

“Creating Awareness on CRC for Teachers and Students in Secondary Schools in Dar Es Salaam Region”

Ismail Edward Michael – Magdalena Evaristi Magna – Yustin Ignas Bangi
Team Mentor: Agneta Wångdahl Flinck
Batch 7

Summary of the project

The purpose of this project was to increase the awareness of teachers and students on the subject ‘child rights, classroom and school management’, through the creation of a conducive environment for teaching and learning. In that regard, it was necessary to identify the challenges faced by teachers in schools and suggest solutions in order to redress the situation. This project focused on the implementation of Provision, Protection and Participation (3Ps) in schools.

Impact on the organizational level

We collected some data from teachers and students through the analysis of interviews, surveys and documentary reviews. According to the data, teachers and students were not really aware of the existence of activities related to the implementation of the CRC. In this context, raising their awareness was considered by school stakeholders as being an important step in the achievement of a better implementation. It was on the basis of the principles mentioned above that seminars and discussions were conducted in two pilot schools, namely St. Anthony’s Secondary School and Chang’ombe Secondary School, both located in Dar es Salaam City. The aim was to increase the awareness of the CRC, and therefore to create a conducive environment for teaching and learning. We discovered that teachers working in the target schools were implementing the CRC without really being aware of it. For instance, the use of a participatory approach in the teaching and learning process; the organization of democratic elections of student leaders or the protection of students from various abuses all constitute acts of implementation of the CRC. Even though, these were all part of the school regulations, they were being executed without really having the CRC in mind. Therefore, the necessity of increasing awareness for a better and complete implementation appeared to be a must.

Even when long discussions with teachers sometimes resulted in resistance, a consensus was reached. We agreed that, since a complete implementation of the CRC is a gradual process, change for both teachers and students will require some time. However, an analysis of the legislation shows that some laws that are still in contradiction with the CRC need to be reformed in order to respect children’s rights. The laws in question include, for instance, the marriage law of 1972, which allows the marriage 16 year-old girls or the Labour law, which allows 15 year-old children to start working. It should be also noted that the text of these laws is not

available in schools.

Despite all the challenges present in secondary schools, the project had some positive impact. Students have already started CRC clubs in both pilot schools in which matters concerning CRC are discussed and solutions for various problems are suggested and realised. As to the teachers, they have initiated a regional campaign in order to spread the CRC implementation project with the mediation of the Tanzania Head of Schools Association (TAHOSA). In this context, change agents believe that small steps can move a mountain. Similarly, many teachers together can manage to implement the CRC in schools.

Impact on the country level

The CRC implementation project faces many challenges. The major ones are the lack of willingness of the government to intervene through its Ministry of Education and Vocational Training, the insufficiency of school facilities and the resistance of some experienced teachers to change. Taking these challenges into account, it should be noted that all the educational stakeholders, especially top officials from the Ministry of Education and Vocational Training, should be fully involved in the carrying out of this project. In this context, we believe that the project can have a quick impact with the support of the Agency for Development of Education Management (ADEM) in terms of the CRC implementation through the provision of long and short-term trainings for educational managers who are key stakeholders.