# Protecting OURSELVES

# AND EACH OTHER

A Child Rights & Protection Booklet

With stories, poems and drawings by children living in Tanzania



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## Councils:

- Arusha City Council
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- Lushoto District Council
- Muheza District Council
- Pangani District Council
- Same District Council

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## Schools:

	Siha District Council
	Bushiri Primary School
	Engosengiu Primary School
	Estate Primary School
	Fumabai Primary School
	Funguni Primary School
Ξ.	Gare Primary School
	Gereza Primary School
Ξ.	Gomba Primary School
	Hai Primary School
Ξ.	Kandashi Primary School
	Karansi Primary School
Ξ.	Kibanda Primary School
Ξ.	Kikavu Chini Primary School
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Ξ.	Kitunda Primary School
Ξ.	Koboko Primary School
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	Lusanga Primary School
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Ξ.	Malindi B Primary School
	Masandare Primary School
	Mbaramo Primary School
	Mindu Primary School
	Mivumoni Secondary School
	Mkonoo Primary School
	Mkuzi Primary School
	Mpirani Primary School
	Murongoine Primary School
	Nadosoito Primary School
	Nguzonne Primary School
	Pangani Primary School
	Same Primary School
	Sekioga Primary School
	Semindu Primary School
	Tindigani Primary School
	Tingeni Primary School
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Unga Ltd Primary School

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# Introduction

his book has been created for YOU - the children and youth in Tanzania. It was designed to raise your awareness about child protection and child rights issues faced by children and youth throughout Tanzania and help you to take action.

The participation and involvement of children and youth was especially important in the development of this booklet. The WEI/Bantwana Initiative worked closely with local organizations, teachers and children and district officials in the regions of Arusha, Kilimanjaro and Tanga in Northern Tanzania to identify the common child protection issues featured in this booklet. It combines important protection information with the perspectives, opinions and experiences of children.

Children have a right to be heard and be taken seriously, to participate in decision-making and to express their views on matters that affect their lives. Child participation does not mean that children are handed over the full control of decisions, but it means that they are involved and encouraged to share their opinions.

We hope this book will help you and your friends better understand your rights and responsibilities. We also hope it helps you identify resources in your community that can help you, if you know your rights are being violated or if you or someone you know is being abused.

This booklet can also be used by teachers, caregivers and other organizations working to strengthen community child protection services.

## Why Does Child Participation Matter?

Child participation is educational: Through participation, children develop skills and capacities and improve their self-esteem, well-being and confidence.

Child participation contributes to development in families, communities and society at large: Children's ideas and perspectives are different from and sometimes more creative than, the perspectives of adults.

Child participation supports the development of democracy: Participation helps children understand democracy and encourages them to get involved in and respect democratic processes. <sup>1</sup>

The booklet is organized into four sections. The first section is an introduction to child rights and protection. The second section provides detailed information on types of abuses that were identified by children through their poems, drawing and stories as common in Tanzania. This includes:

- I. Child Labour
- 2. Neglect and Abandonment
- 3. Defilement and Sexual Abuse
- 4. Physical Abuse
- 5. Domestic Violence
- 6. Drug and Alcohol Use
- 7. Early Marriage

<sup>1.</sup> Ministry of Community Development, Gender and Children, United Republic of Tanzania. (2012). Child Participation Toolkit. Dar es Salaam, Tanzania.

- 8. Denial of Access to Education
- 9. Female Genital Mutilation (FGM)
- **IO.** Discrimination

The third section provides important information on responding to abuse and the fourth section contains case studies. Throughout the book, there are sections called: "In Our Own Words," where children's voices are shared through their own work in the form or original poems and stories. Also, each section contains interactive activities, such as role plays, games, debates and case studies that children can engage in and discuss among themselves in small groups.

We hope that this book will provide you with useful information on how you or children you know can lead safe, healthy and responsible lives and be protected against different forms of abuse.

WEI/Bantwana Initiative

## How to Use This Booklet

## Youth and Children

- Read the booklet and discuss the issues with your classmates, friends, family, teachers, community members and others
- Try each of the activities with a group of friends
- Talk to your family, friends, teachers and community members about child protection issues in your life
- Find out who are the child representatives on the Most Vulnerable Children Committee (or MVCC) in your village, sub-village or street and talk to them about issues facing children
- Be inspired to express your views and experiences through discussion, poems, artwork or music
- Be a leader in your community and demonstrate understanding of both your rights AND responsibilities
- Identify and share information about child protection resources available in your community
- Discuss what children can do when they are abused
- Join or form a child rights club, children's council (baraza) - or other children's group through churches or mosques
- Find ways to mix child rights messages into community and school events
- Use the information in the book to protect yourself and to take action by reporting child abuse and rights violations!

## MOST VULNERABLE CHILDREN OR MVC<sup>2</sup>

**Most Vulnerable Children** are children under the age of 18 years falling under the extreme condition characterized by severe deprivation as to endanger their health, wellbeing and long-term development that includes:

I. Children living in extremely poor households with significant unmet needs in terms of adequate education, health care, food/nutrition, shelter, HIV/ AIDS services, ECD services, and emotional and physical protection

**2.** Children whose sole caregiver has a disability that severely hinders the provision of care, protection and support for MVC

**3.** Children living in households with only an elderly caregiver (60 years and above) and with significant unmet needs in terms of adequate education, health care, food/nutrition, shelter, HIV/AIDS services, ECD services and emotional and physical protection

**4.** Children who are orphans with significant unmet needs in terms of adequate education, health care, food/nutrition, shelter, HIV/AIDS services, ECD services and emotional and physical protection

**5.** Children living in a household with a chronically sick caregiver with significant unmet needs in terms of adequate education, health care, food/ nutrition, shelter, HIV/AIDS services, ECD services, emotional and physical protection

**6.** Children with a disability with significant unmet needs in terms of adequate education, health care, food/nutrition, shelter, HIV/AIDS services, ECD services ,emotional and physical protection

2. This information is adapted from Tanzania's National Costed Plan of Action II (2013 - 2017).

7. Children living with a chronic illness (including HIV) with significant unmet needs in terms of adequate education, health care, food/nutrition, shelter, HIV/AIDS services, ECD services and emotional and physical protection

8. Children living in child headed households

9. Children living or working on the streets

**10.** Children, assessed to be at risk of, or suffering from violence, abuse and/or neglect

• Children assessed to be at risk of, or in conflict and in contact with the law

12. Children living in institutional care

**13.** Children born in prison or accompanying their mothers in prison or remand prisons

**I4.** Children involved in the worst forms of child labour (sexual exploitation, illicit activities, paid domestic work, victims of child trafficking, work that consistently interferes with school attendance, Children assessed to be in immediate risk for a reason not identified above (i.e. substance abuse, the displaced children due to man made and natural disasters)

## Adults

- Read the booklet and discuss the issues with children in your community, school or household
- Identify and share information about child protection resources available in your community
- Be a champion and set an example in your community by protecting children in your own family using the information contained in this booklet
- Discuss responses to child abuse within your community
- Join or support the MVCC in your village, subvillage or street
- Find ways to mix child rights messages into community and school events
- Use the information in the booklet to advocate for improved child protection services in your district
- Take action by reporting child abuse and rights violations!

## MOST VULNERABLE CHILDREN COMMITTEE OR MVCC<sup>3</sup>

## Most Vulnerable Children

**Committees** are groups of individuals either at the district or village level that are responsible for helping Most Vulnerable Children or MVC. MVCCs are made up of mostly adults, but each committee also has two child representatives.

District MVCCs make sure that all activities to support MVC in the district are coordinated among many different actors.

Village MVCCs identify Most Vulnerable Children in their village and make sure they are protected and have access to important services.<sup>3</sup>

## Roadmap

This booklet is designed to be interactive. You can use this booklet in your classroom, child rights club, at home and in other settings.

There is no right or wrong way to use this booklet. The important thing is for you to get the information you need to protect yourself and others in your community. You can read the sections in order or move back and forth between different sections – whatever way works best for you to understand and remember the information.

The booklet includes different types of information and activities to help you better understand and apply what you are learning. Look out for the symbols and sections on the following page.

3. This information is adapted from Tanzania's National Costed Plan of Action II (2013 - 2017).

#### 

These interactive activities are designed to help you practice the life skills needed to protect yourself and your rights. Try to find a group of friends or other children with whom you can do these activities. Be creative and don't be scared to share your ideas!

We encourage you to first try to do the activities on your own. Compare your responses/discussions once you have first tried the activity on your own or if you stuck or need some more ideas.

#### DEFINITIONS

Look out for these boxes that give you the **definitions** of words that are more difficult and that you might not know the meaning of.

## **REMEMBER!**

Throughout the book, important points are highlighted in these REMEMBER! sections.

## IN OUR OWN WORDS

This section includes stories, poems and drawings from children in Tanzania. The names in these stories have been changed to maintain confidentiality. Many of the stories and poems are followed by reflection questions. Try to answer these questions on your own or with a group.

## **Quick Tips for Responding:**

In Section 2, you will see a box like this one at the end of each category that provides you with some suggestions about what you can do to respond to different types of abuse or rights violations.

## **Protect Yourself!**

In Section 2, you will see some suggestions on how to protect yourself from each of the different types of abuse/rights violations covered in this booklet.



These questions follow the stories and poems in the In Your Own Words section. They are meant to help you reflect on the issues raised in the stories and poems written by other children in Tanzania. Try to answer these questions in a group or on your own after you have read the associated stories and poems.

We encourage you to have fun, be creative, be confident to share your ideas and openminded when listening to the ideas of others!

# An Introduction to Child Protection and Child Rights and Responsibilities

This section provides an introduction to help you understand the concepts of child protection and child rights.

ccess to information is the first part of being empowered to help protect yourself and other young people that you know so that you can live safe, healthy and productive lives. In this section, we will explain what child protection and child rights are and you will learn how child rights are determined. You will be given examples of the different types of rights to which children are entitled and learn about your responsibilities, which go hand and hand with your rights. Finally, you will learn about which people in your community can help you to protect your rights.

## What is Child Protection?

Child protection means keeping children safe from violence, abuse, neglect and/or exploitation and upholding children's rights. Child protection systems work to:

- Reduce risks to children
- Protect children's rights
- Promote and ensure the wellbeing of children
- Strengthen the protective community environment so that all children are safe

Children are the most vulnerable members in society. Every day in Tanzania, children face risks that put their lives and/or their well-being in danger. Understanding child protection can help to reduce these risks. Keeping children safe is important because it allows them to develop into healthy, confident adults with bright futures.

## When children are protected from harm they will have a better chance to:

- Maintain good overall physical, mental and emotional health
- Stay in and perform well at school
- Develop strong social relationships
- Support their parents and other family members
- Grow up into healthy adults who contribute positively to their country
- Become stronger future advocates for protection of children

## Do You Know You Have Rights?

Every human being, young and old, must be permitted to enjoy human rights. Human rights are things every person should have or be able to do. Because children depend on adults to take care of and protect them, children need special rights. These are called child rights. Child rights are meant to protect and promote children's best interest so they can live full and healthy lives. This does not mean that children should always get what they want. But it does mean that adults – parents, teachers, community members and political leaders – should always try to protect children from harm. In Tanzania, a **child refers to anyone below 18 years of age.** 

## **Categories of Child Rights<sup>4</sup>**

- I. Right to life
- 2. Development rights: the right to grow physically, spiritually, morally and socially
- **3.** *Protection rights:* the right to be protected from abuse, neglect and exploitation.
- **4.** *Participation rights:* children's right to have a say in decisions that affect them and to have their opinions taken into account
- **5.** *Right not to be discriminated against:* all children have the same rights no matter their physical or social characteristics (see box)

## A Right is Something I am Born With, No Matter...

- Where I live
- What language I speak
- What gender I am
- If I am rich or poor
- What religion I am
- If I have a disability
- What race or ethnicity I am
- What my birth status is
- Whether I have a political affiliation
- What age I am
- What colour I am

#### 

## What Do You Already Know About Your Rights?

- I. Work with a group of friends to list as many child rights as you can.
- 2. Discuss and compare your list with that of another group.
- **3.** Compare the lists you have developed with the examples of child rights recognized in the Law of the Child featured on the next page.
- 4. Discuss: Why is each one important to your own life and to the lives of your friends?

4. These are drawn from the United Nations Convention on the Rights of the Child.



# Who Decides What Child Rights are in Tanzania?

Many laws and treaties exist that protect children in countries across the world. In Tanzania, the government passed the **Law of the Child Act** <sup>5</sup> in 2009, popularly known as the *Children's Law*, to protect the special rights of children. This law outlines the responsibilities and rules of all Tanzanian citizens in keeping children safe and protecting their rights. This includes the central government, local governments, civil society, communities, parents, guardians, caregivers and children too. The law is also important because it lays out the legal system for ensuring justice for children, including the procedures for reporting and responding to matters related to child rights violations.

The Law of the Child Act 2009 is a *principal law*, meaning that it outweighs all other legislation and policy regarding the well-being of children previously passed in Tanzania. Importantly, it acknowledges children's rights that are named in other important international *conventions* and *charters* that have been *ratified* or adopted by the Government of Tanzania. This includes the United Nations' *Convention on the Rights of the Child (CRC)*, the African Charter on the *Rights and Welfare of the Child* and the Constitution of the United Republic of Tanzania.

## CONVENTION, CHARTER AND RATIFICATION

A convention is an agreement between countries to obey the same law.

**A charter** is a formal document that grants or demands certain rights or liberties from the government

**Ratification** is when the government of a country agrees to obey the law that is included in a convention.

## Below are some of the key children's rights that are recognized by the Government of Tanzania.<sup>6</sup>

- All children have the right to life and healthy development.
- All children have the right to a legally registered name and nationality.
- Decisions made by parents, lawmakers and communities must always take into account the best interests of the child when the child may be affected by the decision.
- All children have the right to be protected from all forms of discrimination and unfair treatment or punishment no matter the child's race, religion, family status, culture or whether the child is a girl or boy, whether they are living with a disability of any kind.
- All children have the right to participate when adults are making decisions that affect them.
- All children have the right to get and to share information and express themselves as long as the information is not damaging to themselves or to others.
- All children have the right to express their beliefs and thoughts.
- All children have the right to meet together and to join groups and clubs.
- All children have a right to privacy.
- All children have the right to educative and reliable information from the mass media like television, newspaper and radio.
- All children have the right to good quality health care, clean water, nutritious food and a clean environment.
- All children have a right to a standard of living that is adequate to meet their physical and mental needs.
- All children should be protected from any activities that could harm their physical and social development.

<sup>5.</sup> United Republic of Tanzania. (2009). Law of the Child Act. Dar es Salaam, Tanzania.

<sup>6.</sup> Adapted from the UN Convention Articles: 3, 6, 7, 12, 13, 14, 15, 16, 17, 24, 27, 28, 30 and 31

- All children have a right to basic education.
- All children have a right to relax and play and to join in a wide range of activities that promote their talents and develop their potential (such as drama, creative writing, artwork and team sports).
- All children have the right to be protected from social and customary practices that are harmful to the child's health, such as female genital mutilation, early marriage, etc.
- All children have the right to live with their parents and families.

**Basic education** is a term that refers to more than one type of education. This includes formal primary school (Standard I through Standard 7), COBET (Complementary Basic Education in Tanzania) and any other vocational training packages. All children have a right to learn and use the language and customs of their families.

## **Do You Know You Also Have Responsibilities?**

A responsibility is a 'duty' or 'liability' that must be fulfilled. Children have rights, but these rights also come with responsibilities. For example, if you have a right to education that also means that you have the responsibility to go to school, study and try your best. If you have a right to relax and play, that also means that you have the responsibility to complete your daily chores and work hard around your home. Children have the responsibility to respect other people, especially their parents, family members and teachers.



## ACTIVITY

## My Rights, My Responsibilities

**Step I:** Think about each right listed in the box on the left. Can you match each child right listed in the left box with a responsibility listed in the box on the right? Each right has one matching responsibility. Do this on your own or in a group.

#### **MY RIGHTS**

- I. I have a right to get and share information.
- **2.** I have a right to a full life.
- 3. I have a right to a clean environment.
- **4.** I have a right to think and believe what I want.
- **5.** I have a right to be protected from cruelty.
- **6.** I have the right to be protected from physical harm, including severe physical punishment.

#### **MY RESPONSIBILITIES**

- **A.** I have a responsibility to respect other people's lives.
- **B.** I have a responsibility to clean and take care of the environment.
- **C.** I have a responsibility to respect other people's opinions, thoughts and beliefs.
- **D.** I have a responsibility not to bully or be cruel to others.
- **E.** I have the responsibility to share information appropriately and honestly.
- **F.** I have the responsibility to demonstrate good behaviour and not behave in a way that can lead to punishment.

**Step 2:** Once you have finished, think about other rights that you have and the responsibilities that come with those rights.

## **MY RIGHTS**

## **MY RESPONSIBILITIES**

Protecting Ourselves and Each Other: A Child Protection Booklet

## Who Should Protect Children's Rights?

Everyone in society has a duty to protect children and their rights. Parents and guardians, teachers, other children, community members, local leaders, doctors, members of parliament and even the president all play a role in protecting children.

The family, especially parents and guardians, have the primary responsibility to raise children and ensure their safety.

## Child protection is important for everyone!

How can we create a protective environment for ourselves and other children?

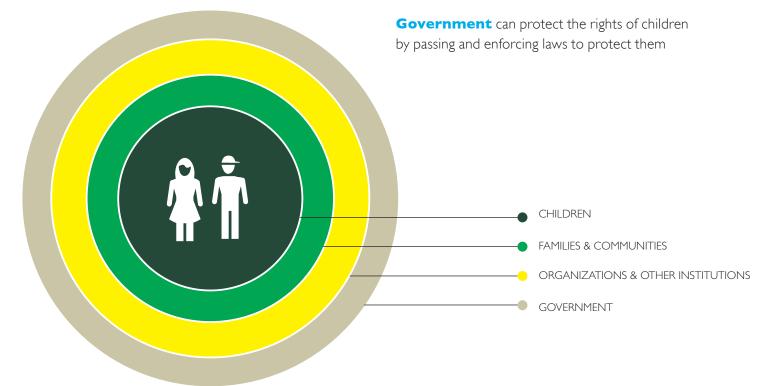
**Children** can study their rights and responsibilities and behave in ways that protect them. Children can also be respectful to others and openly discuss issues affecting their rights and safety.

**Families** can support the care and development of children, discuss with children issues affecting them and report child rights abuses to the local authorities.

**Communities** can become knowledgeable about child rights issues, join efforts to help protect children and try to influence local leaders and local institutions like the police to guarantee the rights of children.

#### Organizations and other institutions can

become knowledgeable about child rights issues and respond to abuse.





#### **REMEMBER!**

- As a child, you have rights and responsibilities.
- It is important to know both your rights and responsibilities.
- Having rights does not mean that you get everything you want; it does mean you are protected, cared for and remain safe.
- Every member of society has a duty to help protect your rights.
- Passage of the Tanzanian Law of the Child Act 2009 means that your rights are protected by law.
- Parents or guardians have the primary responsibility to protect your rights.
- Everybody children, families, communities, organizations and government all have important roles to play in ensuring that laws to protect children are enforced. Everybody needs to be active and fulfil their roles.

# Understanding Child Rights Violations and Abuses

ccording to the Tanzanian Law of the Child Act 2009, children have the right to live free from abuse.<sup>7</sup> Thus, when a child is abused, their rights are violated. This section provides information on what child abuse is so that you can recognize if you or someone you know is in an abusive situation. It also provides tips about how you can help prevent different types of abuse from happening to you and other children in your community.

Then, in Section 3 you will be given information on what you should do if you or someone you know is being abused. Since every individual learns in different ways and since all readers will use this booklet in different settings, we encourage you to move around the booklet in whichever way makes most sense for you. Feel free to skip ahead to Section 3 to find out what actions can be taken and to move back and forth between sections to get the information you need. There is no one right way to use this booklet -- the main purpose is to spread as much useful information as possible to help protect children from rights violations.

## What is Child Abuse?

**Child abuse** is any act or failure to act on the part of a parent, caretaker or other adult that results in death, serious physical or emotional harm or sexual abuse or exploitation; or any act or failure to act that creates risk of serious harm to a child. When children are not protected, they are at risk of abuse. Abuse can take many different forms: it can be neglect or any physical, emotional/ psychological or sexual violation or mistreatment of children.

## Some examples of abuse include:

- Physical abuse can mean shaking, hitting, beating or burning a child.
- Emotional abuse can mean too much shouting at, blaming or criticizing a child.
- Sexual abuse can mean inappropriate touching, exploitation, forced or coerced sexual activity involving a child.
- Neglect can mean failure of parents or guardians to provide for a child's basic needs such as food, clothing, shelter, healthcare, emotional care or education.

Child abuse can happen anywhere – at home, at school or on the way to school or even in a religious building.

The specific types of child abuse and protection issues highlighted in this booklet include:

- I. Child labour
- 2. Child neglect
- 3. Defilement and sexual abuse
- 4. Physical abuse
- 5. Domestic violence
- 6. Drug and alcohol use
- 7. Early marriage
- 8. Denying education
- 9. Female Genital Mutilation (FGM)
- **IO.** Discrimination

7. United Republic of Tanzania. (2009). Law of the Child Act. Dar es Salaam, Tanzania.



Each of the 10 types of abuse or protection issues are defined and discussed in more detail below. In addition, you will find different factors that may increase a child's risk to different forms of abuse. These are provided to help you protect yourself and identify other children who may be in trouble. But, it is important to remember that child abuse is never the fault of the

child being abused. No characteristic, trait or behaviour that you possess warrants any kind of abuse to happen to you. And, while certain factors may increase the likelihood of abuse, this does not mean that the presence of these factors will always result in child abuse. Finally, we have included some ways that you can help protect your rights and avoid abuse.

## I. Child Labour

**Child labour** can be defined as the employment of a child below 18 years in dangerous work, work beyond his or her abilities or work for too many hours per day when they should be in school, studying or relaxing. Children have the right to be protected from any work that is harmful to their health or physical, mental, spiritual, moral or social development or that interferes with their education.

In Tanzania, many children are involved in different forms of child labour. Children often work in the mining industry, as bar maids, in markets, as house girls/boys and digging stones to be used as building materials. Child labour can also happen at home when children are given so much work that it prevents them from going to school. Household chores are part of children's responsibilities in Tanzania, but when a child must stop attending school because of household chores, like working on the farm, herding cattle or fetching water or firewood, it becomes a form of child labour.

The Law of the Child Act 2009 recognizes the right of Tanzanian children aged 14 and above to work, so long as that work (whether within or outside the home) is appropriate for the child's age, does not deprive the child opportunity for play and to go to school, is not hazardous to the child's health, does not involve work at night and is paid fairly and not exploitative.

# Dangerous Working Conditions for Children

Some types of work are acceptable for children, while other types of work are **not.** The following list provides examples of work conditions that are NOT acceptable for children.

Too many work hours: Children should work no more than 6 hours per day. Examples of children working too many hours include house girls that spend all of the day working or children that work long hours on plantations or during harvest seasons.

## • Work that is hazardous to a child's health:

Children should not engage in work that is bad for their physical health. Examples of this include mining underground; mining for gold using mercury; working on plantations that use pesticides or chemicals without protective gear; diving underwater for sand and pearls; working with sharp objects like scaling fish; working with fast moving machines, such as wood and metal lathe machines, cotton spinning or sawmills; risky physical labour, such as climbing trees, (i.e. mango and coconut); and carrying loads that are too heavy for children (i.e., heavy firewood, water, charcoal or bricks). Work during the night: Children need rest every night and should not be involved in labour that requires them to work into the night. Examples of this include work in bars, video clubs or night fishing.

Can you think of others?

On the other hand, here are some of the types of work that **ARE** acceptable for children, depending on a child's age.

- Light household chores like making beds, washing dishes, preparing light foods, sweeping and fetching small amounts of firewood nearby to the house.
- Helping on the family farm on the weekends or during school holidays with planting or harvesting nearby to the house.
- Apprenticeships where children are not exploited and that allow children to attend school.

Can you think of others?

## Factors that may increase the risk of child labour can include:

- Lack of knowledge
- Lack of action to prevent or address child labour
- Lack of parental care
- Children living or working on the streets
- Child neglect
- Peer pressure
- Unenforced laws
- Desire for money
- Poverty
- Orphanhood
- Lack of guidance and counselling
- Lack of understanding about child rights and responsibilities

## **Protect Yourself!**

## Here are some ways you can help protect yourself against child labour:

- Know your rights.
- Avoid negative peer pressure (see explanation on negative peer pressure on next page).
- Express a desire to stay in school to your parents or guardians and study hard and behave well so that your parents or guardians feel your time at school is productive.
- Respect your parents or guardians so that when you express problems they listen to you.
- If your family needs you to do some work for money, think together about options that are safe and that will allow you to stay in school and keep studying hard.
- If someone whom you don't know offers you a job far away, talk to your parents or guardians about the best way to respectfully say NO.
- Stay close to your family until you are at least 18 years old and better able to protect yourself.



## What is Negative Peer Pressure?

**Negative peer pressure** is when your classmates or other people your age try to get you to do something bad – it may be something that is dangerous or harmful to yourself and/or others or something that you feel uncomfortable doing.

Some examples of negative peer pressure are:

- Pressure to use drugs or alcohol
- Pressure to engage in risky sexual behaviour
- Pressure to work to earn money to buy things (for example, cellphones, fancy clothes and shoes and fancy food)
- Pressure to be truant from school

## What Can I Do to Avoid or Address Negative Peer Pressure?

Here are some tips that can help you:

- Understand your own values and beliefs
- Have the self-confidence to JUST SAY NO!
- Choose your friends wisely
- Talk to a trusted adult



This drawing was done by a student in Northern Tanzania to show a child who is forced to do hard labour in the field for many hours during the day. What emotions do you think this boy is feeling as a result of his situation?

## IN OUR OWN WORDS

## **Exploitation: A Short Story About Child Labour**

We were in school with a girl called Winnie.\* She left school and went to Tanga to work as a house girl. She was exploited without being paid her salary.

Later she started to have sexual relationships with boys and got pregnant when she was still young. She returned back home and gave birth to her child all alone. She now goes to Lukozi to cultivate other people's farms and carry their luggage to get money.

She leaves her child at home with her grandmother who is not able to cook. She leaves early in the morning and returns late in the evening.

-Child Rights Club Member, Malindi Primary School, Lushoto District, Tanga Region

\* Winnie is not her real name. All names have been changed to protect confidentiality.

## Reflect:

- What types of abuse are being experienced by Winnie? What child rights are being violated?
- Have you experienced or know someone that has experienced similar situations to the ones in the story above?
- What advice would you give to Winnie? What advice would you give to the adults in this story?
- How could Winnie protect herself from future rights violations?
- How would you try to help Winnie?



This drawing shows a young boy working on a farm. Many Tanzanian children do unpaid jobs on family farms or work on commercial farms, harvesting crops like tea and sisal. Do you know of someone that works on a farm instead of attending school? Can you think of someone you can alert to report such a case?



#### 

## **Understanding Child Labour**

**Step I:** Discuss with a group of friends the story you have just read. How do these highlighted examples fit the definition of child labour?

**Step 2:** After you have discussed the issue and everyone has shared their opinions, discuss the **differences** between child labour and child responsibilities. For example, discuss how you know when a child is involved in child labour compared to when a child is involved with working in the house or helping in the family garden.

**Step 3:** Consider the following situations:

**Grace:** Grace is 13 years old and does not attend school because her father has her digging in the garden all day so that the family has food. Grace works all day and only rests for a few minutes before going to sleep. She carries very heavy loads from the garden without any help and her back has begun to hurt. She does not know what to do.

**Happiness:** Happiness is also 13 years old and attends Class VI. Each day when Happiness comes back from school, she works on her school assignments for a few hours. After her school work is finished, she likes to play with her friends in the village. She plays for a long time and comes back in time for dinner. When Happiness' mother asks her to help with cleaning the house or carrying water, Happiness refuses. She says she will not do the work. 'I have rights,' she tells her mother, 'and if you try to make me work, I will report you for child labour to the police.''

#### **Discuss the following questions:**

- Are these children's rights being violated? Why or why not?
- How would you advise Grace? How would you advise Happiness?
- Can you think of other similar situations you have seen in your community?
- How would you advise the children you have seen in your community?

**Step 4: Reflect** how much work do you do at your own home?

- Are you doing so much work that you are in danger or cannot go to school or have time to study?
- Are you doing very little work and leaving other family members with too much to do?
- Are you doing just enough work to respect both your rights and responsibilities?

The drawings below and on the following page were done by students in Northern Tanzania to show young girls doing hard work, such as fetching hay and working in the fields, instead of attending school. What are the different forms of child labour that you have heard about in your community?







## What Can I Do About Child Labour?

To learn more about what actions you can take if you or someone you know is involved or at risk of becoming involved in child labour, please see Section 3 of this booklet.

## **Quick Tips For Responding To Child Labour!**

- Talk to your parents, guardians or other adult family members if work is preventing you from going to or excelling in school.
- Talk to a trusted adult, teacher, MVCC representative, NGO/CBO representative or religious or community leader. Let them know if you are having difficulty staying in school because your family needs you to work. Tell them if you know of other children who are engaged in dangerous work.
- Make child labour a topic in your school or child rights club. If you or someone you know cannot attend school because of work, create a list of action steps your child rights club can take to help address this problem. If you or someone you know is engaged in dangerous work, the child rights club should discuss this with a NGO/CBO representative.
- Try to help in the home when you can by doing acceptable work. Remember your parents or guardians might also be feeling stressed trying to take care of everyone and your help can go a long way.
- Incorporate income-generating and savings activities into your child rights club so that members can support each other with scholastic materials and other necessities without engaging in child labour.
- If your school has a garden or gardening club, join so that you can learn about gardening and start a garden in your home.

## 2. Child Neglect and Abandonment

Children rely on adults for basic care, support and guidance.

**Child neglect** can be defined as any situation where parents and/or guardians purposely do not provide basic needs (e.g., food, clothing, medical care, shelter, education, etc.) for the children under their care. Children may be neglected when their parents or guardians are absent or unwilling or unable to provide them with the basic care and supervision they need. Children may also be neglected if their parents abuse alcohol or drugs and are not capable of watching over them properly. **Child abandonment** is when a child is left on his or her own without any intention of the parent or caretaker to return to ensure the safety and wellbeing of the child. In addition to the potential physical harm that abandonment can have, the threat of child abandonment is also a form of emotional abuse that is common in Tanzania.<sup>8</sup>

Children have a right to be protected from all forms of neglect, negligent treatment or abandonment and to maintain a standard of living adequate for their physical, mental, spiritual, moral and social development. Even when there are several children in a household, each child has the right to have their basic needs met. When children are neglected or abandoned by their parents or guardians, they are exposed to unnecessary and harmful risks.

# Factors that *may* increase the risk of child neglect and abandonment include:

- Ignorance about children's basic survival needs
- Domestic violence
- Divorce/separation
- Alcoholism
- Drug use
- Polygamy
- Extra-marital affairs
- Lack of concern by parents
- Children's misbehaviour and lack of discipline
- Denying one parent access to the child
- Discrimination (see story on the next page)
- Poverty
- Orphanhood

## **Protect Yourself!**

## Here are some ways you can help protect yourself against child neglect:

- Know your rights.
- Talk openly with your parents or guardians about your rights, responsibilities and your basic needs.
- Talk to a trusted adult if you feel you are in danger or know someone who is being neglected or has been abandoned.
- Be active in the community.
- Behave well and be disciplined.

Can you think of other ways to protect your rights?

<sup>8.</sup> United Nations Children Fund, U.S. Centres for Disease Control and Prevention and Muhimbili University of Health and Allied Sciences. (2011). Violence Against Children in Tanzania. United Republic of Tanzania.

#### 

## Separate the Myths from the Facts<sup>9</sup>

A **myth** is something that many people believe to be true, but is not true. A **fact** is something that is proven to be true. Discuss as a group the list of myths and facts about child neglect below:

Myth	Fact
Most poor families neglect their children	This is not true! Poverty is not neglect. Families with limited resources can provide basic care for their children by using government health care and social services.
Neglect is not as serious a problem as physical abuse.	This is not true! Neglect is a violation of child rights and can cause serious health and devel- opment problems for children that can prevent them from growing up to be healthy active adults.
If a family is reported for neglect, the children are automatically removed from the home.	This can happen, but is not always or automati- cally true. Children are removed only if there are conditions that threaten the life and safety of the child. Social Welfare Officers and Gen- der and Children's Desk police officers will try to counsel families on how to take better care of children.

## IN OUR OWN WORDS

## **Child Neglect & Abandonment**

## **KELVIN'S STORY**

I have a friend who is called Kelvin.\* My friend was staying with his aunt because he was abandoned by his parents. His aunt loved him very much, but my friend had epilepsy. One day when he was older, he passed to buy vegetables. When he came near the shop, because he has epilepsy, he fell down and became paralyzed.

He was sent to the hospital for treatment. After being discharged, he returned home (to his aunt). When he came home, his aunt was very surprised and said, 'What is wrong with you child and where are you coming from at these hours?' Kelvin told his aunt the whole story.

From that day, his aunt was very nice to Kelvin because Kelvin was epileptic. Kelvin had undergone abuse, for example people beat and insulted him and his parents were insulted [because of his disability]. Insults that I cannot mention for that will not be a good habit. He was given a very hard job that even someone else [without epilepsy] would have trouble doing. Even with his illness, he had to do the job because he had no other support. Story continues...

<sup>9.</sup> This table was adapted from UNICEF and Tanzania Police Force (2012), Five Day Training Course for Police Gender and Children's Desk Officers.

#### (Story continued from previous page).

And my friend Kelvin was very sad and said, 'Had I not been abandoned by my parents, all these things would not have happened.' I felt pity for my friend. He cried a lot and when his aunt saw him crying, she told him, 'You devil. Why do you pretend as if you are in pain, you can take a rope and hang yourself.'

Kelvin was expelled from his aunt's house and decided to go to town to look for a job. Kelvin stole a little money so he could survive for two or three days. It was night when he arrived to town. He searched for a place to sleep and decided to sleep at the bus stand. After a sleep, robbers came and stole his shoes and sodomized Kelvin. Until today, I do not know where my friend is, but from what I hear, he is along the road begging and still suffering from his illness.

Advice: We request that children's rights should be recognized appropriately. If a person shall act contrary to law, we ask for such a person to be punished by law enforcement agencies and there should be no bail for these cases.

- Child Rights Club Member, Mbaramo Primary School, Muheza District, Tanga Region

\* Kelvin is not his real name. All names have been changed to protect confidentiality.

The child in this drawing is being denied food, while his parents are eating dinner. They tell him this is because he received food at school during the day. Do you think this is an example of child neglect?

## IN OUR OWN WORDS

## Child Neglect & Abandonment

## LACK OF FOOD: ACHI'S STORY

At our school we study with a boy named Achi. Every day when he comes to school he is unhappy and also he does not like to study hard or to play with other fellows.

During break time, Achi never comes back to class. He goes here and there to pick fruits like sugarcane and other small things to eat.

When you tell him, "Let's go back to class," he says he can't because yesterday he did not get enough food at home. His father came back home drunk and did not bring food. Instead he beat him and his young siblings and mother. Then they slept in a wrecked house.

Our school also does not have programs to give us at least porridge, so Achi says, 'It is better I look for energy to enable me to go back home.'

- Child Rights Club Member, Malindi Primary School, Lushoto District, Tanga Region \* Achi is not her real name. All names have been changed to protect confidentiality.



- Are the children in the stories above being protected? Why or why not?
- What is the impact of the abuse or rights violations experienced by the children in the stories above?
- Has something similar happened to you or someone you know?
- What advice would you give to the children and adults in these stories?
- How would you try to help the children in these stories?

This drawing shows a child about to cross the street and board a school bus to go to school. If you take a bus to school – what kinds of problems do you or other children face on the bus? What can you do to protect yourself? If you walk to school, what kinds of problems do you, or children you know, face while walking? What children do to protect themselves on the way to school?

#### 

## **Role Play on Child Neglect**

For this activity, you need a group of your friends. You are going to role play. In a role play, you act out a situation. It is similar to a drama, but instead of following a script, you must think of what to do and say on your own.

**Step I:** Each person in your group should pick a different character to play. The characters for this role play are:

**Brenda:** a 12 year-old girl who lives with her mother and grandmother (her father passed away). Brenda sleeps outside and eats very little. Brenda is sick and nobody is taking her to the health clinic.

Brenda's mother: a widow and mother of five children who works in the garden all day.

Brenda's grandmother: who also lives in the house.

**Members of the child rights club:** who heard about Brenda's situation and want to help by talking to her mom before reporting the case.

**Step 2:** Now, spend 5 to 10 minutes playing out the situation with your group of friends.

Step 3: After you complete the role play, reflect on the questions below with your group.

- If Brenda's mother told you that she wants to take Brenda to the health clinic, but cannot afford to pay fees, how would you react?
- If instead, you found Brenda's mother drinking alcohol and giving food to men who visit her, while Brenda is sick and not going to the clinic, how would you react?

**Consider:** It is important to know that how we respond to cases of neglect depends on the individual situation. When neglect happens because of poverty, we try to help families by talking to local leaders who can assist. When neglect happens because parents or guardians are not acting in a responsible manner, we report the case to leaders in the community who can discuss the problem with them, advise them to change bad behaviours or report them to the police. The response always depends on the individual case.

**Step 4:** Now, create characters and scenarios of your own to practice how you would respond to and report different situations of child neglect.

This drawing, done by a child in Northern Tanzania, shows a woman who is showing love and care to one child, while forcing the other child to do work. Is this a child rights violation? Can you think of a reason why a parent or guardian would neglect one child over another?

## What Can I Do About Child Neglect?

To learn more about what actions you can take if you or someone you know has been abandoned or is being neglected, please see Section 3 of this booklet.

## Quick Tips For Responding To Neglect & Abandonment!

- Express your needs to your parents or guardians in a respectful way. Try to use "I statements" (see box at right).
- Do not assume your parents or guardians know how you feel. If you need help, ask for it, especially if you are sick or do not have the basic needs to stay healthy.
- Increase awareness in the community about the importance of basic needs for children's general well-being and development.
- Report neglect to a trusted adult. Many neglect issues can be solved when community leaders discuss issues with the person who is being neglectful.
- Through income generation activities and savings group, help friends who struggle with their basic needs.
- Work with your child rights club to promote community projects that help make sure that all children are well cared for, such as volunteerism to improve broken shelters, school gardens or sharing food with poor households.
- With the help of leaders in the community, help parents/guardians prioritize the needs of children.
- If there are children you know that are neglected, discuss in your child rights club how you can help.

## What is an "I Statement?"

An "I statement" is a statement that begins with the word, "I."

The purpose of "I statements" are to tell others how we think and feel without putting blame on someone else or making a situation worse. They can be a good way to communicate how someone else's actions or inactions affect our own lives.

For example:

I feel upset when I have to do housework instead of go to school because I want to learn and do well in school.

When there is not enough food to eat, I feel sad because I am hungry.

#### **REMEMBER!**

Confronting a neglectful parent or guardian can be difficult. Ask for support from a trusted adult, an MVCC member, your child rights club matron/patron or from another leader in your community.

## 3. Defilement and Sexual Abuse

**Defilement** can be defined as sexual intercourse with a person below 18 years of age with or without consent of the child. **Sexual abuse** can mean any inappropriate sexual activity, touching, exploitation or misconduct that occurs as a result of force or intimidation. In this booklet, we refer to sexual abuse of any person who is below the age of 18 years.

Defilement and sexual abuse of children—both boys and girls—happens much more often than is reported. Children can be vulnerable to sexual assault by someone they know or by a stranger. This includes relatives at home, teachers in school or people in the community. Sometimes children are threatened not to report abuse. In a further abuse of child rights, parents, guardians and other caregivers have been known to accept payments for not reporting defilement cases. One common type of sexual abuse of children in Tanzania is **child sexual exploitation**. This is when a child or a third person(s) receives goods (e.g. money, food, accommodation, drugs, alcohol, cigarettes, affection, gifts, etc.) in exchange for performing and/or others performing on them, sexual activities. In Tanzania, child sexual exploitation occurs in many forms, including the following:

- Teachers, school bus drivers, motorcycle taxi drivers and other school officials who have sex with students in exchange for favours or money
- Older, wealthy men or women known as sugar mummies and daddies – who have sex with children
- Adults who traffic children from rural areas and keep them in informal brothels to be used as child prostitutes
- Tourists who have sex in exchange for money
- Adults who use children in sex videos that play in informal video houses

# Factors that *may* increase the risk of defilement and sexual abuse include:

- Lack of knowledge about child rights and responsibilities
- Lack of action to prevent or address defilement and sexual abuse
- Drug or alcohol use
- History of child abuse
- Breakdown of social fabric
- Civil unrest
- Peer pressure
- Leaving female children with adult males unsupervised

- Children living or earning income on the street
- Idleness
- Community rituals that put girls at risk, such as beliefs that having sex with young and/or disabled children can be used for a 'cleansing' purpose
- Promiscuity
- Myth that all children are HIV negative
- Pornography
- Poor judgment or unethical behaviour
- Child neglect and abandonment
- Poverty

Defilement and sexual abuse (including sexual exploitation) are not always easy to see, but both can lead to serious physical, mental and social consequences for children, including injury and disability, early pregnancy, pregnancy complications, sexually transmitted infections, including HIV and AIDS (see box). It is a grave violation of a child's rights. All children should be protected from defilement and sexual abuse by known or unknown people in their communities. This is particularly important for girls who are at greater risk of experiencing sexual abuse.

## **Quick Facts About HIV and AIDS**

**HIV** (human immunodeficiency virus) is the virus that causes **AIDS**. AIDS stands for **Acquired** *Immunodeficiency Syndrome*.

- HIV destroys part of a person's immune system the part of the body that fights off sickness.
- People get HIV by coming into direct contact with bodily fluids, such as blood, semen, vaginal secretions and breast milk, of a person who has the virus, This means that HIV can be transmitted through sexual intercourse or exchanging blood (for instance, through needles or shared razors) with someone who is HIV-positive or during birth or breastfeeding by a woman who is HIV-positive.
- HIV and AIDS does not have a cure, but people that have HIV can take medication, called ARTs (antiretroviral therapy) or ARVs (antiretroviral drugs), to help keep them healthy. It is important to remember that these medications do not cure the disease and they do have other side effects on your body so keeping yourself safe from HIV is very important!"

## **Protect Yourself!**

## Here are some ways you can help protect yourself against defilement and sexual abuse:

- Know and understand your rights.
- Know what parts of the body belong to YOU only and know what is acceptable and unacceptable behaviour by an adult.
- You have the right to say NO to any person, behaviour or situation that involves unacceptable behaviour from an adult or another child.
- Talk to a trusted adult if you feel you are in danger or know someone who has experienced defilement or sexual abuse.
- Walk with ears and eyes open, in groups whenever possible and avoid late hours, lonely or dimly lit places or being alone in a room with a man other than your trusted family members.

- When meeting with an adult, always have at least one friend with you so you can raise alarm if you meet danger.
- Run away from dangerous situations.
- Understand the difference between good secrets and bad secrets; if someone has treated you in a way that is unacceptable or acted inappropriately and made you promise to keep it a secret, you don't have to. Find a trusted adult immediately and tell him or her about it.
- Know and help dispel common myths about sex (see next page).
- Be confident in yourself! Love yourself for who you are. Do not depend on compliments or gifts to feel important and loved.

- Do not accept gifts or money from people whom you do not trust. They may require you pay them back with sexual favours.
- Avoid risky behaviours such as drinking alcohol or watching movies in video halls.
- Avoid bad peer groups and negative peer pressure in and out of school. \*

Can you think of other ways to protect yourself?

## Common Myths Related to Sexual Activity

You learned earlier that a **myth** is something that many people believe to be true, but is actually false. Some people spread myths to convince children to engage in sexual activities.

Examples of common myths about sex include:

- Girls can cure stomach aches by having sex with a man
- Having sex with a virgin cures HIV/AIDS
- Youth both girls and boys can become rich by having sex with older men or women

\* see page 16 for explanation of negative peer pressure

## IN OUR OWN WORDS

## **Defilement and Sexual Abuse**

#### **FATIMA'S STORY**

Fatima is a girl of 12 years old. She is in Class IV at Murongoine Primary School. She is not often happy. Teachers do give her school uniforms. She couldn't wear the school sweater, she wore a different one.

In May this year, her grief got worse. She started not coming to school when the school was opened for the first term. After we closed in July, she didn't even come back.

In August 2011, her father came to school to report her missing at home. Her father was faking it because he knew what he did. He forced Fatima to go to fetch firewood in the forest and drop out of school. He used this opportunity to abuse Fatima sexually by raping her. He also threatened her that if she doesn't do as he says he will kill her.

Fatima got severe pains after being raped. She had no one to speak to. She was too afraid that her father would kill her. Her stepmother was also afraid to be killed, so she told Fatima to tolerate [the abuse].

Fatima got pregnant at an early age. Her uncle took her away and gave her care while waiting for her to deliver. Poor Fatima, she had no defender. A cruel and a murderer parent like that of Fatima.

- Child Rights Club Member, Arumeru District, Arusha Region
- \* Fatima is not her real name. All names have been changed to protect confidentiality.



## IN OUR OWN WORDS

## **A Story About Child Abuse**

Ana\* lived at Tingeni village in Muheza District in Tanga Region. She was a student at Tingeni Primary School and she was in Class V. Ana used to live with both her parents. They lived happily until her mother died of AIDS. Ana cried and grieved for her lost mother because she felt like her mother completed her life in all ways. After the funeral, Ana was sent by her relatives to go and live with her father. Ana knew that from this moment onwards, her life wouldn't be the same again because she lost her mother.

Ana's father decided to marry another woman and that is when Ana's troubles began. She wasn't given food or sent to school. Instead, her stepmother gave her a business to run. It was selling fried fish in the streets and bars.

Ana's life was in danger because she was also forced to engage in sexual activities with men. One day she decided to tell her problems to her grandparents. Her grandfather wanted to take her and live with her, but her father refused. So Ana continued living with her father and her stepmother.

One day, Ana was raped in the street and the same day she got pregnant. Her suffering got even worse because she had no mother and her father didn't care about her anymore. During delivery, the baby died and, after some days, Ana also died because she lost a lot of blood during delivery and she had no help.

- Tingeni Primary School Student, Muheza District, Tanga Region
- \* Ana is not her real name. All names have been changed to protect confidentiality.





In this drawing, the man in glasses says, "Take this, it is enough for you today."

The girl with handbag replies, "cool," but the boy in yellow t-shirt points out "this is not right for a child."

## IN OUR OWN WORDS

## A Story About Child Rape

Rapists are people who hunt their victims on the way. They usually sit near dark, small and remote roads to wait for children to pass by on their way to fetch water in the river or firewood or to take the livestock to the pasture to feed.

When the children return home to report the rape, their parents chase them away. They make them continue with the chore they were assigned. Parents don't give us our rights. They force us to feed the livestock on an empty stomach from morning to evening.

When you ask of our rights, they beat us up. When you ask about school uniforms, they insult us. When you ask about books, they beat us. At the end, we abandon school because of our parents' ignorance.

- Child Rights Club Member, Lushoto District, Tanga Region



- Has something similar happened to you or someone you know?
- What advice would you give to the children in these stories? What about to the adults?
- How could the people in these children's lives have helped or prevented abuse from occurring?
- To whom would you report cases similar to these?

#### 

## **Protecting Ourselves!**

**Step I:** With a group of your friends, discuss how children can help protect themselves from defilement and sexual abuse. Some examples might be walking in groups instead of by yourself or talking with your parents or caregivers about activities that put you at risk. What are other ways children can protect themselves? Each other?

**Step 2:** Next, work as a group to develop some messages about how to protect children from defilement. Make posters with slogans and pictures. Ask your teachers or community leaders if you can put these posters in places where people can see them.

**Step 3:** You can also practice a short drama that teaches children how to protect themselves from defilement and sexual abuse. Ask your teachers or community leaders if you can perform the drama for other children.

Step 4: Talk to your friends about what you have learned. Remember, you are a leader for child rights!

## What Can I Do About Defilement and Sexual Abuse?

To learn more about what actions you can take if you or someone you know is being sexually abused, please see Section 3 of this booklet.

## **Quick Tips For Responding To Defilement And Sexual Abuse!**

- Remember, if someone is abusing you and forces you to promise not to tell, it is OK to break the promise and tell a trusted adult what has happened. Some adults will intimidate you not to report. Try to find an adult whom you trust and who can help you report and respond to the situation. If that person doesn't believe you, keep reporting it until you find someone who does.
- Sexual abuse and defilement are serious crimes that should be reported to the Gender and Children's Desk at the police. This can be hard if the person who committed the crime is important or well-liked in the community or if the person is a relative or family friend, but the crime should still be reported. Asking a trusted adult to go with you can make it less scary. You can also report the situation to a Social Welfare Officer in your community who can also help you to bring the situation to the police.
- Perpetrators or people who commit a crime or illegal act like sexual violence or defilement, can be any age young or old, including other children. Children may be afraid to report sexual abuse when the perpetrator is another child and may be persuaded by the perpetrator that 'everyone is doing it [sexual acts].' Even in these instances, reporting abuse to the proper authorities is important. If abuse is happening in your school, ask a trusted adult to help you talk to school officials to be part of the effort to address the situation.
- Children who have been sexually abused or defiled need to seek health services immediately. Children should be taken to a clinic or health centre and the situation explained to the health care provider so the needed services can be provided. If the HIV/AIDS status of the person who defiled the child is unknown, the child can take medicine to reduce the chances of HIV transmission. This medicine is called post-exposure-prophylaxis (PEP) and must be given to the child as quickly as possible, within 72 hours.

- Sexual abuse and defilement can be traumatic for the child and talking to a counselor can be helpful. If you do not know of a counselor you can approach, ask a trusted adult to help you find one.
- If you think a friend has been defiled or sexually abused, you should approach your friend to see if you can help them report to an adult. If the friend is unwilling, you should still report to an adult you trust who can follow up on the situation and get the friend counseling and immediate medical care.
- If a friend has been defiled or sexually abused, he or she may be hesitant to talk about it because he/she does not want to re-live the experience. Be sensitive to his/her feelings, respect your friend's privacy and be thoughtful, encouraging and supportive.
- Even judges, doctors, lawyers and teachers are expected to keep these issues confidential and to respect the privacy of individuals.
- If someone offers you or your family money or other material incentive for performing sexual acts or taking pornographic photos, exert your right to say NO!

- If you or someone you know is in a situation where you or your family is receiving money or other material incentive for performing sexual acts or taking pornographic photos, tell a parent, guardian or other trusted adult what is happening. This situation should be reported immediately to a Social Welfare Officer or to the Gender and Children's Desk at the police. You can report the situation to a Social Welfare Officer in your community who can also help you to bring the situation to the police. Asking a trusted adult to go with you can make it less scary.
- If your family is in need of money, talk with your parents or guardians about alternative strategies for how you can help your family without being exposed to a sexually exploitative situation. Try talking with your child rights club about initiating income generating activities with the club.
- If you do not feel comfortable reporting to someone in your community, contact one of the child or human rights organizations in Tanzania (see section 3).

## **Challenges of Reporting Rape**

Reporting cases of rape can be difficult - especially because rape can be committed by someone you know. Even if you know the person who raped you, it is still wrong and must still be reported to the police.

People sometimes feel ashamed after they or someone they know has been raped. Sometimes, this shame prevents people from reporting to the police. People might take alternative approaches to addressing the issue, for instance, families or local leaders may make the person who committed the abuse pay money to the family of the child that was raped.

If you or someone you know has been raped, there is no reason to feel ashamed. You should report the rape to the police and go to a health centre or clinic for treatment and to seek medicine to reduce the chances of HIV transmission.

## 4. Physical Abuse

**Physical abuse** is any intentional physical act by a person that causes physical harm to a child. This includes for example, slapping, hitting with a fist or another object, kicking or whipping or threats using a weapon. In addition to the physical damage, physical violence also has psychological consequences for a child.

# Factors that may increase the likelihood of physical abuse include:

- Alcohol or drug abuse by parents or guardians
- Previous family history of violence
- Inaccurate knowledge of parents, guardians or other caregivers about children's development
- Discrimination by step-parents
- Social or cultural norms that do not explicitly respect or safeguard children
- Children's physical or mental disability
- Children living or earning income on the streets
- Households in which domestic violence occurs
- Acceptance of corporal punishment in schools
- Poverty



This drawing shows a child who is beaten by his teacher as a form of punishment. Corporal punishment is common in schools in Tanzania. Who could you talk to if corporal punishment is frequently used in your school?

### **Protect Yourself!**

### Here are some ways you can help protect yourself against physical abuse:

- Know and understand your rights.
- If you or someone you know is being physically abused, report this abuse to a trusted adult.
- Develop positive relationships with members of your family and household. The more you all respect and care for each other, the better you will be able to address problems calmly.
- Behave responsibly and respectfully with your household members.
- Raise awareness about physical abuse in your community – this includes in homes and in schools. Talk to social workers, community leaders, teachers and counselors to learn about what can be done in your community to fight physical abuse in homes and schools.
- If someone in your household is using alcohol or drugs, your family is at greater risk of physical violence, see the alcohol and drugs section of this booklet on ways to seek help.

Can you think of other ways to protect yourself?

### **Physical Violence**

#### **CHILD ABUSE AT HOME**

In our street, children are being abused differently by their parents or guardians.

Once there was a child who was selling peanuts in the street, he usually sells the peanuts after coming back from school. One day after he came back from school, he did not sell the peanuts and instead he did other domestic work. When his father came home, he asked him, 'Why didn't you sell the peanuts today?' The child answered his father that he was tired.

His father got angry and told him with a harsh voice, 'You will know me today, you will not sleep at this house today.'

The boy was so afraid. He decided to run away from home that day without even eating anything. His parents prepared a meal and ate without even finding their child. In the morning, the parents continued doing their usual duties without caring that their child was missing and did not sleep home that night.

At around 09:00 am in the morning the boy returned home with so much hunger. He greeted his parents but they did not reply instead they looked at him with an angry eye. Then his father asked, 'Where are you coming from?' He replied, 'Father, you told me to go away and sleep out.'

His father started beating him. The boy decided again to run away from home to Arusha to seek a job because he was suffering at home and did not have time to study.

This boy did not find any work in Arusha, until today he roams around town begging.

- Child Rights Club Member, Malindi Primary School, Lushoto District, Tanga Region

### Reflect: 🚺 • •

- Is anyone in the story above committing child abuse? Who? What rights are they violating?
- Has something similar happened to you or someone you know?
- What advice would you give to the child and adults in this story?
- How would you try to help the child in this story?
- To whom would you report cases similar to this?

## 5. Domestic Violence

**Domestic violence** is physical, psychological or emotional abuse that occurs in or around the home between family or household members. Domestic violence includes all forms of abuse resulting from conflicts or misunderstandings that take place at home.Violence in the home is a serious threat to the well-being of children. It can happen in wealthy homes and in poor homes and has serious harmful effects on victims, but can be difficult to identify. Violence between adults or other members of the household and against children can have negative effects on child development. In many communities throughout Tanzania, violence in the home is common, but most often is overlooked and under-reported.<sup>10</sup> Sometimes this is because cultural and social norms allow for severe physical punishment of children. However, no matter the cultural and social norms, children are entitled to be kept safe within their homes and should not suffer violence at home.

### **REMEMBER!**

Even if violence in the home is common, it is still wrong and very harmful to children. Domestic violence is illegal and punishable by law in Tanzania.

# Factors that may increase the likelihood of domestic violence include:

- Alcohol or drug use
- Unfaithfulness
- Previous family history of physical violence
- Gender inequality
- Income inequality
- Social or cultural norms that permit the use of physical violence by husbands against their wives
- Poverty

### **Psychological or emotional abuse**

.....

is a form of abuse characterized by mistreatment of a person that is meant to lower their sense of self, self-worth and power

### **Protect Yourself!**

Here are some ways you can help protect yourself against domestic violence:

- Know and understand your rights.
- If you or someone you know is in a situation where domestic violence is occurring, report the situation to a trusted adult.
- Know that domestic violence is a dangerous type of abuse, whether you witness it or you are the target directly. No matter how common it may be in a particular family, it is not acceptable.
- Understand that domestic violence often begins "small," but then escalates. Don't wait to seek help.
- Develop positive relationships with members of your family and household. The more you all respect and care for each other, the better you will be able to address problems calmly.

10. United Nations Children Fund, U.S. Centres for Disease Control and Prevention and Muhimbili University of Health and Allied Sciences. (2011). Violence Against Children in Tanzania. Dar es Salaam, Tanzania.

- Raise awareness about domestic violence in your community. Talk to MVCC members, the Gender and Children's Desk police officer, children council members (baraza members), community leaders, NGOs, faith based organizations, and councilors, to learn about what can be done in your community to fight domestic violence. Talk to your friends about the issue. One of the reasons there is so much domestic violence in Tanzania is because people do not talk about it and it remains a silent problem.
- If you are having problems in the family that could lead to domestic violence, seek help before things worsen. A religious leader or community volunteer can help counsel the family to find solutions and to avoid violence and abuse.
- If someone in your household is using alcohol or drugs, your family is at greater risk of domestic violence, see the alcohol and drugs section of this booklet on ways to seek help.

Can you think of other ways to protect yourself?



This drawing shows a father who beats his child with a thorny stick as a form of punishment. What do the laws in Tanzania say about using corporal punishment to discipline children?

### **Domestic Violence**

### **MISTREATED BY AN UNCLE**

Joan\* is a 10 year old child. She is a first born in her family. Her parents have no other children besides Joan. The parents are capable of taking good care of their child, Joan. They are well off, own enough cars and big houses. Everything she wanted she was granted simply because she was the beloved child.

Joan hated to study. When she was given a book, she tore it apart. When she was taken to school, she snuck out and went back home. When she arrived at home, she would tell lies to her mother, saying that the teacher was sick. Her mother would tell her to go bathe, unaware that she was lying to her. Joan was given everything that was her right and that she deserved.

When she reached the age of 14, she lost both parents at sometime from AIDS. She asked herself "where did her parents get HIV from?" Joan had uncles. Her uncles distributed to themselves all the properties which were left by Joan's parents. She was assigned to live with her uncle.

Life was real hard at her uncle's house. She was tortured and not given food and was kicked. Whenever she was tortured, she remembered her parents. Her uncle chased her out of the house, saying he would kill her. She had nothing to say, she only cried every time. She found herself in a terrible situation without knowing what to do because she does not know either how to read or write. She had no other relatives. She joined the street children and started eating out of the dustbin and did hard jobs without payment since she was not qualified.

One day, her teacher saw her doing a casual job of tilling the land. The teacher took her to a cool place to ask why she stayed in the street. She started crying and the teacher listened to her until she was done with crying and asked her for more details. She told her the whole story and her teacher was very disappointed and sympathized with her and decided to take her to the police station. The police went to her relatives to question why they tortured her that much and why they denied her the properties. Her uncles had nothing to respond, rather than just be surprised. They paid back all the properties and they were sent to jail for three years. Joan asked to live with her teacher as her mother. Joan was very thankful to her teacher and told her that she took her from faraway and promised never to forget her for the rest of her life.

- Kwebalasa Primary School Student, Lushoto District, Tanga Region
- \* Joan is not her real name. All names have been changed to protect confidentiality.

### Reflect: 🧲

- How does Joan's situation make her vulnerable to other types of abuse or rights violations?
- Has something similar happened to you or someone you know?
- What advice would you give to Joan and the adults in this story?
- If this happened to you or one of your friends, to whom would you go for advice or help?



This drawing was done by a child from Kilimanjaro Region. It shows a father beating his son. Reporting abuse can be extremely difficult when the abuser is someone in your family. Who could you talk to if you were to experience a similar situation?

### What Can I Do About Domestic Violence?

To learn more about what actions you can take if you or someone you know is experiencing domestic violence, please see Section 3 of this booklet.

### **Quick Tips For Responding To Domestic Violence!**

- If the situation may cause you harm, get out of the situation and find safety immediately.
- To get out of the situation, tell an adult you trust what is happening and that you feel scared to go home. This adult should help you find a safe place where you can stay until the situation is resolved. A safe place might be with another family member, NGO/CBO or district service provider. Make sure you consult with an adult you trust before going to a safe place. If you go on your own without any consultation, people may think you ran away and become worried or you could place yourself in more danger. If you feel you or your friends are in immediate danger, ask that trusted adult to help you find a safe place to go until someone can intervene. If you or your friend is injured, ask a trusted adult to accompany you to a clinic or hospital.
- If people in your household are violent or abusive towards each other, ask a religious leader, elder, child rights club matron/patron or another well-respected person in the community with knowl-edge of child rights about the situation and ask them to discuss other options for conflict resolution with the person committing the abuse.
- Inform the Tanzania Child Rights Forum, Legal and Human Rights Centre, Tanzania Women Lawyer's Centre, Tanzania Media Women's Association (see page 76) or one of their affiliated legal aid clinics, the Gender and Children's Desk at the police or other legal aid services.

## 6. Drug Abuse

Drug and alcohol use can be defined as the use of substances like drugs (different forms of cannabis like bangi, khat or mirungi, methaquolone or mandrax, etc.) and alcohol (beer, wine and home-brews like gongo) that impair thinking and good judgment and cause serious accidents and health problems. In Tanzania, drug and alcohol use is not permitted for children under 18 years of age, with the exception of medicines prescribed by a doctor.

Drugs and alcohol are very dangerous for children. Any drugs that are not prescribed by a doctor should not be used by children. Alcohol like beer, wine or other liquor should also not be consumed by children. Appropriate use of alcohol is legal for adults, but even for adults, too much alcohol is very dangerous and can cause a variety of health and social problems. Drugs and alcohol are addictive and can lead to physical, emotional and mental harm. They can make it very difficult for a person to think or reason well and can damage your brain, liver and other parts of your body. It can also cause accidents and lead to absenteeism or drop out from school, early and dangerous sexual relationships, unemployment and unsafe behaviours like stealing and lying.

Children often use drugs and alcohol when they are pressured by their peers or in order to make themselves feel better. Sometimes they believe they will have a good time and forget their problems. Some children sniff fuel or glue as drugs, sometimes to dull pain or hunger. But using these substances is extremely harmful and can even cause death. There is **NO** good reason to use drugs and alcohol.

# Factors that may increase the likelihood of drug and alcohol use include:

- Negative peer pressure
- Depression
- Neglectful parents or guardians
- Influence of mass media
- Availability of drugs and alcohol
- Idleness and unemployment
- Wanting to forget problems
- Hanging out close to bars and discos
- Easy access to drugs and alcohol by illegal sellers
- Poverty

### **Protect Yourself!**

### Here are some ways you can help protect yourself against drug and alcohol abuse:

- Don't be influenced by negative peer pressure to use drugs or alcohol.
- Discourage friends to fall into the trap of alcohol and drugs and educate them about their dangers.
- Stay in school and work hard to do your best.
- Avoid being idle or hanging around bars and discos where you might be offered alcohol and drugs.

- Practice life skills that include self-confidence, self-esteem, assertiveness (yes, it takes practice!) so that you are comfortable to say "No!" when you are feeling pressure by peers to partake in drug or alcohol use.
- Talk to a trusted adult mentor or caregiver, religious leader, NGO/CBO representative or trained counselor if:
  - · You feel depressed or hopeless;
  - Your parent, guardian or sibling has a problem with alcohol or drugs. The effects of witnessing this problem can make you more vulnerable to abusing substances so it's important you have support to make sure you avoid the same problem; or
  - You are already using alcohol or drugs and feel like you cannot stop.
- Imagine what you want to do in the future from the kind of person you want to be in your community, to creative or practical areas in which you would like to develop skills. Now imagine keeping that path clear of obstacles.
- Understand that even if adults or other youth in your life are using and abusing alcohol, you are an individual with your own goals and talents and you have the right and power to make different choices. Know you are NOT alone and do not despair; seek help and support from others to ensure you stay on the right path.
- Stay active; feeling healthy and in control of your body will make you stronger and more determined to protect it.

Can you think of other ways to protect yourself?

This man smokes bhang and since he cannot work, he steals people's chicken to sell them for money. What are the risks of drug use for children and adults? Think about the effects on a person's health and ability to make decisions.

### I am Proud of Myself!

**Self-confidence** is when you are comfortable with who you are and you believe in your own powers and abilities,

**Self-esteem** is the value that a person places on their own self. People with a strong self-esteem know their own strengths and weaknesses and feel positive about themselves. People with low -self self-esteem think poorly of themselves.

**Assertiveness** is when you are able to tell others how you feel about something or what you want in all settings. Someone that is assertive can communicate their feelings, beliefs and ideas clearly.



#### 

### **Practicing to Say NO!**

Negative peer pressure is a common reason why children decide to use drugs and alcohol. Negative peer pressure is when other people your age try to persuade you to do something that you may not feel comfortable with or want to do. Negative peer pressure can involve teasing, making fun of or threatening you. It is difficult to say no to drugs and alcohol when your friends and fellow students are using them and trying to get you to use too. It is helpful to practice how to say, "No!" in situations when someone is pressuring you to do something you don't want to do.

With a group of friends role play the following situations:

I. Your best friend asks you to smoke bangi with him/her and tells you, "If you are my real friend, you will try it with me."

**2.** A group of classmates are drinking alcohol after school. They ask you to drink too and tease you for being too scared when you try to say no.

**3.** Your older sibling and his/her friends are using illegal drugs. You want to fit in with them so you don't want to say no but you know that you shouldn't take the drugs.

## IN OUR OWN WORDS

### **Drug and Alcohol Use**

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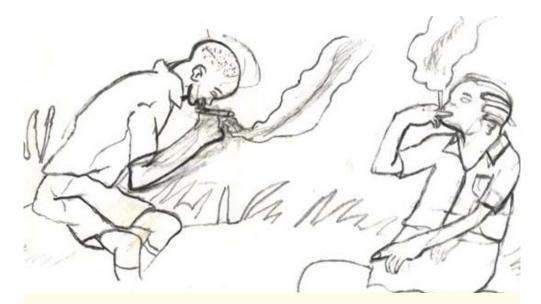
Many young children are selling peanuts. There are children who live at Kibaoni ward, when they are told to sell the peanuts and doughnuts in the street, they enter in bars and have now learned to drink alcohol. When they are asked to sell peanuts and doughnuts, they buy alcohol and drink.

Right now they have dropped out of school. They roam around and drink alcohol. Children's goals are diminished by jobs.

— Malindi Primary School Student, Lushoto District Tanga Region

### Reflect:

- What other reasons do children decide to use drugs or alcohol?
- Have you or someone you know been tempted to take alcohol or drugs?
- What are some ways you can say "no" when you are asked to take them?
- What advice would you have for the children and adults in this story?
- Can you identify some of the long term impact of the children's decisions in the story?



The children in this picture are engaging in illegal drug use instead of going to school.



Look at this drawing and try to make up a story about what is happening. Why might the girl in this drawing decide to use drugs? What are some of the reasons that children decide to use drugs in your community?

### What Can I Do About Drug and Alcohol Use?

To learn more about what actions you can take if you or someone you know is using drugs or alcohol, please see Section 3 of this booklet.

### **Quick Tips For Responding To Drug And Alcohol Use!**

- If you or a child you know uses alcohol or drugs, refer the person to a trained counselor, doctor, NGO/ CBO representative, trusted adult mentor or caregiver; there are people and organizations who have been trained to help people with drug and alcohol problems.
- If an adult family member has a problem with alcohol or drugs, refer the person to a trained counselor, doctor, NGO/CBO representative, trusted adult mentor or caregiver. Talking to a family member who abuses alcohol or drugs can be difficult. If you feel uncomfortable, you can ask for the help of a trusted adult in talking to the family member and suggesting that he/she gets help to stop using drugs and alcohol.
- Demonstrate to your peers that you are confident in your choice NOT to use alcohol or drugs. If you are happy and confident in your decision, others will admire the path you have chosen.
- Work with your child rights club matron/patron to invite a guest speaker who has conquered substance use and who can tell you about his/her negative experiences so club members can learn from them.
- Share what you know about the short and long term effects of alcohol and drugs on your body and mind through posters, art and literature, community events and role plays with your friends and child rights club members.

## 7. Early Marriage

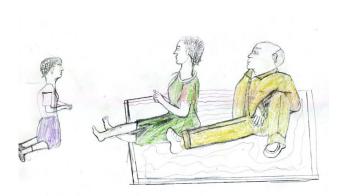
**Early marriage** is defined as the practice of a child—a person below 18 years— marrying with or without their consent.

In many parts of Tanzania, early marriage, particularly of young girls, has been a long-standing tradition in several cultures and is still common today. Young girls are married early for various reasons. This includes financial reasons, whereby families are hoping to relieve financial burden of raising their daughter, receive a bride price or feel the husband and his family can provide their daughter with a better life. Many girls are married early because of gender discrimination (e.g., when boys, but not girls are sent to school or encouraged in their education). Some girls leave home early because they are attempting to escape an unfavourable situation and hope for a better life by marrying an older man. Early marriage can have many negative consequences, especially for young girls. It interrupts their emotional, psychological and educational development. Once married, they often don't finish their education. There are poorer health outcomes as well for young mothers and for their children, as well as higher risk of HIV (see explanation on following page).<sup>11</sup> In some cases, they are abused by their husbands. Often, they do not have decision making power in their marriages and are more prone to experience persistent poverty.

Young girls have the right to finish their education and to be protected from any activities that are harmful to their development.

## Factors that may increase the likelihood of early marriage include:

- Cultural norms
- Gender inequality
- Unwanted pregnancies
- Peer pressure
- School drop out
- Neglect
- Defilement
- Domestic violence
- Parents looking for dowry (bride price) and accepting dowry for under-aged girls
- Girls tempted to accept gifts and money from older men
- Poverty
- Orphanhood



The young girl in this drawing by a child from Northern Tanzania begs her parents not to force her to marry. The legal marrying age in Tanzania is 18. What challenges do children face who are forced to marry young?

II. UNICEF. (2005). Early Marriage: A Harmful Traditional Practice.

### Poor Health Outcomes Related to Early Marriage

Girls who marry early often have children very young. When girls become pregnant at an early age, they may not get the nutrients they need for their own growth.

Young girls and their babies are also more vulnerable to illness and death during childbirth. One common illness related to childbirth among young girls is called fistula. Fistula often occurs in young mothers because their bodies are not ready for childbirth. During childbirth, the baby may be blocked as a result of a narrow birth canal, causing severe damage to the mother's internal organs. Fistula causes girls and women to lose their ability to control urination, defecation or both. Although this condition is treatable with surgery, this procedure is not always easy to access and girls and women who experience this condition often face stigma and discrimination, which further complicates their lives.

In cities, youth can go to youth friendly health centres to get more information about reproductive health to help avoid or delay pregnancy. In villages, trained nurses at local dispensaries (zahanati) may also be able to provide important information about reproductive health.

### **Protect Yourself!**

### Here are some ways you can help protect yourself against early marriage:

- Know and understand your rights
- Stay in school and study hard; stay focused on performing well and prepare for your future
- Talk to your parents or guardians about your hopes and dreams and about how you think being married young would negatively affect those hopes and dreams
- Avoid negative peer pressure to engage in sexual activities that can lead to early pregnancy and early marriage

- Avoid getting into relationships for money or material gains
- Advocate within your community about the benefits of letting children complete their education for long-term financial benefits through better job opportunities later
- Remember that although it is often accepted culturally in Tanzania, early marriage is illegal according to the Law of the Child Act, 2009.

Can you think of other ways to protect yourself?

### Early Marriage

### A POEM ABOUT CHILDREN RIGHTS AND EARLY MARRIAGE

All female children, let them not be mutilated my goodness to all the female children, it pains my goodness all female children, get trouble my goodness

Children are forced to be married while they are young it's the end of their studies, while they are still young and it causes the increase of the children We all need to get rights everywhere.

Children are also impregnated and the girls are misbehaving they do not care about males, be it a female my goodness

We are denied our rights, we children are suffering We female children, our parents torture us The government you are there, fight for our rights We all need to get rights everywhere.

(We) children are suffering, our rights not granted
 We are in a struggle, our rights not granted
 We children are abused, our rights not granted
 We all need to get rights everywhere.

The end is here, I won't continue my request is presented, to defend our rights We young children, we claim our rights We all need to get rights everywhere.

- Semindu Primary School Student, Hai District, Kilimanjaro Region



- Why do parents, guardians and/or families decide to marry their children at a young age?
- What are the possible effects or outcomes of girls forced to marry at an early age?
- Have you or someone you know been pressured to marry at an early age? What were the causes in those situations?
- To whom would you go to seek support if you or someone you know was being forced into early marriage?

Can you think of other consequences of early marriage that may not be listed here?



This drawing was done by a primary school student from Lushoto District. It shows a young girl being taken away from her family so that she can be married at an early age. Who could you talk to if you came across a similar situation in your community of a girl being married before 18?

### ACTIVITY 4

### **Finding Role Models**

For Girls:

**Step I:** With a group of your friends, think of all the women you know in your community. Make a list of the ones that have become successful and respected women. Which ones have completed school?

**Step 2:** Once you have a list, contact some of these women and tell them you would like to learn from them about how they succeeded in life.

**Step 3:** Interview these women and learn from their experiences. How did they succeed in school? How did they avoid early marriage? Who helped them along the way?

**Step 4:** Ask your teachers and community leaders if some of these role model women can come and discuss their experiences with other children (girls and boys) in your community.

**Step 5:** Ask the women if they would be willing to assist when cases of early marriage are reported. They can talk to the girls at risk or to their families and can inspire others to move away from early marriage and keep girls in school.

For Boys:

**Step I:** With a group of friends, think of all the men you know in your community. Make a list of the ones that have completed school and have become successful and respected men.

**Step 2:** Once you have a list, contact some of these men and tell them you would like to learn about how they succeeded in life.

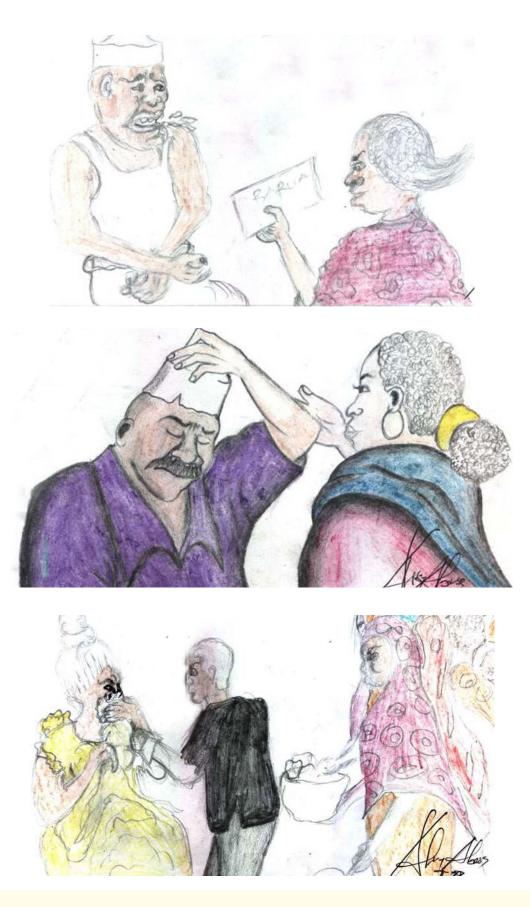
**Step 3:** Interview these men and learn from their experiences. How did they succeed in school? How do they keep a happy family where men and women, boys and girls are treated well? Who helped them along the way?

**Step 4:** Ask your teachers and community leaders if some of these role model men can come and discuss their experiences with other children (boys and girls) in your community.

This series of drawings was done to tell a story about a family who is forcing their daughter to be married at an early age. Do you know anyone that this has happened to in your community? What were the reasons for this practice?







The drawing above shows a girl objecting a forced marriage.

### What Can I Do About Early Marriage?

To learn more about what actions you can take if you or someone you know is at risk of early marriage, please see Section 3 of this booklet.

### **Quick Tips For Responding To Early Marriage!**

- If you or someone you know is being forced into marriage, report to an MVCC member, your local Social Welfare Officer, Gender and Children's Desk at the police, religious leaders, NGOs/CBOs or any adult that you trust that can intervene and help discuss the situation with the child's family.
- If your family is in need of money, talk with your parents or guardians about alternative strategies for how you can help your family without being exposed to an exploitative situation.
- Some communities have income generating activities, vocational training or savings groups for young mothers that can help girls who are married and have children young to remain as productive members of the community. Talk to your family, a trusted school official and/or another leader in your community about how you can go back to school if you have left after having a child.
- Talk to the Gender and Children's Desk police officer or the Social Welfare Officer. The police and the Social Welfare Officer have the authority and the duty to take legal action to ensure the child's safety. If a child does not consent to the marriage it is forced. Under no circumstances should forced early marriage be tolerated.

## 8. Denying Education

Every child has a right to education. Denying children education, particularly primary school education, is a violation of child rights.

Although all children have the right to education, many are denied the opportunity to go to school. In Tanzania, primary education is compulsory, meaning all children should attend primary school. In some cases, children have parents who cannot afford school fees or school materials (e.g., books, uniforms, pencils, etc.), while others are forced to work to support their households instead of

### Healthy School Environment Checklist

- Clean and separate latrines for boys and girls
- Water and a place to wash hands after using latrine
- ✓ Clean water
- ✓ Courtyard or playground
- ✓ Fence around school
- ✓ School garden
- ✓ School feeding program
- Children can express their opinions freely and be listened to
- Children are free from corporal punishment and bullying
- ✓ Teachers behave like positive role models
- Children can go to teachers to for help when they have problems

attending school. In other families, children attend school until a certain point and then drop out for various reasons like early marriage, early pregnancy or family problems.

At school, children have the right to study and learn in an environment that supports their development and dignity. Corporal punishment, sexual abuse, bullying and other forms of harsh behaviours towards children can disrupt this development. Children should be allowed to complete their education in a safe environment that is free from harm. Boys and girls should have the same opportunities to study, learn and grow.

### **The Right to Education**

All children in Tanzania have the right to access and complete basic education.

### Factors that may increase the likelihood of lack of access to education or school dropout include:

- Ignorance
- Stigmatization
- Peer pressure
- Gender discrimination
- Poor school performance
- Illness and frequent absence from school
- Problems at home
- Corporal punishment
- Cultural practices
- Far distances from school
- Unsafe to travel on the road to school
- Lack of value of education, especially for girls
- Stigma and discrimination of orphans and MVC in school
- Sexual harassment by teachers
- Lack of guidance from parents and teachers
- Poverty
- Orphanhood

#### **Protect Yourself!**

# Here are some ways you can help protect your right to education:

- Know and understand your rights.
- Stay in school and do your best.
- Speak openly with your parents or guardians about your desire to attend school, the importance of attending and issues that may affect your ability to go to or succeed in school (for instance, balancing household responsibilities and school work and safety in getting to and from school). Discuss with them strategies for overcoming these issues.

In this drawing by a student from Northern Tanzania, a girl child is not permitted to go to school, while her brother is allowed to attend.



- Speak with your parents or guardians about the effect of early marriage on your access to education and how this is harmful to you (see previous section on Early Marriage).
- Practice safe behaviours to avoid teen pregnancy.
- Talk openly with your peers, family and others in your community about how boys and girls are treated differently and about the value of education for all children both boys and girls.
- KNOW that, by law, all children in Tanzania are entitled to receive a basic education.

If you are turned away from school because you are unable to pay school fees or purchase required scholastic materials, talk with your parents or guardians, your chid rights club matron/patron, a NGO/CBO representative, religious leaders or a member of a local MVCC to make sure you are not denied an education.

- Always encourage your classmates and your neighbours to stay in school. Use positive peer pressure to show your friends good study habits and to encourage working together to support a friend struggling academically.
- Never bully peers so that they don't want to come to school. If you experience bullying or see it happening to anyone else, talk with a trusted teacher, your parents or guardians, your child rights club matron/patron, a NGO/CBO representative, religious leaders or a member of a local MVCC.

Can you think of other ways to protect yourself?

This drawing shows a child who is being denied his right to education; he is being chased from home because he went to school. The father yells, "I told you, I do not want you to go to school" and the child protests, "going to school is my right."





### **Denying Education**

### IT IS MY RIGHT TO GO TO SCHOOL

My name is Lulu.\* I am 12 years old. I was born in Kilimanjaro Region. I am in standard 6 at Same Primary School. I have lived with my father and mother. My parents really loved me very much, as days went by they loved me even more. My mother passed away and then I started living with my auntie. As days went by, I noticed my auntie is not a good person and I realized that I am not with my parents. As I looked, the situation was very different, later my other auntie from my mom's side came and told my auntie if she does not want to live with me, she will kill me. And she should take my young sister to my father, if he denies her, she will go kill him. My auntie told her she will live with me and my young sister should be taken to my father.

When I was seven years old, I started going to primary school. My elder sister took me to school from Standard I to Standard 6. Among the things which hurt me a lot is when I was given fresh milk which had gone bad, I drank soapy water and dirty soup. All this is because I had no mother.

My father refused to give me money that I owe the school. When I talked to him on the phone, he asks me if I have heard that he got his salary. But when my auntie asks him for money, he sends her some. Recently I was sent back home from school because I could not pay the contribution for building the school toilet. When I went home, I asked my auntie to give me some money. She asked me if I had lent her my money so now I had come to collect it. I had nothing to answer, but I cried a lot. One day my school got a sponsor and that is when my redeemer came. As the abuse done to me is not right for a child, I told my teacher about the abuse I faced and then she kept me in the children rights club. I stood firm to fight for rights of my fellow children. I thank God for hearing my cry and putting me in the children rights club. I will save my fellows who live in vulnerable situations.

I ask the Tanzanian government to fight for we children and those that are disabled and the abuser should be punished according to the Child Act of 2009. I also thank organizations for fighting for us children.

- Child Rights Club Member, Same District, Kilimanjaro Region
- \* Lulu is not her real name. All names have been changed to protect confidentiality.



The girl in this drawing is chased away from school by her teacher when she tells her teacher that she is pregnant.

### **Children's Education**

Hello hello we enter, at the floor we are On stage we stand, without any fear Elders greetings, young ones hello The message we bring, children rights we bring

The message we bring, children rights we need Children are suffering, children rights denied Denied going to school, to feed the livestock The message we bring, children rights we need

Children are forced into marriage while still young Children are supposed to build tomorrow's nation Educate parents, to build tomorrow's nations, by sending children to school

The message we bring, children rights we need

Organizations defend, children rights provision We are denied, the community doesn't understand Our rights we need, we are tomorrow's generation The message we bring, children rights we need

 Child Rights Club Member, Murongoine Primary School, Arumeru District, Arusha Region



The girl in this drawing is forced by her parents to work during the day and misses out on going to school. Why is it important for girls to stay in school?

## Reflect:

- After reading Lulu's story on the previous page, think about if something similar has happened to you or someone you know. What were the causes?
- How does corporal punishment affect the education of children?
- What happens to children you know who don't complete school?
- How can the community help children who are not in school?

### ACTIVITY

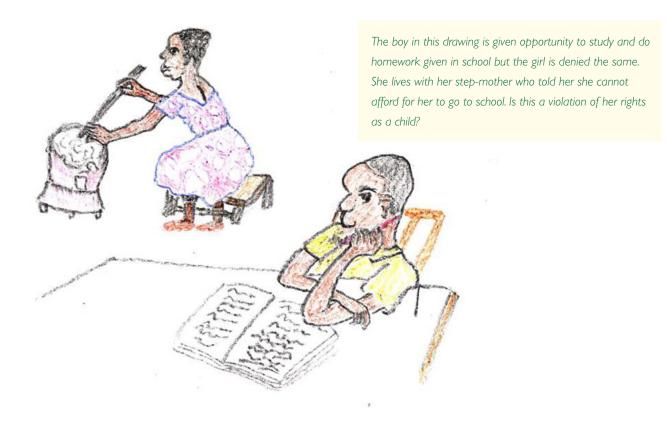
### **Our Rights and Responsibilities at School**

**Step I:** Ask your teacher at school for permission to discuss with your class children's rights and responsibilities related to education. Some questions to consider in your discussion:

- Are child rights respected at your school?
- What can be done to improve the situation?
- Do boys and girls face the same challenges to their education success?
- Do pupils at your school respect their responsibilities and behave in ways that promote child rights?
- If not, how can children at school improve their behaviour?
- What are some ways you can promote respectful, responsible, rights-oriented behaviour among your peers?

**Step 2:** Work together with your peers to all agree upon some basic rules of how everyone is expected to behave and how children should be treated. With the permission of your teacher, write the rules on a big piece of paper and post it in the class.

**Step 3:** Prepare and perform a role play demonstrating how students can disrupt their own and others' learning. Then perform the same skit with the student demonstrating respectable and responsible behaviour that promotes children's right to education.



#### 

### **Role Play on Denying Education**

For this activity, you need a group of your friends. You are going to role play. In a role play, you act out a situation. It is similar to a drama, but instead of following a script, you must think of what to do and say on your own.

**Step I:** Each person in your group should pick a different character to play. The characters for this role play are:

**Mariamu** : a 12 year-old girl who does not attend school and works everyday cleaning houses for people in the village. Brenda sleeps outside and eats very little.

Mariamu's mother: a widow and mother of five children who works in the garden all day.

Mariamu's grandmother: who also lives in the house.

Members of the child rights club: who heard about Mariamu's situation and want to help by talking to her mom before reporting the case.

**Step 2:** Now, spend 5 to 10 minutes playing out the situation with your group of friends.

**Step 3:** After you complete the role play, reflect on the questions below with your group.

- If Mariamu's mother told you that she wants to send Mariamu to school, but cannot afford to pay fees and that she is so poor that if Mariamu does not work they will have nothing to eat, how would you react?
- If instead, you found Mariamu mother drinking alcohol and giving food to men who visit her, while Mariamu has nothing and has to sleep outside, how would you react?

**Consider:** It is important to know that how we respond to cases of neglect depends on the individual situation. When neglect happens because of poverty, we try to help families by talking to local leaders who can assist. When neglect happens because parents or guardians are not acting in a responsible manner, we report the case to leaders in the community who can discuss the problem with them, advise them to change bad behaviours or report them to the police. The response always depends on the individual case.

**Step 4:** Now, create characters and scenarios of your own to practice how you would respond to and report different situations of child neglect.

### What Can I Do About Denial of Education?

To learn more about what actions you can take if you or someone you know is being denied education, please see Section 3 of this booklet.

### **Quick Tips For Responding To Denial Of Education!**

- If you see that a friend has stopped attending school, ask why. Encourage your friend to return and bring them to your child rights club. If someone is preventing them from attending school, create a plan to help them stay in school.
- If you need guidance or adult intervention because you or someone you know is being denied access to education, talk to your NGO/CBO representative, child rights club matron/patron or MVCC member to explore ways to get back into school.
- If you see an adult using corporal punishment that causes students to run away from school, alert a NGO/CBO representative. Talk to your child rights club matron/patron about inviting other teachers to participate in events and discussions.
- If you have a friend who has already dropped out of school, encourage them to talk to a trusted adult about enrolling in COBET - complementary basic education in Tanzania - or in a local vocational training program.

## 9. Female Genital Mutilation (FGM)

### Female Genital Mutilation (FGM),

referred to by some as Female Circumcision, refers to any procedure that involves the partial or complete removal of a girl's external genitalia or that causes other injury to the female genital organs for non-medical reasons. The procedure is typically carried out on young girls between infancy and age 15 and occasionally on adult women.

In Tanzania, FGM is a customary or traditional practice that is carried out in various communities with the belief that it will prepare the girl for adulthood and ensure her proper marriage, purity, beauty or family honour. Although families do not intend to cause violence, FGM has several serious negative physical and psychological effects for girls and women. It can cause severe pain and can result in prolonged bleeding, infection, infertility and even death.

FGM is recognized internationally as a human rights violation of girls and women. Girls and women are unable to make independent decisions about a procedure that has a lasting physical and psychological effect on themselves. It is also recognized as a violation to a child's right to development, protection and participation.

# Factors that may increase the likelihood of FGM include:

- Cultural and social beliefs and pressure
- Lack of understanding about the physical and emotional effects of FGM
- Higher bride prices for girls who have undergone the practice
- Local and religious leaders uphold the practice
- Girls' fear of stigmatization and rejection by their peers and communities if they do not perform the procedure

### **Protect Yourself!**

# Here are some ways you can help protect yourself from FGM:

- Know and understand your rights as women and girls
- Traditional beliefs and attitudes are hard to overcome and it can be difficult for young girls to avoid or refuse the procedure. However, education and understanding of alternatives can help you talk to your parents and guardians more openly about the harmful effects of FGM on girls and the reasons that you do not want to undergo the harmful practice.
- If you are worried that you or someone you know is at risk of FGM and need additional information or need help in addressing the issue with your family or community leaders, talk to a local NGO/CBO or a health provider in your community and enlist their help. Some NGOs/CBOs work specifically with communities with the goal of abandoning the practice.

- Gender inequality and power imbalances between men and women are a significant contributing factor to FGM. Changing community attitudes and norms that discriminate against women are an important part of ending FGM practices. Take a stand in your community - talk with your peers, family and others about harmful gender stereotypes and attitudes toward women. Don't be scared to speak up about the important role that girls and women play in your community. Be a part of the change and help people in your community think positively about girls and women!
- Women's pursuit of economic and educational opportunities is empowering. For girls, it is important to stay in school and work hard so that you can find a career to support yourself later in your life. These things will help you to be empowered, which will have an impact on gender inequality for future generations.

Can you think of other ways to protect yourself?

### IN OUR OWN WORDS

### FGM ALTERATION - A POEM

Listen, listen friend, listen to this matter Ooh you parents, this matter is serious you deprive us our rights, girls we are mutilated female genital mutilation, it is a cruel matter

You give us disabilities, which is unnecessary what wrong have we done, clan and family why have you brought us forth, to make us suffer female genital mutilation, is a cruel matter

Girls we cry, this matter is not suppressed parents what you say, you confuse our minds you are causing us pain, our heart gets pain female genital mutilation, it is a cruel matter

Parents what you do, can't be spoken we have wanted to defend, our rights as girls cheap things you want, we will never recognize female genital mutilation, is a cruel matter

You have disturbed girls, minds are no longer settled complaints and cases, we will never recognize parents would you leave us, you act cruel on us female genital mutilation, it is a cruel matter

Brethren I warn you, listen to this matter mutilation I see, is more widespread to end this cruelty, the government must help female mutilation, it is a cruel matter

Much we have explained, to put an end to violence government support, the community will act he who has ears, heed, we urge parents female genital mutilation, is a cruel matter

 Child Rights Club Member, Malindi Primary School, Lushoto District, Tanga Region

#### A POEM ABOUT FGM

Knock knock I enter, I pour myself onto the ground This thing is terrible, mutilation mutilation has been horrific, beloved I tell you Mutilation is dangerous, because people are dying

Our brethren are dying, because of mutilation Elimination is necessary, female mutilation Action should be taken, upon abuse of women Mutilation is dangerous, because people are dying

Tanzania citizens, let's join together All stand firm, strongly joined together Advocating against harassment, it is about women Mutilation is dangerous, because people are dying

Mutilation is dangerous, women are dying Blood is being discharged, the women are destroyed Brethren think about it, because we (females) are destroyed

Mutilation is dangerous, because people are dying

Our plane is landing, ahead it does not go The few have heard, go work on them I beseech you brethren, be not the loss Yet we are children, we ask for our rights

 Child Rights Club Member, Murongoine Ward, Arumeru District, Arusha Region

### Myths About Female Circumcision

Remember, a myth is something many people believe to be true, but is actually false.

Common myths about female circumcision:

- Girls who are not circumcised will lose their babies during childbirth
- Girls who get circumcised will have more enjoyment from sex as an adult
- Girls who get circumcised are more courageous
- Girls who are not circumcised do not mature into women
- Girls who are not circumcised will end up chasing after men

All these myths are FALSE!

### Reflect:

- Have you or someone you know been expected to undergo FGM? How did that make you feel?
- What can you do if you or someone you know is being expected to undergo an unwanted procedure? Who can you go to for help?
- What are the views around FGM in your home and community?
- What methods/ways could be used to educate people in your community about FGM?

#### A STORY ABOUT FGM

This story is about cruelty done to women and girls.

Circumcision is the cruel action against women and children and this is done in their reproductive parts by mutilating girl's genitals whereby a girl gets huge pain. This cruelty is done to women with various ages in which to some it is done after first menstruation and some after their first delivery. This situation makes the circumcised women see themselves different from others.

What they do to women or girls is to force them or take them by force by saying that they follow traditions.

Some societies cheat women that once they are circumcised they will get good feelings when they will be making sex.

Effects of circumcision to women include many of them bleeding badly when they are circumcised, some are infected with HIV and some get scars in their vagina. This makes women feel treated like animals and it destructs the appearance of the vagina of that girl or woman.

Sometimes when a woman or girl with one child is circumcised and gets the second pregnancy she will lose a lot of blood and she becomes unconscious and ultimately some die. This situation occurs in some villages, such as Masandare village in Same District in Kilimanjaro Region. In this area, villagers like circumcising their daughters and this makes many girls flee from their homes. This makes many parents lose their girls due to this cruelty they do to girls and women.

There are many ways to control this cruelty, whereby the government is advised to understand this cruelty to women and girls so as to avoid losing labour power and increase deaths to very young girls.

Also the government is advised to train and educate the public and communities that do this cruelty.

The government should educate them by using arts and manifestations through television, radio and newspapers.

Also they should educate through festivals and meetings and by giving those books and journals about effects of circumcision and give them leaflets about this gender violence.

By advising communities they will reduce and ultimately stop completely this cruelty to women or very young girls and even older girls.

- Majevu Primary School Student, Same District, Kilimanjaro Region

#### 

### Reflecting on False Beliefs and Harmful Attitudes and Policies About Gender<sup>12</sup>

FGM often continues in different communities today because of different harmful attitudes about the roles and capacities of women and girls.

This activity is designed to help you uncover some of the attitudes that exist in your community towards women and girls that you might not even be aware of.

Step I: Gather a group of friends or classmates.

**Step 2:** In your group, take 5 minutes for everyone to write down some beliefs and behaviours that you have heard other children, parents, teachers and others in your community associate negatively with women and girls. Think about beliefs and behaviours that individuals hold. Then think about the type of policies that institutions (like schools, police departments, government) have that contribute to harmful beliefs and behaviours

	Individual	Institutional
False Beliefs	Example: boys/men are smarter than girls/women.	
	Example: it's a waste of money to invest in your daughters' education be- cause they will just become somebody else's wife.	
	Example: 'Spare the rod, spoil your kid', i.e. bad behaviours must be corrected by beating	
	Can you think of others?	
Harmful Behaviours	Example: a teacher calls on boys more than girls.	
	Example: Parents not consulting chil- dren when making important decisions about them.	
	Example: Calling children names when they do something mistakenly or indecent.	
	Can you think of others?	

**Step 3:** With your group, spend a few minutes sharing everyone's responses.

<sup>12.</sup> Adapted from UNICEF and Tanzania Police Force (2012), Five Day Training Course for Police Gender and Children's Desk Officers.

Step 4: Once you have all had a time to share, spend some time discussing the following questions as a group:

- What beliefs do you agree with? Which do you disagree with? Why? How do these beliefs of women and girls make you feel?
- Discuss how these beliefs could be harmful towards women and girls? How do people in your community behave towards women and girls because of these beliefs?
- How do these beliefs and behaviours effect women and girls?

**Step 5:** Talk about taking action! Discuss with your group the following:

- What are the different reasons why you might choose not to speak out against these harmful beliefs, behaviours and policies (for example, you may think it won't make a difference or you don't want to cause trouble)?
- What are some reasons why you think it is important to speak out against certain beliefs, behaviours and policies?
- What are some of the ways you can raise awareness about these harmful beliefs, behaviours and policies?
- What are some of the words or phrases you might use to challenge these harmful beliefs, behaviours and policies?
- Who you could work with to address this issue (for example, community leaders or teachers)?

### What Can I Do About FGM?

To learn more about what actions you can take if you or someone you know is at risk of undergoing FGM, please see Section 3 of this booklet.

#### **Quick Tips For Responding To FGM!**

- If you or someone you know is at risk of FGM, talk to a trusted adult in your community. This could be a community or religious leader, someone from a NGO/CBO or a Social Welfare Officer. It can be difficult for girls to avoid or refuse FGM and it may be scary for girls to refuse the procedure for fear of rejection by their family. If you are at risk, it can be helpful to have a trusted third party talk to your parents or guardians on your behalf about the dangers of FGM.
- Talk to the Gender and Children's Desk police officer or the Social Welfare Officer. The police and the Social Welfare Officer have the authority and the duty to take legal action to ensure the child's safety. If you have undergone FGM and are experiencing any problems, consult a health care provider immediately. You may be eligible to have a small surgery to reverse the procedure. This may reduce several health complications resulting from FGM.

## **10. Discrimination**

Discrimination can be direct or indirect. **Direct discrimination** can be defined as deliberate and unfair treatment or consideration of a person or group based on a characteristic of the group, class or category to which that person or group belongs. **Indirect discrimination** is when the effects of a certain policy, rule or practice have an unintended, but unfair impact on one group over another. Discrimination may be deliberate and intended or unintentional.

Discrimination can happen to people of all ages. It can be based on many different traits or characteristics of a person/group or a combination, for example age, race, gender, religion, skin colour, national origin or people living with or affected by HIV and AIDS. For children, discrimination can happen based on their own identify or on the identity of their parents. Children often face discrimination on grounds of their age and may face discrimination also on other grounds. Discrimination can be worse for children because they have less social power and as such, do not have as many opportunities to challenge discrimination. For instance, they may not be able to effectively access the courts or complaint mechanisms in the same way as adults. Also, it is harder for children because they may be afraid to speak out, they may not know how to speak out and some children do not have adults to protect or stand up for them.<sup>13</sup>

Discrimination can affect children's access to services and the way people treat them. It can have an emotional impact on children like lowering their self-esteem and effecting different areas of their life, such as their performance in school. For children to realize all of their rights, they must live free from discrimination.

## Factors that may increase the likelihood of child discrimination may include:

- Lack of understanding of children's rights
- Unequal power relations
- Fear of 'difference'
- Traditional beliefs and practices, for instance common beliefs about differences between girls and boys
- Negative attitudes and stereotypes of certain groups

**Unequal power relations** happen when one group of people (for instance, those from a certain ethnicity or political party) have power at the expense of another group.

Examples of unequal power relations include:

- Differences in power between rich and poor
- Differences in power between the leaders and those that are led
- False beliefs that some tribes are superior to others
- False beliefs that some clans are inferior to other clans

13. Child Rights International Network. (2009). Guide to non-discrimination and the CRC. Retrieved from: http://www.crin.org/docs/CRC\_Guide.pdf

A **stereotype** is a belief held by many people about all people from a certain group (i.e. religion, ethnicity, clan, etc.) that is often unfair or untrue.

Examples of stereotypes:

- Children with physical disabilities are slow learners
- People from certain clans are stingy, cruel or lazy

### **Protect Yourself!**

## Here are some ways you can help protect yourself against discrimination:

- Know and understand your rights.
- Understand the causes and effects of discrimination on different groups of people in your community. Pay attention to your own attitudes and behaviour and make good decisions about how you treat other people.
- Talk about discrimination and its effects with your peers, family members and people in your community, including community leaders. BE STRONG! It is easy to discriminate against others when you or your group is the one to benefit. Be a leader in your community by promoting equality and challenging negative attitudes and stereotypes of certain groups.

IN OUR OWN WORDS

### Discrimination POEM

Lucky are the ones with parents, lives are prepared, a good future generation, with shining faces, education and clothes, sleeping in the streets, what did I do wrong?

To me, life is hard I am overloaded by the world, it would be better not to be here, to go to paradise, no passion for the world, things aren't well, sleeping in the streets, what did I do wrong?

> I am having a hard time, mercy is important,

in the afternoon I am anguished, grace my beloveds, when my cry is heard, please rescue me, sleeping in the streets, what did I do wrong?

We children suffer, we don't know our crimes, our parents have passed, some are not known, we didn't want this, neither did we request it, sleeping in the streets, what did I do wrong?

> Gomba Primary School Student, Korogwe District, Tanga Region

Can you think of others?

## Discrimination POEM

Father and mother, we girl children our hearts are hurting, give up discrimination, we don't desire discrimination, let this message reach you, abuse and cruelty to children should be forbidden.

Teachers teach us, so we may get knowledge, but you contradict, saying it doesn't interest you, education enriches us, but you are not aware, abuse and cruelty to children should be forbidden.

I enter the floor, to bring my message, embrace education, don't ever neglect it, children are crying, it is not a nuisance, abuse and cruelty to children should be forbidden.

Stop cruelty, to girl children, street boys, refrain from rape, parents pay attention, do away with it, abuse and discrimination to children should be stopped.

Those orphans and the victims, they don't have support, that is their end, they are discriminated against, abused and their hearts break, abuse and cruelty to children should be stopped.

Discrimination is dangerous, most especially to the disabled, this is important news, it should be announced all over, in the media, you can announce this, abuse and cruelty to children should be stopped

Let's give them love and other basic needs, let's give them respect in a generous way, to make them happy without blaming them, abuse and cruelty to children should be stopped.

Let's not discriminate against them, let's be with them forever,

happiness and respect, let's do it immediately, let's give to them without bias, with love always, abuse and cruelty to children should be stopped.

Raise them well, away from abuse, with good education, away from cruelty, also in a good environment, away from despise, abuse and cruelty to children should be stopped.

We end up here, don't think we are tired, we have a lot to say, we say without being tired, from our mouths we scream, we are tired of brutality, abuse and cruelty to children should be stopped.

 — Child Rights Club Member, Korogwe District, Tanga Region



This drawing shows a young boy living with a physical disability. People with physical disabilities often face discrimination. What challenges do children in your community face who are living with a disability?

#### 

### **This is How Discrimination Feels**

This activity is aimed to help you and your friends and classmates to understand how it feels to be the victim of discrimination. This activity can be done in school or in another setting where there are a group of children. You will need to work with the person in charge (teacher, child rights club matron/patron or other leader) to plan and carry out this activity.

In this activity, children are divided into two groups. One group receives certain privileges over the other group. Then the groups switch roles. At the end of the activity you will discuss how it felt to be on each side

#### **Planning:**

Step I: Join with a group of children to plan and implement this activity.

**Step 2:** Discuss the activity with trusted adults (teacher, child rights club matron/patron, etc.) to get their approval and support to implement this activity.

**Step 3:** In your group, identify a set of privileges for the activity. These privileges are things that Group 1 will receive or be allowed to do. Some examples are included below.

List: Example: Group 1 will be excused for lunch first.

Example: Group 1 will be called on by the teacher during class. Group 2 will not.

Can you think of others?

**Step 4:** Set a time to discuss with the trusted adult these privileges to make sure they approve them and are willing and able to enforce them. Select a day with the trusted adult to implement the activity. Discuss and agree on a time frame for implementing this activity with your trusted adult– it could be the whole day or a part of the day.

#### The Activity:

**Step 5:** At the beginning of the activity, divide the class/group into two groups. This can be done by giving each child the number 1 or 2 randomly. Remind all children that they must remember their number throughout the day. They may want to write it down somewhere so they do not forget their number.

**Step 6:** For half of the activity, the group leader uses the rules that have been identified. Mid-way through the day (or activity), switch roles. Group 2 will now receive the positive attention or treatment.

**Step 7:** At the end of the day or activity, reflect on the following questions as a group or in small groups:

- How did it make you feel about yourself to be in the group that received the good attention and treatment?
- How did it make you feel about the other group?
- How did it make you feel to be in the group that received the negative attention and treatment?
- How did it make you feel about the other group?
- What do you think you learned from this activity?

# Reflect: 🛑 🔹

- Why is non-discrimination such an important part of protecting child rights?
- How can discrimination lead to neglect and abuse?
- Are there children in your community who face discrimination? Why?
- Can you think of reasons that people discriminate against one another besides those already listed here?
- Have you ever discriminated against a person or group of people because of a specific trait or characteristic that they have? Think about why you did this. Think about how you would act differently if you could repeat the situation now.
- What can be done to help children who face discrimination?
- What can you do to stop discrimination when you see it?
- How can you convince other children to stop discriminating?

# What Can I Do About Discrimination?

To learn more about what actions you can take if you or someone you know is experiencing discrimination, please see Section 3 of this booklet.

# **Quick Tips For Responding To Discrimination!**

- If you or someone you know is being mistreated as a result of discrimination, report the issue to a trusted adult or friend who can help you
- If you feel safe, share your experience of discrimination with friends and other community members and advocate for better treatment of all children
- If you are not sure who can help you, contact one of the human and child rights organizations in Tanzania (see pages 75-76 for contact information of some of the leading rights organizations).



# How To Respond To And Report Abuse

ow that you have a better understanding of what your rights and responsibilities are and what violates those rights, it is time to learn about what you can do when you or someone you know is being abused. This section will help you to identify the signs of abuse so that you can determine whether children you know are being affected. The section also provides information about how and to whom to report abuse cases.

# **Recognizing Signs of Abuse**

Abuse can seriously harm the physical, mental and emotional wellbeing of children. Family, friends, school and community members can sometimes recognize signs of child abuse and help stop the cycle.

How can you tell if someone you know is being abused? Read about the following signs and symptoms of abuse below. If someone you know demonstrates one or more of these signs/symptoms, they may be experiencing abuse.

# Physical Abuse may result in:

- Injury
- Bruises
- Fire Burns
- Bite marks
- Swellings

# Emotional (Psychological) Abuse may result in:

- Aggressiveness
- Low confidence
- Suicide attempts
- Loneliness

# Defilement and/or Sexual Abuse may result in:

- Depression
- Anxiety
- Alcohol use
- Sexually Transmitted Infections (STIs) or symptoms of STIs
- Self harm
- Swellings
- Suicide attempts
- Low confidence
- Aggressiveness

### Neglect and Abandonment may result in:

- Lack of basic needs
- Absenteeism from school leading to poor performance and drop out
- Child left alone without adult supervision
- Disturbed growth
- Poor health
- Lack of concentration
- Involvement in risky behaviours

Some signs of abuse appear as physical marks on the body, while others are hard to see and have more to do with behaviour and emotions. For example, some abused or neglected children:

- Show changes in behaviour or school performance
- Are consistently fearful of others
- Use drugs and alcohol
- Suffer from lack of help for physical or medical problems
- Have learning problems or difficulty concentrating

## **REMEMBER!**

- **Every** child has rights.
- Child abuse is a child rights violation.
- Child abuse occurs when someone is physically, emotionally or sexually mistreated by either adults or other children.
- Children and adults should both learn about the different types of abuse and signs of abuse.
- Children, you can help protect yourself from certain child rights abuses by avoiding dangerous situations and behaviours.
- Children, you should speak out when abuse occurs.

# What Should I Do if I or Someone I Know is Being Abused?

If you or someone you know is abused, there are several steps that can be taken. It is important to remind any victims of abuse that:

- I. They are not alone
- 2. There is help available and
- 3. What happened to them is not their fault.

There are some overall approaches you can take to responding to any rights abuses, whether you are helping to protect yourself or responding to a rights abuse of someone you know.

With all of the following approaches, remember that the most important thing is to **take immediate action against child rights abuses.** Don't wait! Use your knowledge, skills and networks to act in the most helpful way.

# Below is a list of actions you should take when you see signs of abuse.

Advocate: When you see situations in your community or school that violate the rights of children, use your knowledge, skills and experience to convince people who can make decisions to change those situations for the wellbeing of children.

**Alert:** When you see or experience abuse, alert a trusted adult/official right away. Also, to help protect yourself and others, it is important to remain on alert and to be aware of your surroundings and potential dangers. Be aware of signs of child abuse.

The following list provides some examples of trusted adults you may consider alerting in cases of abuse. You have to use your judgment to determine who the most appropriate person is to alert without further endangering the child being abused.

- A parent or other family member
- A teacher or a child rights club matron/patron
- Another trusted adult in your community (e.g., neighbour, community health worker, MVCC member, etc.)
- Gender and Children's police desk officer (see annex II for phone numbers)
- A community leader (e.g., village leader or Ward Executive Officer)
- Religious leaders
- A NGO or CBO representative
- Legal aid services and other child rights organizations (see page 75)

Ask questions: If you suspect your friend or peer is a victim of abuse, ask questions to find out what the real situation might be and how you can help. If you don't know what to do in a certain situation, go to a trusted adult to find out the best way to respond. Also, ask questions of people involved in child protection in your community to keep learning and working out ways you can be a child protection leader in your community.

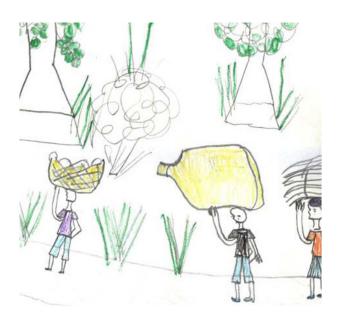
Assist or support: Victims of abuse often suffer from fear of stigma or guilt, even though they are never to blame for the crime done to them. Be a kind, caring, trustworthy and supportive friend and through assisting someone in need, you will strengthen your friendship and live up to your responsibilities.

**Do no harm:** Keep in mind the best interests of the child and make sure NO further harm is done in supporting the child through response to the abuse. Also, make sure that no discrimination occurs while reporting the case. In any case of child abuse or child rights violation, consider carefully:

- Is the child's life in immediate danger? Does the abuse need to be reported immediately or is there time to respond? What actions can quickly be taken to reduce risk to the child?
- Will reporting this abuse put the child at further risk of harm? If so, what can be done to reduce the risk of harm to the child?
- How can parents OR other trusted adults be immediately involved?
- What legal or community level steps can be taken to improve the environment for the child in the long term?

# What is a Child Rights Club?

A **child rights club** is a group formed by both in- and out-of-school youth that enables them to learn about and discuss child rights and responsibilities and to become leaders in protecting their own rights and the rights of others. Through the clubs, children can gain valuable life skills, communication skills and leadership skills through peer-to-peer education, games, sports, debates and other activities.



This drawing done by a child from Northern Tanzania shows children who must walk long distances to fetch water and wood instead of attending school. Is this a violation of their rights? If so, what rights does this violate?

# HUMAN & CHILD RIGHTS ORGANIZATIONS YOU CAN CONTACT FOR ASSISTANCE OR TO REPORT

These national child rights organizations have a record of responding to child abuse cases. If you are experiencing or know someone experiencing a rights violation, you can contact these organizations for more resources and to report the violation or receive assistance in reporting the violation.

# **Caucus for Children's Rights (CCR)**

P.O. Box 11372 Mt. Meru Post Office Arusha,Tanzania Tel: +255 759 929 286 Email: info@ccr-tz.org

# Tanzania Child Rights Forum (TCRF)

P.O. Box 10096, c/o Nola Kijitonyama Mwenge, Dar es Salaam,Tanzania Tel: +255 22 2772547,0789 692678 Email: childrightsforumtz@gmail.com Website: www.childrightsforum.org

# Tanzania Women's Lawyer's Association (TWLA)

Ilala Shariff Shamba Plot No.33 P.O.Box 9460 Dar es Salaam,Tanzania Tel: +255 22 2862865 Website: www.tawla.or.tz

# **Tanzania Women Lawyer's Association Legal Aid Clinics:**

Dar es Salaam: 255 (0) 222 862865 or 255 (0) 732 929650 Arusha: (027) 2545154 Dodoma: (026) 2321484 Tanga: (097) 2645096

## Tanzania Media Women's Association (TAMWA)

P.O. Box 8189 Dar es Salaam, Tanzania Tel: + 255-22-211-5278 Email: tamwa@raha.com Website: www.tamwa.org

# Legal and Human Rights Centre (LHRC)

HQ – Justice Lugakingira House Kijitonyama, Behind Institute for Social Work P.O. Box 75254 Dar es Salaam, Tanzania Tel: +255 22 2773038/48 E-mail: Ihrc@humanrights.or.tz Website: www.humanrights.or.tz

Arusha Sub-Office: Engira Road, Plot No. 48 P. O. Box 75254 Arusha, Tanzania Tel: +255 27 2544187 E-mail: Ihrcarusha@humanrights.or.tz

## Legal Aid Centre – Justice Mwalusanya House

Isere St. Kinondoni P. O. Box 79633 Dar es Salaam,Tanzania Tel: +255 22 2761205/2761215 E-mail: legal@humanrights.or.tz



This drawing done by a child from Northern Tanzania shows children in danger as they are left unattended in a dangerous situation. **Follow through:** Many victims feel very vulnerable and fearful. If you say you are going to tell a **trusted adult**/seek help, follow through with your promise and do the best you can so the victim can trust you as a friend.

# **Report!**

In order for an abused child to get help, the violation or abuse should be reported to a **trusted adult** who can respond to the information shared. You have different options when it comes to reporting: you can report to various leaders in your community or to the police. You will have to decide who the best person would be to report to depending on the situation at hand. Sometimes, you may need to report to more than one person to ensure the situation is addressed. It is important that children consult adults and ask for assistance before reporting. NGO/CBO representatives, community leaders, human and child rights organizations and other adults you trust can help you in reporting.

Reporting can be difficult. Not all people know about child rights or understand the importance of reporting cases of rights violations. Some people may be unwilling to follow the correct procedure for reporting. For this reason, it is especially important that you find someone that you trust who understands about child rights to help you with this difficult task.



This drawing done by a child from Northern Tanzania shows children who must engage in domestic work like washing clothes and cooking instead of attending school. Is this a violation of their rights? If so, what rights does this violate?

## **REPORT TO COMMUNITY LEADERS**

For civil cases, such as neglect, it is common to start by reporting to a leader in your community. You must decide which community leader based on how trusted they are to handle the case, how much access you have to them. If not reported directly, these cases should eventually be referred to the District Social Welfare Officer at the district office of the Department of Social Welfare who will forward cases to the Gender and Children's Desk at the Police, as needed.

### You have a few options:

- Report to the ten cell leader (Balozi)
- Report to the village leader or Ward Executive Officer
- Report to the District Social Welfare Officer

# The Role of the Social Welfare Officer

Under the Law of the Child Act 2009, the Social Welfare Officer has the responsibility to do the following in cases of suspected abuse:

- Remove the child from abusive any situations and reduce the risk of more serious harm to the child
- Refer the matter to the court, seeking for an order or relief of current caregiver's responsibilities as circumstances may require
- Provide room for further investigation
- Take remedial actions and improve the caring environment for eventual reintegration of the child to the community

### **REPORT TO THE POLICE**

For cases of defilement, rape, physical abuse, robbery, murder or other major crimes, report to the policy. You can also request a trusted adult or local leader to assist you in going to the police.

#### Here is what you can do:

- Go to your local police department and ask to speak with someone at the Gender and Children's Desk
- Here, you will find an adult police officer who is not wearing a uniform. He/she will talk to you and ask you questions so they can understand your situation
- If medical attention is required, he/she will take you to a hospital or clinic. If you do not have money to pay for health services, you will be taken to a public health clinic and treated free of charge.
- The police will fill out a form called a PF3 to help protect your rights and bring the case to court if necessary.

#### Involve parents/guardians

(when appropriate): Every effort should be made to report violations or abuses to a child's parent or guardians as long as this will not cause further harm. If the child is being abused or violated in the home or by parents/caregivers, another responsible adult in a position to act should be informed. It is important that you consult adults—such as CBO representatives, community leaders, child rights club matrons/patrons and other adults—to help you in reporting. Children too should be treated as participants in decisions affecting them.

Maintain confidentiality: Confidentiality simply means keeping any details around the abuse and the reporting secret—and only sharing information with persons who need to know so they can help the situation. Confidentiality is important because it helps to establish trust and because child abuse victims have the right to have their privacy respected. Breaking confidentiality may also put the victim or the person reporting at risk and may harm the victim further or ruin the chance of prosecuting the perpetrator.

**Follow up:** Once you tell a trusted adult/official, it is good practice to continue to follow up to make sure action is being taken. Follow up with a friend who has been victimized; even if a perpetrator has been brought to justice, a child may feel scared or guilty or sad for a long time and may need your support, friendship and referrals.

**Refer:** In addition to reporting a rights abuse to a trusted adult who can respond to the information, there are other professionals to whom you can refer a victim for extra support, including individuals who provide: medical, legal, psychosocial counseling, substance abuse reduction and kids' club programs.

**Educate:** Share information about child rights with your friends, family, teachers and community members. Education is one of the best tools you can use to prevent abuse.

**Prevent:** Work with your friends, family and community to come up with concrete ways to help prevent abuse in the first place. Some of these ways to avoid risk and reduce vulnerability can be found in this book.

# What Happens After a Case is Reported?

Once the report has been placed, the case may end up being judged in court.

- In Tanzania the primary court is identified as the court that hears children's cases.
- The primary court can give orders as to whether children need to be removed from a dangerous situation and taken to a safe place.
- The primary court will ensure that children's cases will be heard in a juvenile court format as described in the Law of the Child Act, 2009. Juvenile court format means that cases should be heard in different court rooms from those of adult cases.

The diagram on page 81 provides more details on how to report cases and what happens when cases are reported. <sup>14</sup>

#### 

# Reporting Abuse to a Trusted Adult

As you have learned, when you suffer from child abuse or know someone who has been abused, the most important step is to talk to an adult you can trust and who can help the situation.

Make a list of people you can talk to about cases of abuse.Try to have at least one name for each category below:

- A friend:
- A club leaders or child council (baraza) representative
- A parent/ guardian:
- A teacher:
- An adult neighbour of MVCC member:
- A community leader:
- A CBO representative:
- Gender and Children's Desk police officer:

Keep this list somewhere, so if you or someone you know is abused, you remember who to talk to as soon as possible!

14. Graphic adapted from K. McAlpine, Caucus for Children's Rights. (2011). Campaign Blue Book - All You Need to Know about the Law of the Child in Tanzania

	Step 5: Legal Action and Resolution	A juvenile court is appointed to hear the case. The court may issue an order or guideline on childcare support from their home
hild Abuse and Protection Issues	Step 4: Seek Court Action	The police will take the child to the hospital and refer to the Criminal Investigation Department from the formation on close the formation of
	<b>Step 3:</b> Involve the Police	
	Step 2: Report	Ask for the Women and Children's Desk where the child will meet with a plain-clothed officer Take the child to the Police Station and ask to fill out a police form (called a PF3)
Five Stages of Reporting C	Step I: Take Initiative	Inform the Village or Hamlet Chair or Ward Executive Officer Department of Social Welfare Inform the ten-cell leader

The court may determine to place the child in	approved institutional care, under the care of a Social Welfare Officer or of another credible person until the court resolves the case.
In court, the child has a right to legal counsel.	The proceedings will be filmed. Apart from Juve- nile Court Officials, only individuals directly related to the case (counsels and witnesses) are allowed in the courtroom. The Social Welfare Officer SHOULD be in the courtroom and parents, guardians or close relatives MAY be present as well.
If the investigation reveals the child is being abused	or needs immediate sup- port, the Social Welfare Officer will remove the child with the help of the police. The child will be placed in safe custody for no more than seven days, at which time the child's case will go to court.
lf the Social Welfare Officer suspects a child is	being abused or is in need of care and support, s/he will seek a police escort to investigate the child's situation at home. Any ev- idence/ specimens taken from the child MUST be taken in the presence of a Social Welfare Officer or Community Development Officer.
The Social Welfare Officer's role is to:	<ul> <li>Provide counseling to the child and family</li> <li>Review the child's condition and consult parents and caregivers on future care plans for the child</li> </ul>



# **Respond to Three Case Studies**

Read the brief child abuse scenarios below. When you have finished, consider the questions that follow each case or discuss in a group. Read the text after the case study for advice and suggestions. You might find some aspects of the cases very challenging, especially when families are facing obstacles like severe poverty.

### **CASE I: BRIAN**

ACTIVITY

A young boy, Brian, aged 13 years, is sent to do work outside of the household by his parents, who have little money. The boy finds work at a local bar. The bar owner says the boy can run errands and wash dishes for a small payment each week. The boy works six or seven days a week and is paid only sometimes. Some weeks, the bar owner refuses to pay the boy. Yet, the money he receives occasionally is better than no money at all for the household so he continues to work. Because he works each day, the boy is unable to go to school. He works very long hours but feels he has no choice. The young boy confides in you, a friend, about his situation.

#### **Reflection Questions:**

- What type of abuse or child rights violation has occurred in this case?
- Who is the violator in this case?
- How would you respond to this case of abuse?

#### CASE 2: HAWA

You have a friend and neighbour called Hawa. Both of you are in secondary school Form 2 together. Each day you walk to and from school. Often, when you and Hawa return from school, you notice that she never wants to return to her home. You have also noticed other things about Hawa. She always has bruises and cuts on her body. You have heard her stepmother shouting and yelling at her for small things, like dropping a piece of firewood or returning from school a few minutes later than expected. One time from your home, you saw Hawa's stepmother beating her so hard that she started bleeding and had a huge wound on her back. Hawahas never mentioned these things, but you feel that she is being treated too harshly.

#### **Reflection Questions:**

- What type of abuse or child rights violation has occurred in this case?
- Who is the violator in this case?
- How would you respond to this case of abuse?

# 

#### CASE 3: UPENDO

A young girl, Upendo aged 10, has not been coming to school. You are her friend so you are worried. When you go to visit Upendo you find out that she has been sick. You ask her if she went to hospital but Upendo says she has not gone because the family has no money. Upendo's mother has been working hard trying to get money, but the hospital is far and treatment is expensive.

### **Reflection Questions:**

- What type of child rights violation has occurred in this case?
- How is the mother trying to ensure her child's rights are upheld?
- How would you respond to this case? What can the mother do?

# Case Study Recommended Responses CASE I: BRIAN

What type of abuse or child rights violation has occurred in this case?

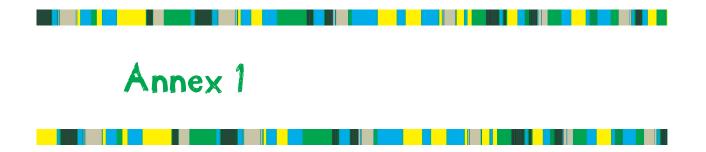
Child labour

### Who is the violator in this case?

The bar owner and the child's parents

#### How would you respond to this case of abuse?

- Report the case to the nearest village executive officer or MVCC members
- Community leaders should discuss with Brian's parents about the best interest of the child
- Seek assistance of community organizations for Brian and his family



Annex I is a summary and explanation of the Law of the Child Act (2009).

# TANZANIA'S LAW OF THE CHILD ACT

About fifty percent of the Tanzanian population is children – boys and girls below the age of 18 years. This is a very significant demographic trend. These children are an important resource for the development of their families, communities and for this country. Recognizing this, the government of Tanzania passed legislation in November 2009 called the Law of the Child Act, popularly known as the *Children's Law*.

The Children's Law is a *principal law*, meaning that it is above all other legislations and policies passed earlier regarding welfare of the children in Tanzania. It also serves as the main reference law when using or translating preceding laws about the welfare of children. Historically, the Children's Law is the first legislation passed by the parliament since independence in 1961, which addresses interests of the child holistically. Shortfalls that are common in all other Laws, policies and regulations on children have been amended.

In principle, the Children's Law provides for roles, responsibilities and rules for all stakeholders in children's welfare including the central government, local governments, civil society, communities, parents, caregivers and even the children in the delivery of children's rights as enshrined in such international documents as the United Nations Convention on the Rights of the Child (UN-CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC) as well as the Constitution of the United Republic of Tanzania.

In summary, the Law can be grouped into ten important areas:

- i. Principles for the welfare of the child, including rights, duties and responsibilities of a child;
- ii. General rules for care and protection of children, including grounds for care and protection;
- iii. Abuses and prohibition of acts of abuse to children;
- iv. Foster or alternative care and placement of needy children;
- v. Court orders on foster care;
- vi. Managing issues about children in conflict with Law;
- vii. Child labour, including child employment;
- viii. Residential homes or residential institutions for children;
- ix. Penalty for contravention of this Law;
- x. Additional provisions on court orders on identification, removal and care of needy children;

By this Law, it is the role and responsibility of everybody to prevent children from potential abuses, report and respond by cooperating in procedures outlined by the Law in matters related to child protection.



Annex 2 contains important phone numbers you can call if you report any kind of child abuse or neglect.

# Police Gender and Children Desk Regional Contacts

NO.	REGIONS	TELEPHONE NO.	TITLES AND NAMES
I	Arusha	0754869196	Superintendent of Police Mary Luoga
2	Dar Es Salaam Kinondoni Police Region	0655664979	Assistant Inspector of Police Prisca Komba
	Ilala Police Region	0718412744	Corporal Kuruthum Mikidadi
	Temeke Police Region	0715639722	Assistant Inspector of Police Mwananzige Mkayala
3	Dodoma	0755965388	Assistant Superintendent of Police Hamida Hiki
4	Geita	0755526076	Assistant Superintendent of Police Halima Shabani
5	Iringa	0764682480	Sergeant Upendo Edward
6	Kagera	0769024737	Police Constable Suzana Gerald
7	Kaskazini Pemba	0773288700	Sergeant Salama Haji
8	Kaskazini Unguja	0777428341	Superintendent of Police Hasma Ramadhani
9	Katavi	0754963204 0769166103	Inspector of Police Virginia Sodoka Corporal Gaudence Cosmas
10	Kigoma	0762527338	Inspector of Police Amina Kahando
11	Kilimanjaro	0754492745	Assistant Superintendent of Police Grace Lyimo
12	Kusini Pemba	0774367644	Inspector of Police Asha Tahir
13	Kusini Unguja	0777416465	Superintendent of Police Khadija Haji
14	Lindi	0719764837	Police Constable Lilian William
15	Manyara	0784822626	Inspector of Police Leah Nicholas
16	Mara	0787213000 0769621666	Station Sergeant Halima Vincent Sergeant Johari Ngoma
17	Mbeya	0755418920	Senior Superintendent of Police Butusyo Mwambelo
18	Mjini Magharibi	0715433875	Senior Superintendent of Police Salma
19	Morogoro	0754 581330	Superintendent of Police Theresia Cleophas
20	Mtwara	0754339558	Assistant Commissioner of Police Maria Nzuki
21	Mwanza	0767430123	Superintendent of Police Deborah Magiligimba
22	Njombe	0755019342	Senior Superintendent of Police Lucia Mwakafwila
23	Pwani	0655230031	Superintendent of Police Yusta Milinga

NO.	REGIONS	TELEPHONE NO.	TITLES AND NAMES	
24	Rukwa	0754896198	Assistant Superintendent of Police Elimina	
			Kalunga	
25	Ruvuma	0784511303	Inspector of Police Saana Musa	
26	Shinyanga	0754917245	Assistant Inspector of Police Bibi Titi Mohamed	
27	Simiyu	0783915790	Police Constable Anna Marco	
28	Singida	0752944537	Inspector of Police Irene Mwatila	
29	Tabora	0754329796	6 Assistant Superintendent of Police Anita	
			Mwampashi	
30	Tanga	0653002105	Station Sergeant Yason P. Mnyanyi	
		0712441800	Sergeant Michael Lebba	
31	Tarime	0784419569	Station Sergeant Mwani Mrisho	
		0763062088	Detective Corporal Faustina Kunjumu	

# Police Gender and Children Desk Northern Tanzania – Regions and Districts

REGIONS	DISTR	RICTS	TELEPHONE NO.	TITLES AND NAMES
ARUSHA	Regional G&C Desk Officer		0754666132	Superintendent Mary Lugola
	I	Arusha City	0754410288	Assistant Police Constable Yona Maziba
	2	Arumeru	0762965096	Assistant Inspector of Police Teronila
	3	Arusha Rural	0762965096	Assistant Inspector of Police Teronila
	4	Karatu	0755991909	Staff Sergeant Azama
	5	Monduli	0754368729	Assistant Inspector of Police Asha K. Abdulrahman
	6	Ngorongoro	0762770298	Police Constable Mary V. Maro
KILIMAN- JARO	Region	nal G&C Desk Officer	0754492745	Assistant Superintendent of Police Grace Lyimo
	7	Hai	Hai station 0754024260	Corporal Happiness Eliufoo
			KIA station 0754312613	Station Sergeant Shufaa Mbaga
	8	Moshi Rural	0756460668	Inspector of Police Rose Maira
	9	Moshi Urban	0756483710	Station Sergeant Prisca Maganga
	10	Mwanga	0715174284	Superintendent of Police Janet Ma- goma
		Same	0714800091	Corporal Beatrice Makala
	12	Siha	0783600984	Corporal Buhoro Charles
	13	Rombo	Rombo Mkuu 0765696757	Superintendent of Police Olympia Tesha
			Tarakea 0759115566	Sergeant Veronica Emmanuel
MANYARA	Regional G&C Desk Officer		0784822626	Inspector of Police Leah Nicholas
		Babati District		
	14	Babati Rural	0784822626	Inspector of Police Leah Nicholas
	15	Babati Town	0784822626	Inspector of Police Leah Nicholas
	16	Hanang	0786096072	Sergeant Janet Mashoo
	17	Kiteto	0685595058	Station Sergeant Magayo
	18	Mbulu	0782172727	Police Constable Gloria Nelson
	19	Simanjiro	0785651821	Sergeant Pili

TANGA	Regional G&C Desk Officer		0653002105 0712441800	Station Sergeant Yason P. Mnyanyi Sergeant Michael Lebba
	20	Bumbuli	0784686463	Assistant Inspector of Police Dorina Hamisi
	21	Handeni	0715603544	Corporal Kuisia Rasiel Mongi
	22	Kilindi	0759961245	Detective Constable Mamkwe T. Njau
	23	Korogwe Rural	0658369835	Corporal Emelice Reuben
	24	Korogwe Urban	0658369835	Corporal Emelice Reuben
	25	Lushoto	0767686463 0784686463 0655686463	Assistant Inspector of Police Dorina Hamisi
	26	Mkinga	0715369864	Sergeant Pendo Chema
	27	Muheza	0713341256	Police Constable Satta
	28	Pangani	0758436039 0715489075	Assistant Inspector of Police Tumwag- ile A. Nsule
	29	Tanga City	0653002105 0712441800	Station Sergeant Yason P. Mnyanyi Sergeant Michael Lebba



# Annex 3

Protecting Ourselves and Each Other: A Child Protection Booklet



# **Case Study Recommended Responses**

## **CASE I: BRIAN**

What type of abuse or child rights violation has occurred in this case?

Child labour

#### Who is the violator in this case?

The bar owner and the child's parents

# How would you respond to this case of abuse?

- Report the case to the nearest village executive officer or MVCC members
- Community leaders should discuss with Brian's parents about the best interest of the child
- Seek assistance of community organizations for Brian and his family
- Discuss Brian's case (without mentioning the name) with youth so they learn about their rights.

### **CASE 2: HAWA**

What type of abuse or child rights violation has occurred in this case?

Domestic Violence

### Who is the violator in this case?

The Step-mother

# How would you respond to this case of abuse?

Speak to Hawa and ask about the situation at home

- Ask Hawa her permission to share her experience with someone in the community who can help
- Contact a neighbour or community leader that can help Hawa
- Report the case to an MVCC member, a trusted adult, a social welfare officer or the village executive officer.

#### **CASE 3: UPENDO**

# What type of abuse or child rights violation has occurred in this case?

Right to Health Care

#### Who is the violator in this case?

This case does not have a clear violator of child rights; the mother is responsible for providing health care, but it is clear that she is trying her best.

# How would you respond to this case of abuse?

Speak to a teacher or community leader and tell them Upendo is sick and the family

cannot afford treatment

- Community members with support from local leaders can try to find support for the family
- Report the case to an MVCC member, a trusted adult, a social welfare officer or the village executive officer so they can refer the case to someone who can help Upendo receive treatment
- Follow up and see if Upendo is improving



Protecting Ourselves and Each Other: A Child Protection Booklet



Bantwana is an initiative of World Education that helps children orphaned and made vulnerable by HIV/AIDS access the full range of support and comprehensive care they need to grow into healthy adults. Bantwana partners with schools, government ministries, NGOs, and community based organizations to find sustainable local solutions in caring for the community's orphaned and most vulnerable children.

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# WEBSITE: WWW.BANTWANA.ORG

HEADQUARTERS EMAIL: BANTWANA@WORLDED.ORG TANZANIA OFFICE EMAIL: INFO@WORLDED.CO.TZ

Pamoja Tuwalee





