

The State of Violence Against School Children in Tanzania Mainland

Study Brief 2020

hakielimu

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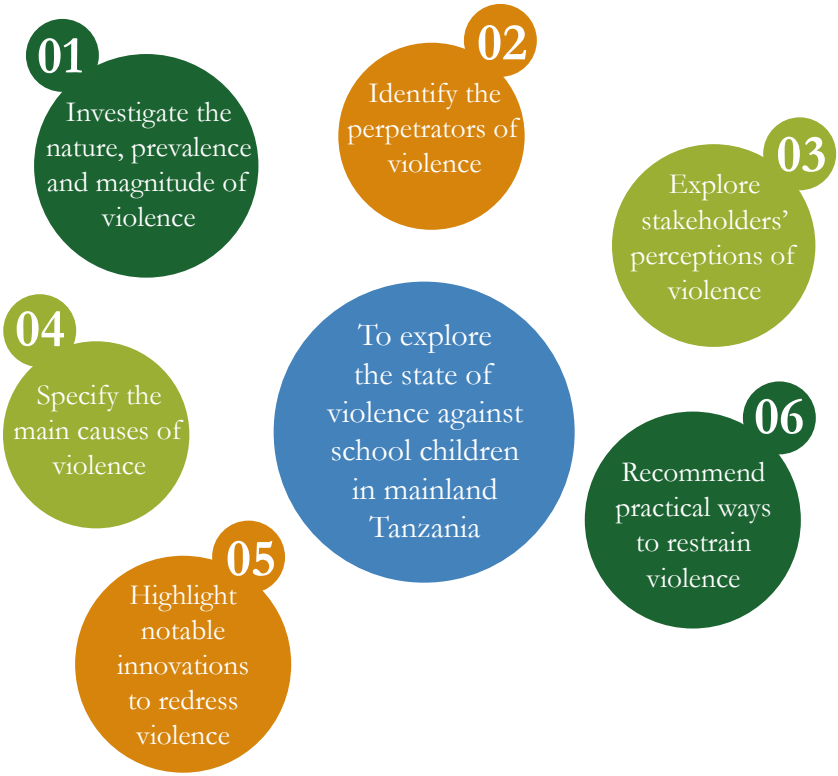
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1. Introduction

This study was conducted to investigate the situation of violence against school children in mainland Tanzania. Inevitably violence against school children has a negative impact on their learning, and also has the potential to variously interfere with their full access and attainment of basic education, thereby infringing on their right to education. Second, according to the Education and Training Policy (ETP) 2014; basic-education (pre-school, primary school & ordinary level secondary school) is compulsory in Tanzania; hence prevalence of any form of violence may infringe on the realisation of this policy declaration. Third, subsequent to basic education being compulsory majority of children in Tanzania will spend most of their childhood as pupils/students. This will also make them spend most of their day time in school settings, including en-route to and from schools, and some will spend a larger part of their childhood in students' hostels or boarding schools. In that respect ascertaining conditions regarding violence in all the settings where school children spend their time is paramount. On the basis of the mentioned reasons, this study explored the nature, prevalence, magnitude, perceptions and perpetrators of violence against school children in the country.

2. Study Objectives

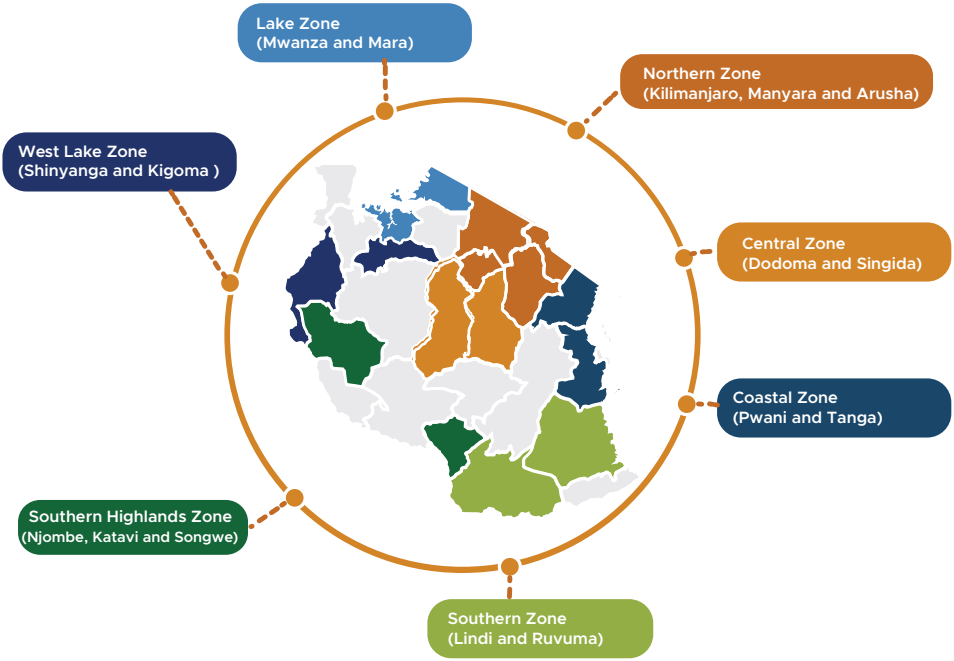


3. Study Design

The study was designed as 'exploratory research' and has been undertaken through a descriptive-interpretive methodology. The 'descriptive' dimension seeks to portray the types of violence against schoolchildren and their constitutive elements. The descriptive dimension also helps in clustering the continuum of the settings where violence against schoolchildren occur and in identifying the perpetrators. As such, the study clusters the settings and genres of violence against schoolchildren describes the prevalence and magnitude and identifies perpetrators. The 'interpretive' dimension, on the other hand, explores respondents' perceptions on violence against schoolchildren, identifies the root causes of violence against children and attempts to find explanations on the state of violence against schoolchildren.

4. Study Area

16 Regions in Total | 32 Districts



128 Schools

64 Secondary

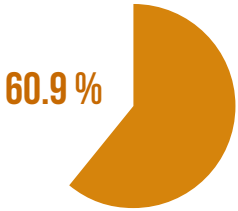
64 Primary

Involved in the study

Four schools per districts were randomly selected.

5. Key Findings

Psychological violence against school children



School-going children involved in this study reported to have experienced psychological violence



Private Schools 66.1 %

Public Schools 59.4 %

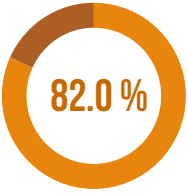
Experienced at least one incident of psychological violence



Private Schools 65.4 %

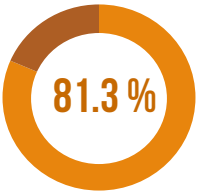
Public Schools 58.0 %

Experienced at least one incident of psychological violence



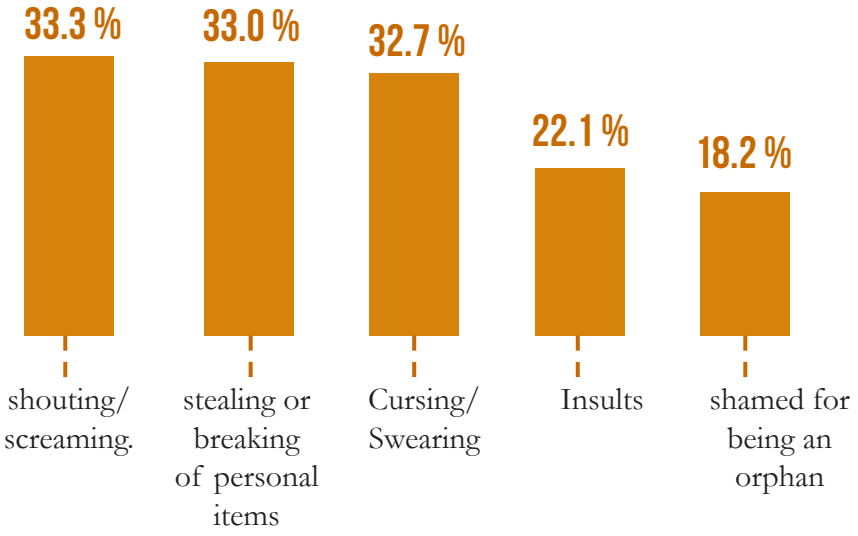
Primary Students

Secondary Students

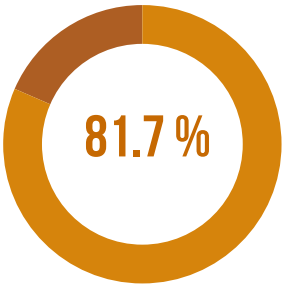


Experienced the similar situation of psychological abuse

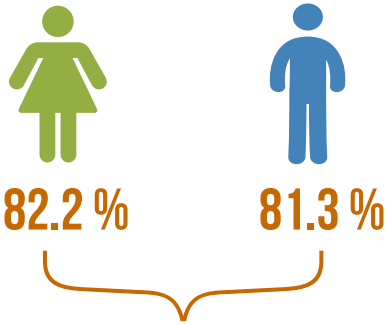
Common form of psychological violence experienced by students



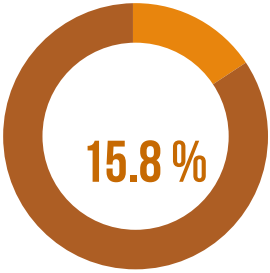
Settings where psychological violence occur?



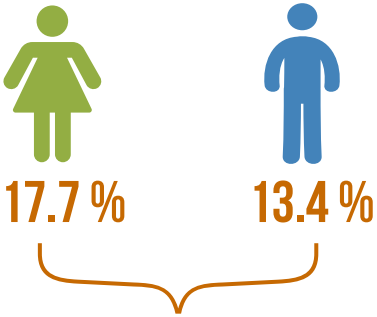
Respondents



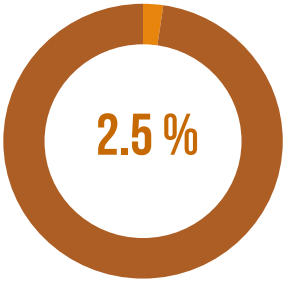
school setting



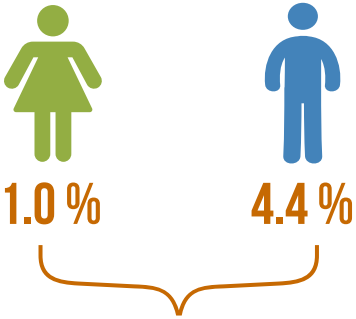
Students Identified



home setting



Students Identified



to and from school.

Physical violence against school children

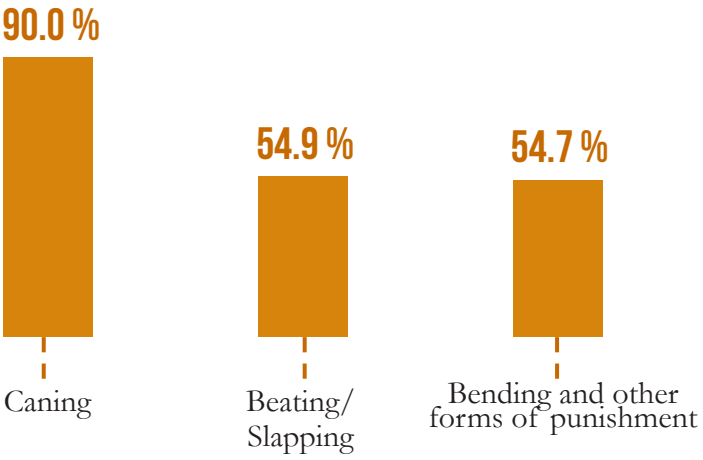
87.9 % of school children experienced physical violence



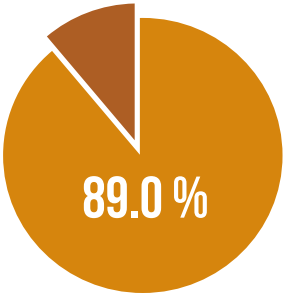
90 % caning as the type of physical violence experienced.

10 % experienced physical violence on a weekly or daily basis.

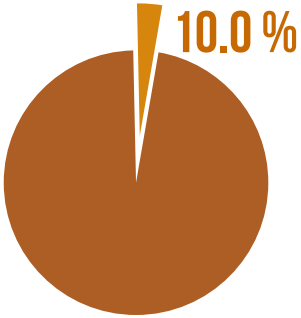
Type of physical violence experiences



Physical violence settings



Experienced physical violence in the school settings.



Experienced physical violence in home settings.

Primary

18 %

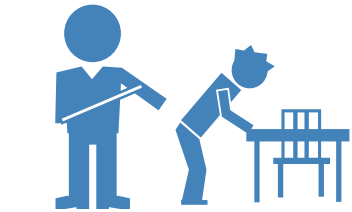
Secondary

16 %

School children awareness of peers being beaten, canned or hit by parents, guardian, relatives at home settings.

Rural

37.1 %



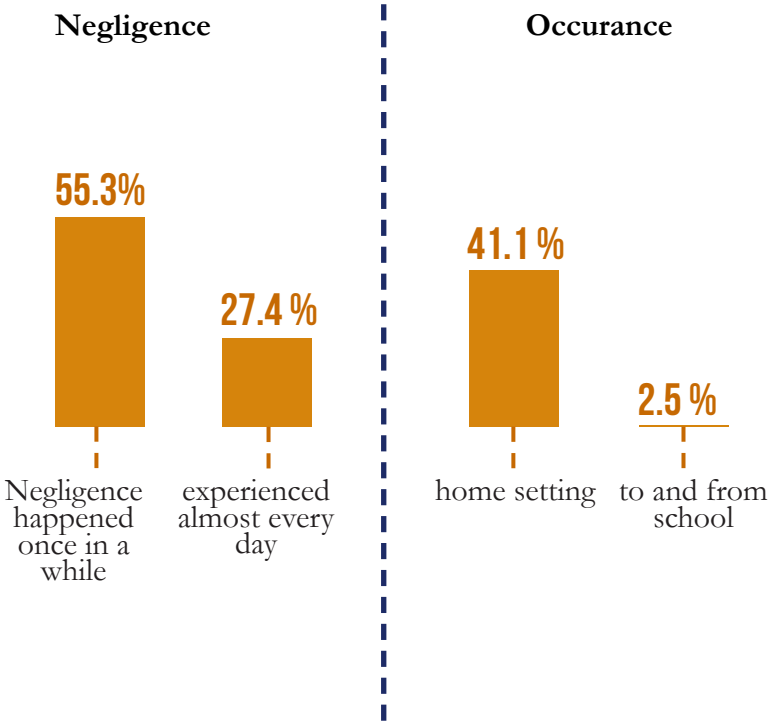
Urban

16.3 %

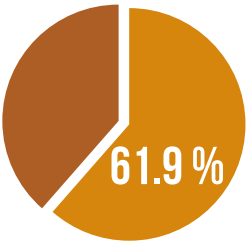
Caning as the type of punishment used by teachers daily.

Negligence violence against school children



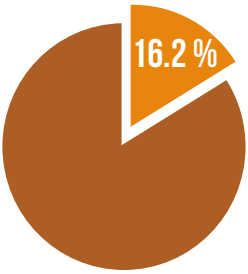


Perpetrators of negligence



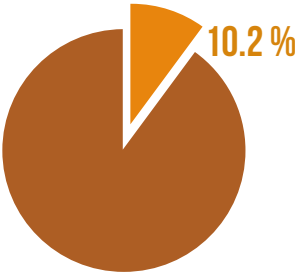
58.3 % 66.3 %

of school children implicated parents as perpetrators



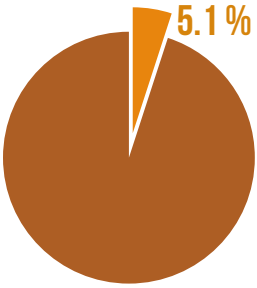
19.4 % 12.4 %

Identified matrons, patrons and school chefs as perpetrators



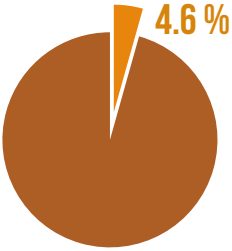
12.0 % 7.9 %

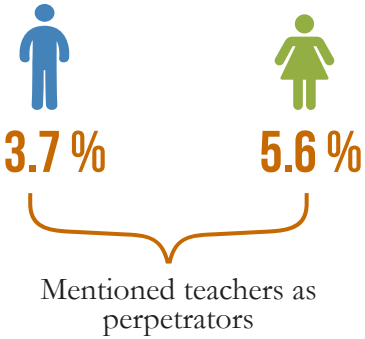
Mentioned close relatives as perpetrators



3.7 % 6.7 %

Mentioned peers as perpetrators


4.6 %


3.7 %
5.6 %
Mentioned teachers as perpetrators

Sexual violence

Public Schools

17.0 %



Private Schools

14.3 %

Experienced at least one incident of sexual violence

Experienced at least one incident of sexual violence



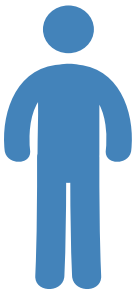
Public Schools

19.3 %

Experienced at least one incident of sexual violence

Private Schools

14.7 %



Public Schools

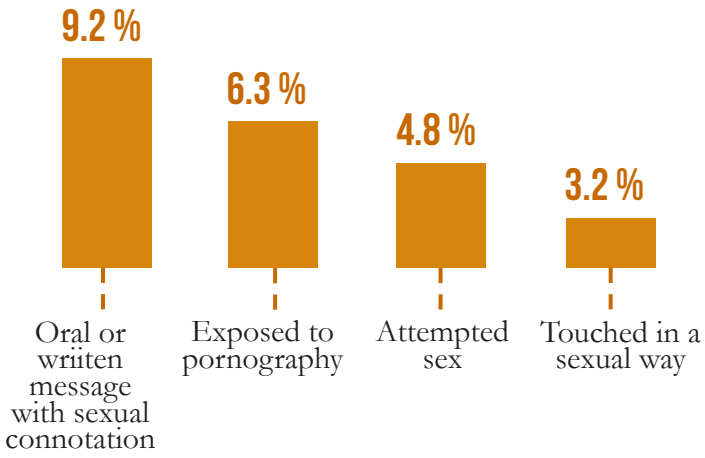
14.4 %

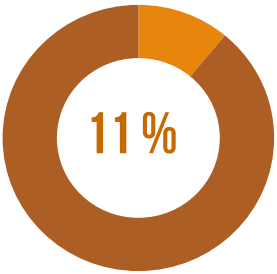
Experienced at least one incident of sexual violence

Private Schools

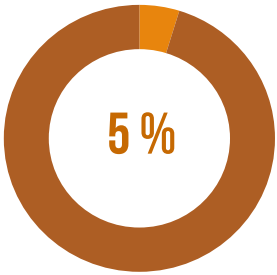
13.7 %

Form of sexual violence experienced by school children



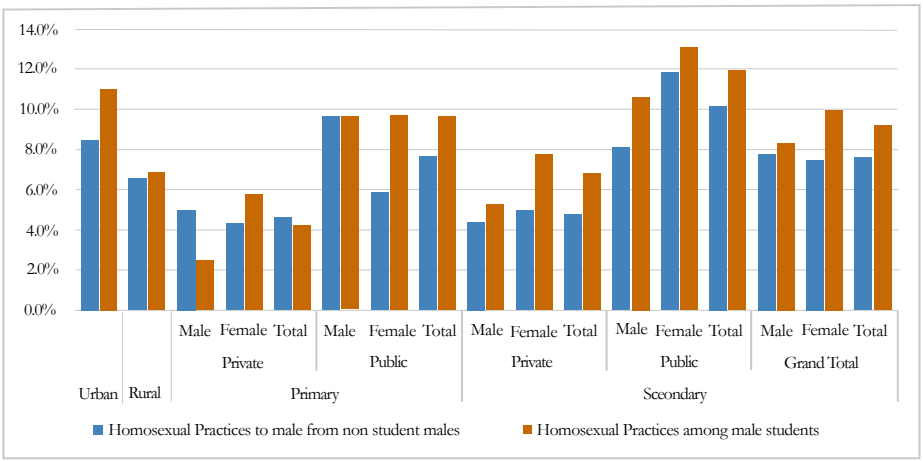


Experienced sexual violence to or from school and in home setting

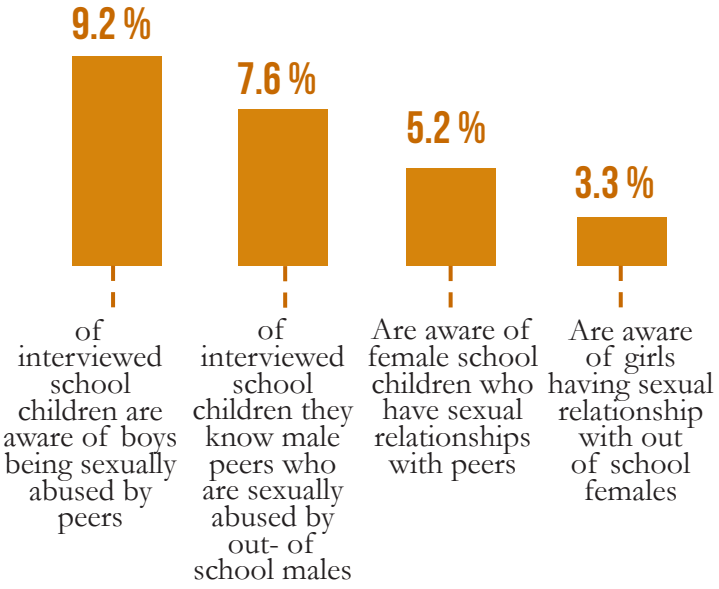


Experienced sexual violence from peers and in the home setting

Prevalence and magnitude of same-sex offenses



Among the interviewed school children



Settings of sexual violence

2% of boys reported to have experienced sexual violence en-route to/ from school

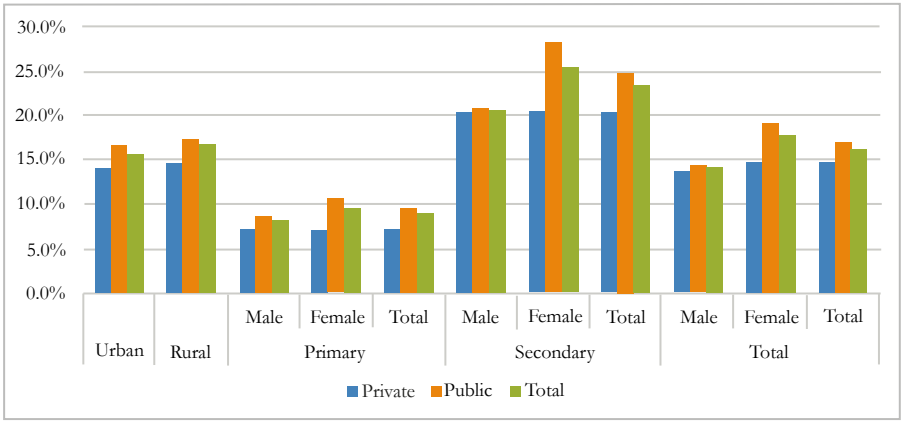
while

1 % had experienced sexual violence from teachers.

Overall

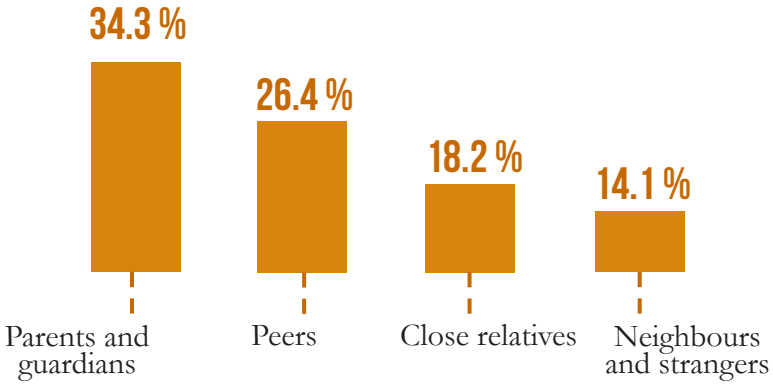
1.8 % school-going children reported having experienced sexual violence in the cyberspace.

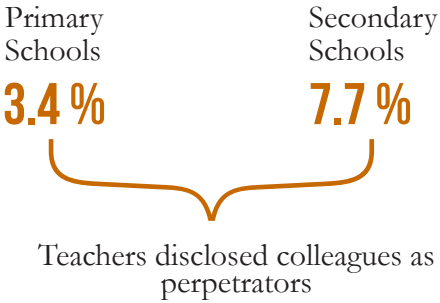
Children who have experienced sexual violence according to school type, ownership, sex and location



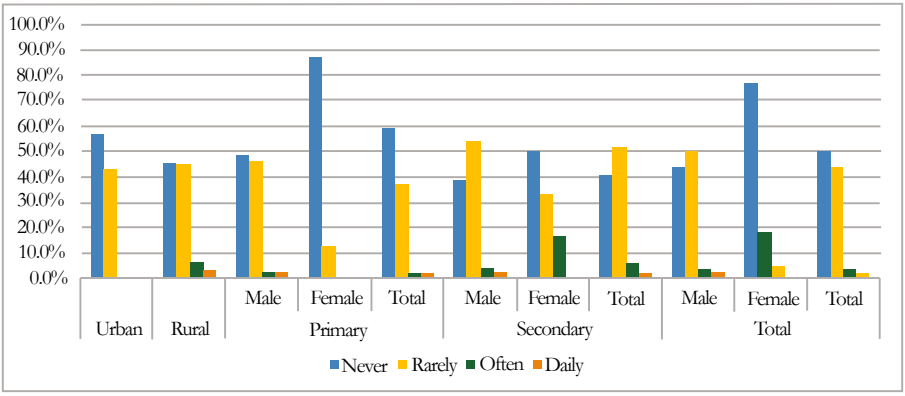
6. Perpetrators of violence against school children

Perpetrators of psychological violence

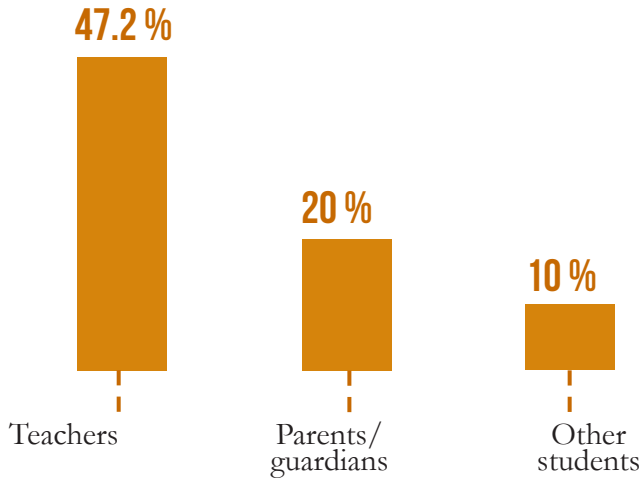


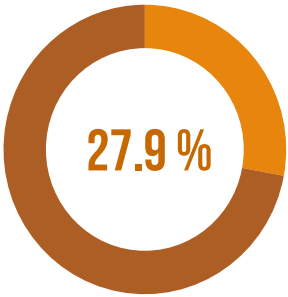


Teachers reporting magnitude of psychological violence against school children by colleagues



Perpetrators of physical violence and neglect





Teachers use caning either daily or often

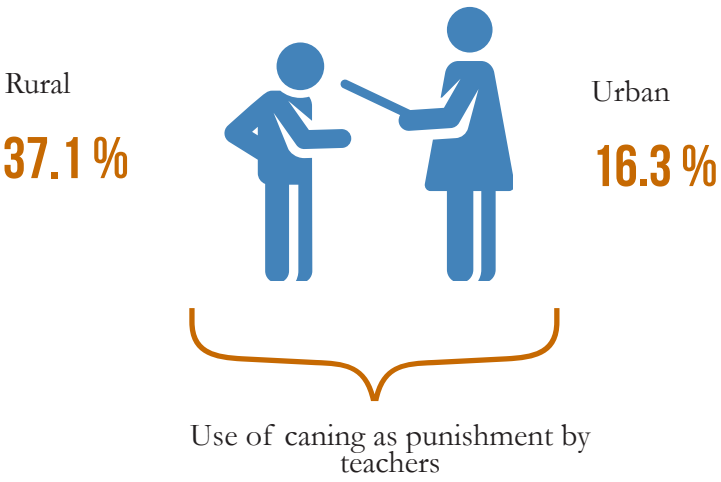
Primary Schools teachers

25.5 %

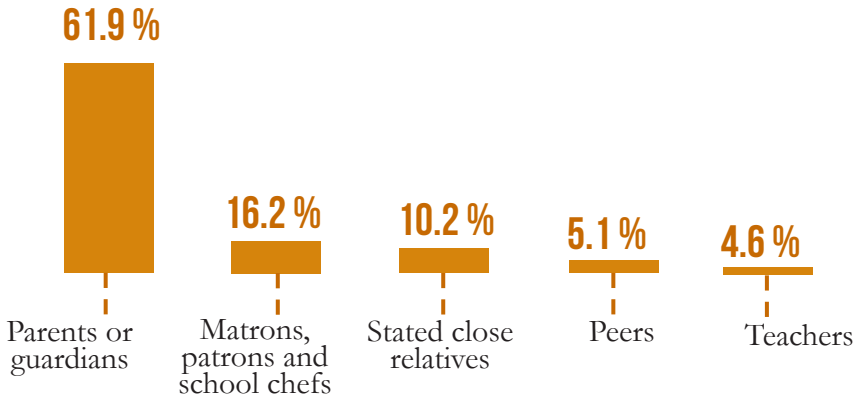
Secondary Schools teachers

30.8 %

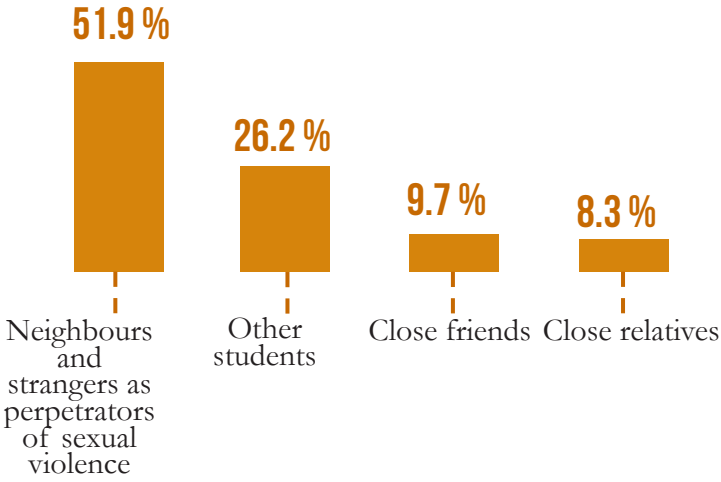
Caning as punishment by teachers



Perpetrators of negligetnce to school children



Perpetrators of sexual violence



7. Conclusion

The study highlights significance of zooming in and examining the problem of violence against children. The focus on school children specifically, allowed the rural-urban settings, secondary-primary schools, public-private owned school, female-male relationships, difficult to be seen in a blanket of VAC analysis. Further analysis will also be able to shed light on regional and district-wide variations. It is also clear from this study that violence is a complex and context-specific issue. While the overall picture is essential for policy and broad-based programmatic intervention; strategic interventions need to be informed by in-depth analysis of the problem as it is perpetuated and manifests itself in local contexts. It is important to have a consensus about what is violence, and that consensus needs to be shared across society.

8. Recommendations

Some of the emerging recommendations from this study include:

- There is need to review the Eduction Regulations of 2002 regarding corporal punishment.
- Introduce school positive discipline.
- Education Regulation, 2002 on corporal punishment is not sufficient as a school discipline policy. But they do not have an explicit school discipline policy.
- Intervention programmes should target to empower school children individually and collectively to be active actors and the epicentre of their protection.
- Designing, developing and piloting a comprehensive School Child Protection Plan and Programme (SCPP) that can be scaled up to be a national model.
- Advocacy and support for the development of school child protection policy: It is recommended that a thorough review of the Circular No. 11 of 2001 on Guidance and Counselling (G&C) be advocated for, and a comprehensive school child protection policy be developed to guide public and private schools, at both primary and secondary levels.
- Deploying and developing teachers' and councillors' in schools. This study recommends bridging of the current gap where teachers have limited specific training on child protection, child empowerment and gender issues through training and development programs.
- Introduce teachers education curriculum subjects on child protection, safeguarding and empowerment.
- Introduce mental health and stress management subjects to teachers.

- Evidence-based interventions should be tested for upscaling, for example, the Interaction Competencies with Children for Teachers (ICC-T) piloted in Tanzania (see Nkuba et al. 2018).

- Introduce teachers education curriculum subjects on child protection, safeguarding and empowerment.

- Introduce mental health and stress management subjects to teachers

- Dialogue between teachers, parents, relevant community stakeholders and authorities regarding violence against school children should be formalised and effective strategies and coordinated collaboration instituted.

- The National Integrated Case Management System ((NICMS) offers a great avenue for all-around protection of school-going children, this, however, needs to be customised to the plight of non-school going children.

- Regional and district-level studies on violence against schoolchildren studies and statistics should be undertaken to ensure that context-specific patterns of violence are unveiled and context-specific intervention strategies developed.

- Strengthen National Action Plan on Violence Against Children and Women at all levels.

- There is a need to introduce good parenting eduction education for community.

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