a must, when they do wrong they suffer the consequences. The participants also pointed out that, if you do not hit and canne a child they repeat the mistake.

*“I was involved in sexual intercourse with a youth in this village, the case was reported to school, teachers punished me to 10 strokes, but we did not report the case to Police because we feared the youth could be jailed, corporal punishment has changed my behaviour and I am now a good student. A female respondent pupil at ChemChem Primary school .”*

This case indicates that, many sexual violence cases end up in school and in the community and they are not reported to relevant authority such as Police and Social Welfare for more action. As stated earlier, teachers have low knowledge on the importance of reporting and there are no procedures and code of conduct to help teachers report urgently, unreported cases caused secondary abuse to a child such as trauma and emotional abuse.

When talking to a District Social Welfare officer, he mentioned that they have only received one case of child maintenance in 2017 reported from ChemChem. He also added that they receive many cases from Mikocheni village as opposed to ChemChem. He does not know exactly what is happening at ChemChem Village because they do not receive cases of children from there, but I am sure many cases are not reported. The village is very vulnerable children are vulnerable and risk of abuse and violence too.

**Figure 8: Punishment and disciplining at home**

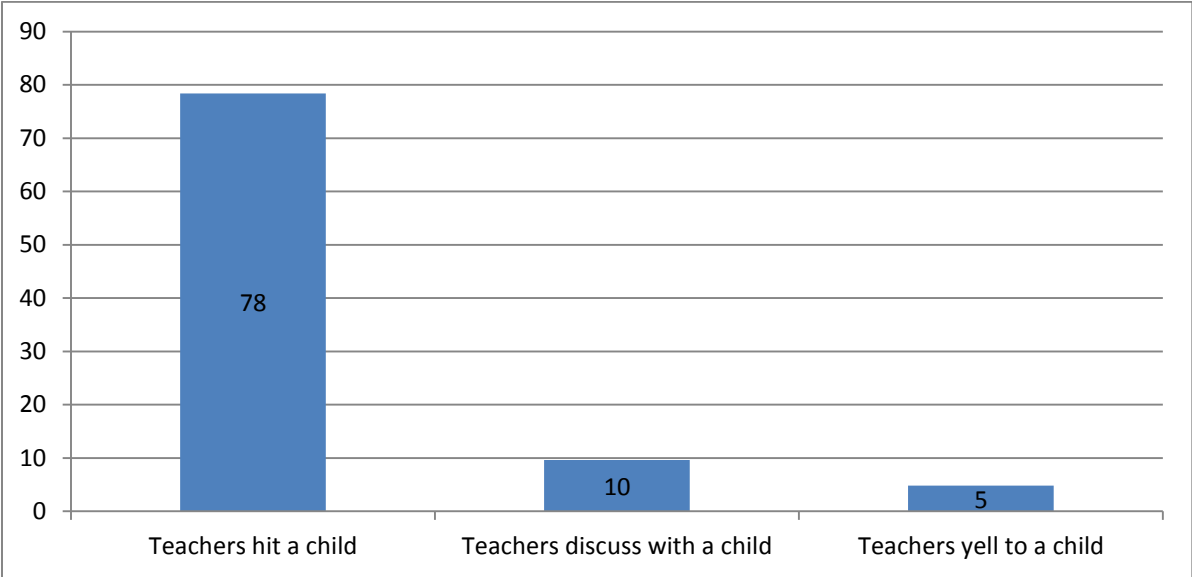


Source: Field data 2018

3.15 Forms of Punishment and Discipling in School

Figure 9 shows that, teachers hit or cane children when they misbehave or do wrong. The finding also revealed that 10% yell to children. The findings are supported by children in FGD who mentioned that, the do not feel safe in school because of being hit or canned by teachers. The result is supported by Elimu Mwangaza study (2017) which found that corporal punishment in Kilimanjaro is still the problem. Corporal punishment is legal but it is limited to four strokes that can only be administered by a head teacher. Corporal punishment has emotional, health and developmental effects to a child. The results confirms that there is a problem with corporal punishment in school, and to address this, engagement of teachers through trainings will help change in attitude and promote social change.

Figure 9: Forms of Punishment and Discipling in School



Source: Field data 2018

3.16 Causes and type of violence against children in the study area

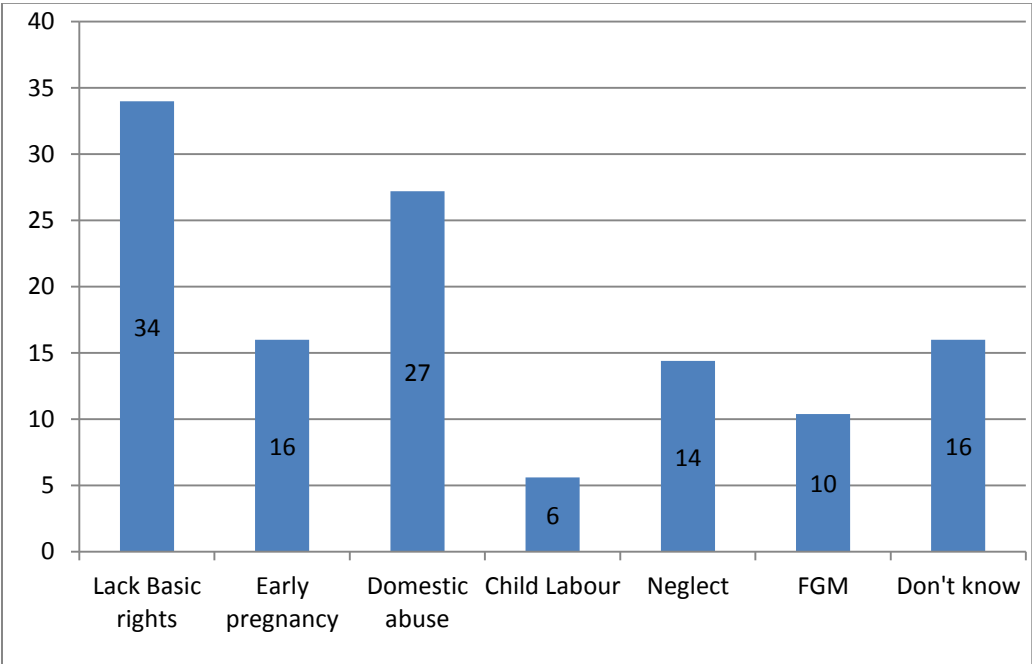
The study found that 34% of responds mentioned lack of basic needs for children including food, shelter and clothing. It also revealed that 16 % of respondents mentioned early pregnancies as one of the protection issue. Other protection issues were domestic abuse 27%, child labour 6%,neglect 14%,Female Genital Mutilation 10% and 16% did not know. These views were also supported by FGD and interview participants who mentioned sexual abuse, female genital mutilation and early marriages are some of the problem for Maasai Pastoralists. In 2017 two girls passed examination but the school

heard that the two girls got married to older adults of Maasai tribe. The study found that it is difficult to intervene, there is more risks related to marriage and the families. The non-Maasai girls are subject to sexual abuse and sexual violence because most of them their parents sell alcohol, and they participate in selling up to midnight.

*“My mother forces me to prepare a local alcohol/ brew, and when I refuse she tells me if you do not prepare where are you going to get food?. Your father divorced me, neglected you and took took all pieces of land.” A girl child respondent, ChemChem.*

Furthermore, the findings revealed that most of children stay with only one parent (single mother), and this poses difficulties in caring and protecting them including provision of basic needs. Many women are married by mobile fishermen; they come for fishing seasonally and marry women and girls when there is no fishes they move to another location and leave behind their wives and children. When fishermen move to another location they marry other women and neglect the previous relationship. This implies that, poverty and vulnerability put children at risk of sexual abuse and lack of basic needs. There was also an issue of intimate partner violence that fuel child abuse at home.

**Figure 10: Types of Abuse and Violence Against Children**

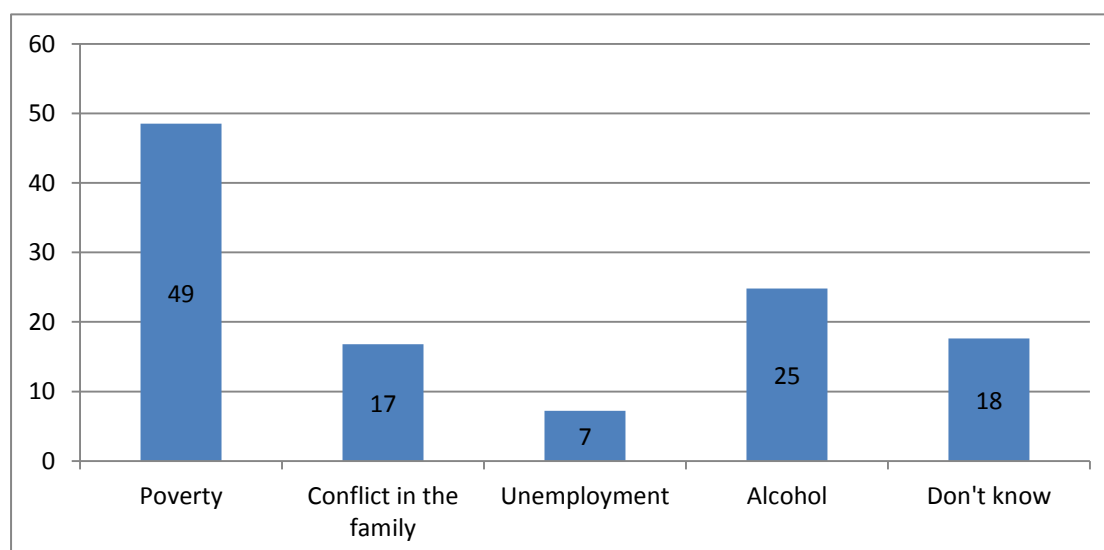


Source: Field data 2018.

### 3.17 Reason For Children Not having their Basic Needs Met

The data collected through surveys asked the reason for children not accessing basic needs. The basic needs referred to are food, shelter, clothing and school requirements. Majority of children 49% respondents mentioned poverty as the leading factor for child vulnerability and household poverty. The survey also found that 25% mentioned alcohol as the second problem that affects children. Study participants 17% also mentioned conflict in the family as one of the problem. Most parents drink alcohol and do not fulfil their parental responsibilities, and some household sell local alcohol as a means for economic recovery.

**Figure 11: Reason For Children Not having their Basic Needs Met**



**Source: Field data 2018**

### 3.18 Barriers to access to education for children with disability

Tanzania is a signatory to several international conventions that recognise and promote the philosophy of education for all, including The Salamanca Statement and Framework for Action (UNESCO, 1994). Despite this effort, more effort is required on responding to barriers that thwart the access to education for children with disability<sup>7</sup>. This study was also interested to research on children with disability in order to learn and get a better understanding of accessibility to education to this group. In understanding the situation we developed different variables;

<sup>7</sup> Haki Elimu(2008). Accessibility to Education for children with disability in Tanzania schools.

### 3.19 Knowledge on Problem of children with disability

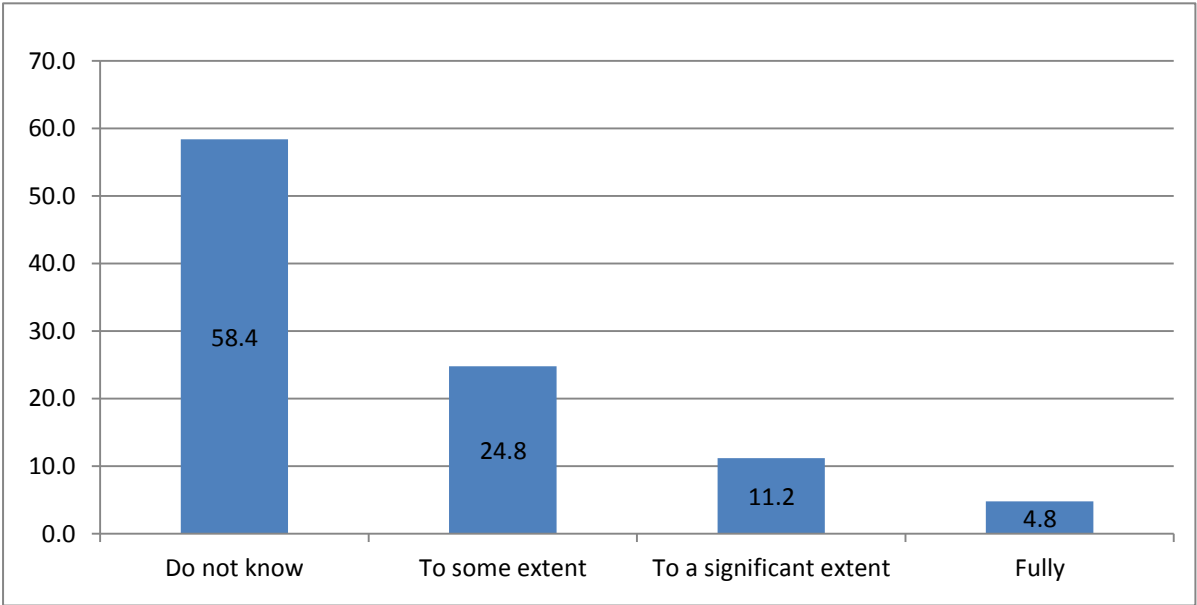
Figure 12: indicates that, 58.4% of children who were interviewed do not know the problem of children with disability. 28.4 knows to some extent, 11.2% to a significant extent. It is 4.8 % fully understand the problem that children with disability face. The interview and FGD participants mentioned that children with disability are not given priority to access education, and when they are registered the infrastructures are not disability friendly such as classrooms, toilets. Furthermore, there are no qualified teachers with special education to accommodate children with disability, facilities for learning are not available for inclusive school.

Interview with participants revealed that, when a family gets a child with disability it is a curse and consequently affects the rights to their rights equally like others.

‘ *“We have a child with disability in our school, I don’t think that he gains anything in classroom. We are looking for a sponsor who can take the child to schools that accommodate children with disability. The child is in standard one, and sometimes you may be surprised he comes to school naked.” - Extracted from an interview with ChemChem Headteacher.*

There is a need to sensitize children and adults on the rights to education for children with disability. This should go hand in hand in ensuring that they are registered in school especially those who have attained a school age.

**Figure 12: Knowledge on Problem of children with disability**

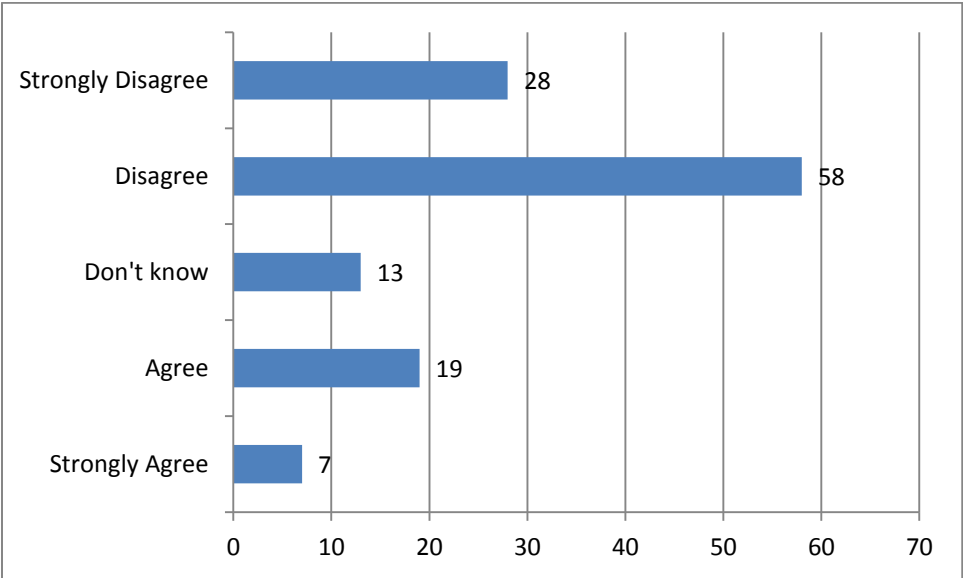


Source: Field data 2018

### 3.20 Feeling of children with Disability in school

There was also a need to understand the perception of study participants on the feeling of children with disability in school. The study revealed that most of the respondents have different opinion with perception on children with disability. Majority of children 58% disagreed, 28% strongly disagreed that children with disability do not feel safe. Only 7% strongly agreed and 19% agreed that children with disability feel safe in school. The interview participant highlighted that a child with disability is challenged by interaction with others. They cannot interact as much as they want as compared to others. Some may feel discriminated by others and a feeling of not wanted. Observation indicated that children with disability cannot enjoy the infrastructures such as classrooms and toilets.

**Figure 13: Do children with Disability Feel happy in school**



Source: Field Work 2018

### 3.21 Child protection Systems and Structures

The survey revealed that there were no structures to respond to child abuse and violence against children. There was no even a Most Vulnerable Children Committee(MVCCs) that could work to identify children from poor families and make referrals to government structures.it was unfortunate that the child protection structures with clear roles and responsibilities did not exist. At the time of interview the village had no Village Executive Officer (VEO).

Furthermore, the district does not have a District Team. This team could oversee all child protection work in the district and provide regular support to

Ward level leadership. The district has only 3 Social Welfare who are based at the council. At ward level, there are no Social Welfare Officer who could support with child protection including Case Management, and provide psychosocial support.

ChemChem village has one volunteer Case Management/Para Social Worker, but given the challenges he is overwhelmed and the work is not visible. The Para social worker has a challenge with transportation from ChemChem to TPC offices. Not easy to following up cases as required. FGD participants mentioned FT Kilimanjaro as one of the mechanisms that support child protection. The organization is supporting renovation of school, food provision and has construction of pedestrian bridge and economic groups. The community is proud of the work that FT is doing in school to improve and uplift infrastructures in order to make a health learning and friendly environment for children. Other mechanism mentioned is Elimu Mwangaza (Previously Elimisha Pamoja) organization which has been working with ChemChem Primary School since 2014 on proving direct support to children from poor families to access school materials and children rights clubs.

The District Social Welfare Officer and Ward Executive Officer strongly pointed out that within TPC children are facing sexual abuse. Cases of sodomy and sexual abuse against girls are alarming. The houses are too small, and more parents sleep with older children in the same houses. Children learn sexual relation from their parents and find a place to practice. However, there is low education and excessive drinking of alcohol within the camps. In 2017 a cash labour who was working in one of the camp within TPC sodomized an 8 years child and he was sentenced to 30 years imprisonment. Overall, the networks for supporting a child are weak. The burden of cases of child abuse and violence are shouldered by Arusha Chini Ward Executive Officer (WEO).

Moreover, the study revealed that cases are not documented; most of the cases were reported by words of mouth. No documentation at school, village and ward level. At district level, cases are documented in an exercise book, and there is no comprehensive information system in place. The District Social Welfare mentioned that, Health information System is being improved to incorporate cases of abuse of children.

## 4.0 CONCLUSION AND RECOMMENDATION

### 4.1 Conclusion

While the government efforts in improving child protection and access to education for children with disability is impressive, the situation is quite gloomy when such efforts are deeply examined at local grassroots level such as ChemChem. The results of the baseline have revealed that the current effort to improve child protection and access to education for children with disability are still wanting. School children, out of school children and children in disability have not enjoyed their rights to protection and education.

The baseline survey has uncovered several factors that constrain the provision of quality child protection services and education. These include first, lack of mechanisms at school level for case management and code of conduct. Even, the knowledge and skills of teachers and community leaders affects service provision. Second, teachers are not prepared to handle child abuse cases and teach children with disability. Third, the Community-based systems for the protection of children at risk of violence are lacking or weak. Formalised child protection procedures do not exist at community level and consequently there is limited monitoring and reporting of violence and abuse. Cases that are reported are often mishandled due to lack of trained child protection professionals. Fourth, there is under/no reporting of child abuse cases in ChemChem. Fifth, child poverty and children vulnerability is an issue of concern.

### 4.2 Recommendation

#### **Key General Recommendation**

- The baseline survey has achieved in providing baseline data for FT Kilimanjaro, Elimu Mwangaza and other stakeholders. Ensure that the findings inform future programming on violence prevention effort and setting up a base for implementing child protection.
- Use the identified strength, weakness and opportunities in the district to improve protection mechanisms. Strength includes the available Social Welfare office, Gender and Children desk and Health department. Weakness include low knowledge of children on their rights, parents and lack of child protection systems that link different



actors such as Police, Social Welfare, Health, Court, NGOs and ward level community members

- Ensure that findings from the report are disseminated to government officials at district and ward level.
- Given the scale of the problem FT Kilimanjaro need a commitment of approximately 2-3 years project in the district to be able to see the results.

### **Recommendation**

- Sensitize and raise awareness to school and out of school children, on the problem of sexual, physical and emotional violence against children.
- Sensitize and raise awareness to parents and community members to improve child protection situation including improved reporting and address child abuse and violence against children. This will include mobilization of communities in identifying children with disability and support them to access services accordingly.
- Build capacity of teachers on child protection to reduce the use of corporal punishment and improve proper handling of children abuse cases.
- Establish a child protection school level and community level mechanisms with a focus of identify issues related to violence, handle and refer to relevant stakeholders.
- Establish and Strengthen collaboration with government departments and like-minded organization in Moshi for learning, linking and sharing best practices.
- To establish child protection systems that comprises of different stakeholders especially Social Welfare, Community Development, Police, Court, Health and NGOs. These should be coordinated by Social Welfare Department. (Recommended to follow a National Guideline for establishing Child Protection Team that was produced by the Department of Social Welfare at Ministerial level).
- To develop and harmonize data on children who are faced with violence disaggregated by gender. Better documentation in information system will improve delivery of services.
- Establish project to address poverty through income generating activities by engaging men and women.
- Document evidence in rolling out child protection in the ChemChem village including best practices and lessons learned.

This survey is done at the right time because it has been established before the project takes place. The implementation requires commitment of human and financial resources from FT Kilimanjaro.