

**On the way to child rights focused schools
– establishing a new inclusive and violence free secondary school in Tanzania**

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Abstract

The paper reports about the scientifically controlled implementation of a new inclusive and violence free secondary school in Tanzania which can enroll 250 students. The school mainly focuses on highly vulnerable students like pupils of rural areas, orphaned children and youths, children and youths from broken families and poor households and will also enroll 20% of children with handicaps. A special focus is led on schooling of children with albinism who have often been exposed to discrimination and even mutilation or murder. The concept of the school is based on a study (n=597 students) by Stein, Steenkamp and Tangi (2019) on harsh discipline and violence by teachers and bullying by students in secondary schools in the region of Mwanza in Tanzania. The new established school is also based on the concept of child rights focused schools, on the concept of peer coaching and mentoring as well as on the ideas and ideals of inclusion of all children.

Keywords: Children's rights, inclusion, integration, school violence, corporal punishment, bullying, schools, Tanzania

1. Introduction: The establishment of child rights focused schools to fight violence and exclusion in Tanzania**1.1 Violence by teachers: Violent behavior and corporal punishment**

The rate of children and youths in Tanzania experiencing physical, psychological, and sexual violence in families, neighborhoods, and schools is very high like for example the 'Violence against Children (VAC) survey' by the Republic of Tanzania already stated in 2011. The survey

“found that nearly one in three girls and one out of seven boys experience some form of sexual violence before turning 18. Most children do not report their experience, few seek services, and even fewer actually receive any care, treatment, or support if they do report. Rates of physical and emotional violence are high: among girls, 72% experience some form of physical violence, while for boys the figure is 71%. Emotional violence affects approximately one quarter of boys and girls.” (United Republic of Tanzania, 2016, p. 1; see also UNICEF, 2011 and United Republic of Tanzania, 2013)

It is not clearly stated within the VAC survey whether corporal punishment either in families or in schools is seen as some form of violence, as rates of children having experienced corporal punishment e.g. in schools is even higher than the rates of violence reported in the VAC survey or in the 'National Plan of Action to end violence against women and children in Tanzania (NPA-VAWC)' (United Republic of Tanzania, 2016), that was set up as a reaction to the high amount of violence depicted in the VAC survey to prevent and address violence against children. There are also a lot of studies explicitly depicting the amount of corporal punishment and violence by teachers in schools (see table 1). Even though teachers aim to motivate their students by disciplining them the effects are often controversy and for example Hecker et al. (2014; 2016), Tangi (2019) and Stein, Steenkamp and Tangi (2019) show that violence and corporal punishment lead not only to internalizing and externalizing problems of children and youths but also to school absenteeism and worse school competency gains. Within table 1 an overview of studies is given that depict the amount of physical, psychological, and sexual violence by teachers as well as corporal punishment in schools.

Table 1: Studies depicting corporal punishment and violence by teachers in Tanzanian schools

Authors	Year of publication	Study design	School Types	Amount of violence
Feinstein & Mwahombela	2010	Questionnaire: 194 students; 254 teachers Interviews: 14 students 14 teachers	Governmentally run or privately funded secondary schools	About 50% of teachers used corporal punishment on a regular basis
UNICEF	2011	Questionnaire: 891 13 to 24 year olds reported about the violence experienced before the age of 18	All types of schools	50% of students experienced violence and corporal punishment
Yaghambe & Tshabangu	2013	Questionnaire: 104 students 50 teachers	Secondary schools	Almost all students experienced corporal punishment
Hecker et al.	2014; 2016	Questionnaire: 409 students	Primary schools	Almost all students experienced corporal punishment
Stein & Bockwoldt	2016	Questionnaire: 568 students Four headmasters	Catholic secondary boarding schools	Almost all students experienced corporal punishment
Hecker et al.	2018	Questionnaire: 222 teachers	Secondary schools	Almost all used forms of corporal punishment
Stein, Steenkamp & Tangi	2019	Questionnaire: 597 students Interviews: about 50 interviews with students, teachers and disciplinary masters	Secondary schools	About 60% of students experienced corporal punishment

The Republic of Tanzania took several steps within last years and decades to address the problem of massive violence against children and youths in Tanzanian society; for example it signed and ratified the 'Convention on the Rights of the Child' (UN General Assembly, 1989) or the 'Sustainable Development Goals' SDGs (United Nations, 2015), which both stress the necessity to end all forms of violence and inhumanity against children and youths, especially within Article 19 of the Convention and in Goal Number 16.2 of the SDGs. Nevertheless, corporal punishment is not yet forbidden in Tanzania but mentioned in the 'Tanzanian National Education Act' from 1978 and the 'National Corporal Punishment Regulations' from 1979, which both explicitly lay down the legal allowance for corporal punishment at school. And even the 'Law of the Child Act' of 2009 (Art. 13) of the Republic of Tanzania "allow[s] corporal punishment for 'justifiable' correction" (GIEACPC, 2012, <http://www.endcorporalpunishment.org/pages/pdfs/states-reports/UR%20Tanzania.pdf>). In 2000, as a first step to reduce arbitrary uses of corporal punishment by teachers, the allowed amount of stick beatings was reduced to four. Furthermore, since 2000 only schoolmasters have been allowed to beat students. In addition, the Republic of Tanzania set up the 'National Plan of Action to end violence against women and children in Tanzania (NPA-VAWC)' in 2016 to prevent and respond to violence against children and youths as a reaction to the findings of UNICEF (2011) and the 'Violence against Children (VAC) survey' mentioned above. Though the NPA-VAWC

still states that “corporal punishment is lawful in Tanzania” and that it is “regarded by many as a normal means of disciplining children” (United Republic of Tanzania, 2016, p. 1) the NPA-VAWC critically mentions by citing Hecker et al. (2014; 2016) that “there is specific evidence that this widespread phenomenon results in the opposite of what is intended, i.e. anti-social rather than pro-social behaviour” (United Republic of Tanzania, 2016, p. 1/2; see also United Republic of Tanzania, 2013). This sounds very hopeful concerning further steps not only to abolish arbitrary forms of violence by teachers in schools but also all forms of corporal punishment.

1.2 Violence among pupils: Acts of bullying

Besides the high rates of physical, psychological, and sexual violence as well as corporal punishment by teachers, students are also exposed to violence and bullying from fellow students in Tanzania. Studies addressing school violence and bullying among students in Tanzania were conducted by Mgalla, Schapink and Boenna (1998), Moris (2006; 2008), Ndibalema (2013), Kamala, Wilson and Caledonia (2013), Komba, Hizza and Winledy (2014), Stein and Bockwoldt (2016), and Tangi (2010; 2019) as well as Stein, Steenkamp and Tangi (2019). There are further studies focusing school violence in sub-Saharan Africa, for example in Ethiopia (Terefe & Desere, 1997), Ghana (Leach, Fiscian, Kadzamira, Lemani & Machakanja, 2003; Afenyadu & Lakshmi, 2003; Owusu-Banahene & Amedahe, 2008; Dunne, Bosomtwi-Sam, Sabates & Owusu, 2010), Cameroon (Mbassa & Daniel, 2001), Malawi (Leach, Fiscian, Kadzamira, Lemani & Machakanja, 2003; Bisika, Ntata & Konyani, 2009), Nigeria (Egbochuku, 2007; Omoteso, 2010), South Africa (Human Rights Watch, 2001; Dussich & Maekoya, 2007; Liang, Flisher & Lombard, 2007; Greff & Grobler, 2008; Bhana, 2008), Uganda (Mirembe & Davies, 2001), and Zimbabwe (Zindi, 1994; Tshabangu, 2008). Brown et al. (2008) conducted a study among youths from the following African countries: Kenya, Namibia, Morocco, Swaziland, Tanzania, Uganda, and Zambia. The study findings show a relatively high frequency of bullying in all eight countries. This led to various health problems such as persistent psychological problems like feelings of depression and loneliness, anxiety-related sleep disorders, cigarette smoking, alcohol and drug abuse, and risky sexual behaviors. The results were compared to youths who had not been exposed to bullying behaviors. The results show that nearly half (47%) of the youths reported to have been bullied for at least once during the 30 days preceding the survey. The results show that the prevalence of exposure to bullying behavior differed across countries; the relationship between exposure to bully behavior and each of the adverse health behaviors was documented. A continuous commitment to research exposure to bullying, violence, and health risky behaviors is needed in Africa. There are further studies needed to fully understand the burden of bullying and other forms of violence in Africa; not only by authorities like parents and teachers but also between children and youths are necessary.

1.3 Structural violence in Tanzania’s schools: Exclusion of handicapped children

Situation of children with disabilities in Tanzania:

The number of persons with disabilities has been documented well in Tanzania since about fifteen years. First, in 2002 the National Census in Tanzania included a question whether the respondent would suffer from a disability. 676.502 (2.0%) of people stated to be disabled. Unfortunately, the term ‘Disability’ was neither formulated or defined clearly

nor divided up into different forms of disabilities and therefore handed the responsibility over to the respondent to define for oneself what disability means. Therefore, it can neither be stated clearly whether all respondents with disabilities were really revealed or whether persons without disabilities clicked the item. Furthermore, the term 'disability' did not allow to differentiate between temporary or chronic illnesses or different forms of disabilities like mental, physical, or psychological handicaps. Mesaki (2016; http://www.saspen.org/conferences/tanzania2016/Mesaki_SP-PWDs_SASPEN-Tanzania-16-17Aug-2016.pdf) states:

„It was not until the 2008 Tanzania survey on Disability that significant attention was given to the issue of adequately defining disability for operational purposes based on the approach developed by the Washington Group on Disability Statistics thus reflecting the relational and interactional aspects of disability of the United Nations Convention (61/106) on the Rights of Persons with Disabilities (UNCRPD), an approach subsequently providing the basis for the inclusion of disability questions in other national surveys and censuses.“

In 2008, the 'Tanzanian Survey on Disability / Disability Survey' based on a sample of 7.000 households was conducted by the Republic of Tanzania, which allowed to get more detailed information on the prevalence of disability. 7.8% of people at least seven years of old stated to suffer from a disability in 2008. Especially Tanzania mainland (without Zanzibar) had a higher prevalence of disabilities (13.3%), and especially rural areas with a lack of infrastructure were more affected by higher rates of disabilities (8.3%).

People with disabilities and especially persons that face a double situation of discrimination and exclusion (e.g. like female disabled children, children with disabilities in rural areas, children that are disabled and orphaned or suffer from HIV/AIDS) are to a much higher extent vulnerable to risks like being affected by poverty, discrimination, violence, lack of enrollment, school dropout, analphabetism, and social exclusion.

To address this burning problem of discrimination and exclusion of people with disabilities the Republic of Tanzania has adopted and implemented a number of conventions, laws, policies, and standards to stop discriminating people with disabilities, including the right to get high quality education, vocational training and their share of social involvement. From the beginning on the Constitution and its amendments of the Republic of Tanzania of 1977 have legally been prohibiting all forms of discrimination of persons with disabilities. Also, Tanzania signed and ratified the 'United Nations Convention on the Rights of Persons with Disabilities (CRPD)' and the optional protocol in 2009 as well as other conventions and treaties that foster the rights of people – especially with disabilities. Among these conventions which also tangle the rights of persons with disabilities are the 'UN Convention on the Rights of the Child', the 'African Charter on Human and People's Rights', the 'African Charter on the Rights and Welfare of the Child' and the 'Plan of Action for the African Decade of Persons with Disabilities 1999–2009', which was extended to 2019. Based on the data of the 'Disability Survey' of 2008 in 2010 the 'Persons with Disabilities Act' as a national disability mainstreaming strategy (2010-2015) for the implementation of the 'African Decade Plan of Action' was passed by the Republic of Tanzania, which addressed a much broader range of areas than previous disability legislation. Also, the country has taken more and more action to prevent disabilities. This encompasses, for example, health initiatives to eradicate childhood diseases such as polio

that causes various forms of disabilities or strategies for pregnant women. The Republic of Tanzania formulated a policy (2004) and enacted a law on disability in 2010. The ,Tanzania National Strategy on Inclusive Education 2009-2017‘was initiated to support children and youths with disabilities in school (see for more information Sida, 2014, <https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-tanzania.pdf>, and Mesaki, 2016, http://www.saspen.org/conferences/tanzania2016/Mesaki_SP-PWDs_SASPEN-Tanzania-16-17Aug-2016.pdf).

Nevertheless, besides these legislative efforts to address discrimination and exclusion of persons and especially children with handicaps by the state and by various private initiatives. Sida (2014, <https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-tanzania.pdf>) states that „not much has been done in this area due to budgetary constraints and lack of political pressure.“ Kuper et al. (2016) conducted a mixed method study in three different areas of Tanzania to assess the concrete day to day situation of people with disabilities. Though there are a lot of efforts and legislation to amend their lives, most programs are not efficient and specific enough to really address the problems of disabled persons or programs are reduced to urban areas like the Dar es Salaam region:

„People with disabilities are more vulnerable than others to poverty and exclusion from key services, such as health and education. [...] people with disabilities were aware of social protection programmes in their area but were not targeted specifically, and benefit packages offered by the programmes were not adapted to their needs. Modifying mainstream social protection schemes to be inclusive of people with disabilities may therefore be an important step towards addressing poverty alleviation goals, including those set out in the recently adopted sustainable development goals (Goal 1, target 3).“ (Kuper et al., 2016, p. 441)

Besides the efforts of the state there is a broad number of national and international human rights groups and lobbying groups of and for persons with disabilities which try to address the problems of persons with disabilities, like the ,Tanzania Federation of Disabled People’s Organization (Shvyawata)‘, the ,Association of People with Disabilities (Chawata)‘, the ,People Living with Disabilities (PLWDs)‘, the ,Tanzania Association for Mentally Handicapped Persons‘ or the ,Union for Entrepreneurs with Disabilities‘ in Dar es Salaam. These groups point out that the bad situation of persons with disabilities is not only based on a financial lack of money within the state institutions and a lack of political will and pressure but also deeply roots in obstacles against persons with disabilities within Tanzanian society. For example, irrespective of the political will to form inclusive schools for all children – like laid down in the ,Tanzania National Strategy on Inclusive Education 2009-2017‘ – enrollment rates of children with handicaps are still low, especially in rural areas. For example, in the rural region of Kagera about 90% of handicapped and disabled persons are analphabets and cannot write or read. Even nowadays a lot of parents shrink from sending their disabled children to school for feeling ashamed of having a disabled child. Also, the furniture is still not suitable for children with handicaps, the ways to school are too far and too dangerous, and often teachers and fellow students confront disabled

children and youths with obstacles, violence, and discrimination (see https://www.tanzania-information.de/index.php?title=Menschen_mit_einer_Behinderung_-_06/2013). But inclusive education is more the just enrollment of children with disabilities:

“More needs to be done in inclusive and special education. Inclusive education does not mean having schools enrolling student with disability as well as nondisabled. It is more than placement. There has to be sufficient and appropriate teaching and learning materials, trained teachers and other relevant support services“ (Possi& Milinga, 2017, p. 55).

Situation of children with albinism in Tanzania:

The situation of children with disabilities is even worse in Tanzania for children and youths suffering from the genetic disorder of albinism. Albinism is a congenital disorder, which means that both parents – the father as well as the mother – have to hand on the affected genes to the child. People suffering from albinism lack pigments in eyes, hair, and their skin. There are other problems connected to albinism like a lack in clear view or blindness and a higher risk for melanomas / skin cancer. As a worldwide phenomenon albinism has a prevalence rate from about one in 20.000 people worldwide: But it has a much higher prevalence rate in sub-Saharan Africa, especially in Tanzania – estimations range from one in about 5.000 (Schühle, 2016) to one in 1.400 Tanzanians (Hong, Zeeb & Repacholi, 2006) affected by albinism. About 6.977 albinos are officially registered in Tanzania, while according to Al-Shymaa Kway-Geer, an albino member of parliament, there may be about 17.000 not registered albinos living in Tanzania. Albinos in Tanzania are exposed to a high rate of violent acts reaching from exclusion from the society and school to attempts and attacks to get body parts up to mutilation and murder (Cruz-Inigo, Ladizinski & Sethi, 2011; Wulfhorst, 2019).

Background of the persecutions is on the one hand the common belief that albinism is not a genetic disorder, but that albinos are cursed and bewitched and should be killed as they cause bad luck. In some tribes albino babies were seen as bad omen and killed or left to die. On the other hand, it is believed that albinos can guarantee good luck and wealth. Therefore, their body parts are elements of medical devices and substances witch doctors create to sell them expansively to people striving for success and health (Cruz-Inigo, Ladizinski & Sethi, 2011). The Canadian NGO ‘Under the same sun’ striving for better living conditions for albinos worldwide lists the different prevailing myths (Under the same sun, 2013, p. 4):

- “Albinism is a curse from the gods or from dead ancestors. As a result, contact with a PWA [person with albinism] will bring bad luck, sickness or even death [...]
- People with albinism never die. They are not human - they are ghosts [...]
- Having sex with a woman with albinism will cure AIDS [...]
- A charm or potion made from the body parts of PWA has magical powers – bringing its owners wealth, success and good luck.”

Research shows that even a lot of albinos themselves and relatives of albinos believed into these myths:

“Although 59 (63%) respondents had an albino relative, only 13 (14%) believed albinism to be an inherited condition. More common were beliefs in numerous local superstitions explaining the cause of albinism. Most of these concerned a curse being put on the family or the mother eating with an albino or shaking hands with an albino.” (McBride & Leppard, 2002, p. 630).

The persecution of albinos in sub-Saharan Africa is so massive and excessive that the UN declared in its Resolution 23/13 that the attacks against albinos have to be stopped (Resolution: ‘People with albinism have a right to live without fear of bullying and discrimination’) and the United Nations High Commissioner for Human Rights (OHCHR) submitted a report on ‘Persons with Albinism’ (see also Cruz-Inigo, Ladizinski & Sethi, 2011; Wulfhorst, 2019).

Reporting on the situation in Tanzania albinos are especially persecuted and victims of mutilation and murder in the rural areas of Shinyanga and Mwanza – where also the newly founded inclusive school is located. Schüle (2016, p. 10) states within her report that most killings in Tanzania were reported “in Tanzania’s northwest around the bustling city of Mwanza”. To avoid persecution a lot of albinos fled to urban areas, mostly to Dar es Salaam, or children were detained in special centers where they are safe from persecution but do not get schooling or special education.

2. Goals and methods of inclusive child rights focused schools to fight violence and foster inclusion

Establishing legislation against violence in child rights focused schools

In recent years, numerous efforts have been made worldwide and also in Tanzania to anchor children's rights more firmly in schools to fight violence and bullying and initiate more inclusive schools. Based on the alarming survey results on the violent situation in Tanzania – especially for handicapped children –, the state of Tanzania in particular has committed itself to making efforts to prevent and address violence against children in all settings. A central educational challenge for the state of Tanzania is to develop an education and vocational training system based on children's rights and to adapt it to the requirements arising from the ‘UN Convention on the Rights of the Child’ and from the ‘UN Convention on the Rights of Persons with Disabilities’.

Children's rights must be fostered in schools at three levels: at the level of knowledge, action and attitude. For the school system this means:

1. Children must be protected from violations of children's rights in the context of schooling. For example, this encompasses the right to be protected against violence by teachers – including the abolition of corporal punishment at school – but also protection against bullying by other pupils. Legislation must be implemented to forbid all forms of corporal punishment and a system of sanctions must be established, for example if teachers nevertheless use violence or corporal and humiliating punishment against pupils or if pupils show violent behavior against each other.

2. Furthermore, children must be told and educated about their inalienable rights – this concerns, for example, the right to health and the right to education regardless of disability, the right to leisure, but also the right to cultural participation in the context of school.

3. Children must be actively involved in the school context and be able to help shape it in a democratic manner.

The current debate on children's rights in school must be systematically linked with the discourse on school quality. Child rights-based work must be given greater consideration in empirical educational research as one dimension of quality in education. This could be achieved through the development of a children's rights audit or mainstreaming related to children's rights, like, for example, the European Council (online) proposes. The European Council's proposal to establish a children's rights audit can also be applied worldwide to other countries, also countries in Africa.

To establish a child rights-focused school culture and school environment means therefore not only to work in the best interest of children and youths, but also means to redesign the school system in the best interest of the child, including direct participation of children, as no process should take place without children's and youth's participation. Child rights-based organizational development can be successful with the help of auditing to make sure that the school is based on the principles of inclusion and democracy. In recent years various index models have been proposed which aim to help organizations in their holistic auditing process and to develop indicators for child rights-based/human rights-based schools/organizations. Examples include the 'Index for Inclusion', the 'Human Rights Friendly Schools' of Amnesty International (<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>), the 'Child Friendly Schools' of UNICEF (<https://www.unicef.org/cfs/>), the 'Child Rights Programming' of Save The Children (<https://resourcecentre.savethechildren.net/our-thematic-areas/cross-thematic-areas/child-rights-programming-crp>), the 'School Climate Index' of the Human Rights Resources Center/ University of Minnesota and the Democracy Audit of DeGeDe.

Qualified teachers in child rights focused schools:

Various studies in recent years have indicated that both democracy and human rights education as well as non-violent classroom management are not sufficiently anchored within teacher training in Tanzania. What is needed is the development of competence profiles based on child rights for teacher education and training. Further training courses and workshops for teachers should be more closely integrated in the curricula at universities.

Child rights-based teaching development needs assistance for teachers in non-violent and inclusive classroom management.

First, governmental, clerical and regional school authorities should legally forbid to use corporal punishment in schools and also establish a system of sanctions for teachers still using violent means in schools.

A study of Hecker et al. (2018) showed that a high level of dissatisfaction due to bad structural school environments and low payment rates enhances stress and negative emotions in teachers and makes violent forms of classroom management more likely. Therefore, the challenge is to assist teachers in reducing stress by "structural changes like smaller classes, sufficient teaching resources, and adequate payment" (Hecker et al., 2018, p. 180).

It is of high importance to develop alternative non-violent and child-orientated means of classroom management strategies to assist teachers and integrate these into teacher training at university. It is necessary to reflect on common disciplinary strategies used in schools, to challenge common traditions about corporal punishment and to reflect on and learn about the consequences of violent behavior and corporal punishment for the affected children (Stein, Steenkamp & Tangi, 2019).

Within this domain an interesting concept called 'Interaction Competencies with Children for Teachers (ICC-T)' was developed by Nkuba et al. (2018) and Kaltenbach et al. (2017) that was already tested and implemented in schools in Tanzania (Nkuba et al., 2018) and Uganda (Ssenyonga et al., 2018). It trains teachers in nonviolent interaction with children and youths and was positively evaluated.

Furthermore, teachers in Eastern Africa like Tanzania and Uganda often lack training materials and study books in Swahili, mother tongue of more than 100 million people in Eastern Africa. Therefore, Stein and Steenkamp (2017) published a handbook in Swahili ('Mwongozo wahukabiliana na unyanyasaji kwenye mazingira ya shule nchini Tanzania') which assembles online material in Swahili that deals with alternative methods of classroom management, positive psychology and evidence-based alternative methods of discipline to motivate students. Also, materials to address the widespread problem of bullying was published (<http://www.against-violence-at-schools-in-tanzania.com/wp-content/uploads/2018/01/6666-MWONGOZO-1WA-KUKABILIANA-NA-UNYANYASAJI.pdf>). Teachers often lack information on alternative ways to motivate students to study with a high interest or to behave properly without bullying and discriminating others. Teachers must be informed about the bad and negative consequences of their violent and harsh behavior that is contraproductive to the means they strive for.

In particular, great hopes are pinned on the so-called digital revolution, which is a great advantage for teachers, especially when there is a shortage of money for printed materials, while a lot of teachers already have smartphones, tablets or access to computers with internet access. Especially material on Swahili is still rare, so that the mentioned manual and the homepage on Swahili can help in this regard.

Social learning and assistance via coaching and mentoring

Also concepts of coaching and mentoring to assist pupils with special needs should be strengthened. Mentoring and coaching originally stem from the field of adult education, but are also increasingly used in schools (Stein, 2019).

In particular, through coaching and mentoring children and youths with special educational needs, such as disabilities, can be supported by individualized guidance. Two different approaches can be distinguished: (1) intergenerational coaching and mentoring and (2) peer concepts: In the case of intergenerational coaching and mentoring, the coaches and mentors are usually persons who have already been successfully integrated into social and/or professional life like students or young workers. In contrast to the intergenerational programs, peer approaches offer less instrumental than emotional support and offer a higher level of identification for young people, as the coaches and mentors are people of comparable age and background like fellow students.

The impact mechanisms of the concepts are based on the one hand on the possibility of instrumental support like networking or interpersonal learning. Coaching in particular also offers methodological support like guidance for self-reflection with regard to one's own given and desired competencies and interests. On the other hand, coaching and mentoring are based on the effect of model learning and in particular rely on the motivational effect. The mentees can observe the already established mentors as successful models in their professional lives (Stein, 2019). Figure 2 sums up the three main aspects that encompass an inclusive and child rights focused school.

School organization:	Teachers / staff:	Teaching methodologies:
Is there a school program based on child rights? Is there a concept protecting students against physical, psychological and sexual violence by teachers and fellow students? Is there a program for non-violent conflict resolutions in situations of bullying between pupils? Are their sanctions for violent behavior by teachers and pupils? <i>Participation rights:</i> Are there classroom and school councils, students' representatives and a students' parliament? Is the school inclusive?	What are the qualifications of the staff? Is the staff qualified in non-violent teaching, good classroom management, and positive discipline? Is there a competence profile based on child rights? Does the staff have access to studying materials and compendiums of high quality – also in online form? Is the staff competent in non-violent teaching methodologies? Are there workshops for teachers?	How is the topic of children's rights integrated into the curriculum and as a cross-cutting topic? Is there a concept of "learning through engagement"? Is there a high-quality, non-violent classroom management? Are there programs and approaches to address bullying in schools between pupils? Is there peer-to-peer coaching and mentoring?

Fig. 1: Summary of the aspects of a child rights focused inclusive school

Also, the Republic of Tanzania sums up their efforts to prevent children and youths in school from all forms of violence and state:

„The NPA-VAWC incorporates multiple strategies to address violence within educational settings. To effectively implement these strategies, the NPA-VAWC emphasizes fully engagement of school board members, administrators, parents, students, community members, emergency response personnel and law enforcers in finding collaborative solutions for prevention and response. Interventions under this thematic area include: enhancing teachers' skills in promoting positive discipline; helping children to learn discipline, skills to enhance their own protection and life skills; ensuring that schools have a referral system for children in need of response services; introducing the positive parenting curriculum; promoting child participation through establishing children's clubs in schools; and providing school hygiene“ (Republic of Tanzania, 2016, p. 19).

3. Best practice: Establishing a new inclusive child rights focused school in Nyashishi, Tanzania

The foundation of the new St. Therese secondary school in Nyashishi, Misungwi in Mwanza Region Tanzania is based on findings from the project of fighting violence against children and youths in Tanzanian Schools by Stein, Steenkamp and Tangi (2019; see also Stein & Bockwoldt, 2016) reported above in part 1 of the article and on the ideas of

founding child rights focused schools by Steenkamp and Stein depicted in part 2 of the article.

History of the school: The new St. Therese inclusive secondary school will be run by the Missionary sisters of St. Therese of the child Jesus / Teresina sisters, a Catholic Religious Congregation founded in 1935 in Iringa, Tanzania by the late Monsignor Francisco Cagliero, a Consolata Missionary. The Teresina Sisters are working in different parishes and communities in Tanzania, also in the Arch Diocese of Mwanza at St. Augustine University of Tanzania (SAUT). As working in different educational and health sectors, the sisters run established nursery schools in Nyahingi and Tosamaganga and 60 kindergardens in which they educate and care for children up to six years on basis of an inclusive and violence free setting. In February 2019 a first group of children, boys and girls, were enrolled in the new St. Therese inclusive secondary school in Nyashishi Misungwi district in Tanzanian. The project was set up in consultation with the authorities of the Missionary sisters of St Therese of the Child Jesus, the Arc Bishop of Mwanza Diocece, The Nyashishi Communities Managing Director (Texas) Hardware Ltd., the District commissioner of Misungwi District, Regional Educational officer of the Mwanza Region, the District Educational officer of Misungwi and the group of Canadian vulnkeer team leaders (Jocelyne Martine and the late Patrick Tungu). The project is scientifically coordinated and evaluated by the StudentTeachers Department of Education of St. Augustine University in Mwanza (SAUT), Tanzania, and the Department of Education of the University of Vechta, Germany. The Regional Educational officer of the Mwanza Region and the District Educational officer of Misungwi were interviewed within the project fighting school violence in Tanzania before by Tangi (2019) and the universities in Mwanza/Tanzania and Vechta/Germany were involved within the project (see Stein & Bockwoldt, 2016; Stein, Steenkamp & Tangi, 2019; Tangi, 2019).

Location of the school: The new inclusive and child rights focused school is located in the Nyashishi Misungwi District, Mwanza Region in Tanzania. It is a highly rural district far away from the bigger cities and the ocean: According to the 2012 Tanzanian Census, mentioned already in part 1.3, the population of the Misungwi District was 351.607 in 2012, of which only 30.728 persons lived in the urban area of Misungwi town. The land for building the new inclusive St. Therese secondary school in Nyashishi-Misungwi Mwanza Region Tanzania was bought in 2015 with the Teresina sisters' salaries and financial help from local parishes and churches in the Mwanza Diocese. Since then, the land was prepared for the construction of several buildings, mostly finished in early 2019 (see Table 2 in the attachment). While the first pupils are educated in the new school the construction of further laboratories and wash rooms is going on to make a violence free schooling possible for even more pupils. The new school was also carefully chosen to be located in the rural area of the Lake Victoria which is highly affected by discrimination against persons suffering from albinism (see part 1.3) to create a safe school environment for especially marginalized and vulnerable groups of children and youths. Especially girls, pupils from rural areas and albino children from the Lake Victoria regions are highly vulnerable to school violence, corporal punishment, and even murder and mutilation. For example, the vulnerability of female students and students from rural areas was depicted in the interviews Tangi led within her thesis with pupils and teachers from that region (2019):

High vulnerability of girls: "We are always bullied by teachers. You can find every time teachers telling us 'You girls go and fetch some water or you girls go and clean the toilets, you girls go and do that'. But boys are never told to go to fetch water neither to clean toilets, but they are left playing football. The water is found in long distance. All these things we are doing during the classroom learning activities. Boys are not given these duties and they are telling us we have to do so because we are the females, these are the duties which traditionally are done by women at home." (Interviewed female student).

Tangi (2019) also depicts that the home location contributes to bullying and violence in schools. One of the interviewed teacher states regarding the high vulnerability of students from rural areas:

"Students from rural areas in this school are more bullied because they are given more work by their parents at home – mostly fetching water which is a big problem in this area – which makes them to come late to school. As a result, they always are given punishments in front of other students so that other students should stop that behaviors of coming late to school. At the same time, due to the limited chairs in classrooms, those who came late end up missing chairs sometimes others are pushing them here and there and they feel embarrassed" (Interviewed teacher).

High vulnerability of albinos: In Tanzania, the most affected areas for murder and mutilation of albino children and youths are the Lake Victoria regions of Mara, Mwanza, Shinyanga and Kagera. These regions are rich in minerals and commercial fishing activities and are therefore especially affected by the beliefs of witch doctors to take advantage of wealth seekers. The new founded inclusive child rights focused secondary school especially cares for young albinos who, after leaving Mitindo primary school, would attend a safe inclusive secondary school at St. Therese secondary school.

School philosophy of the new school: The new inclusive child rights focused school seeks to help especially female, rural, handicapped and orphaned Tanzanian children and adolescents to access inclusive educational services in a non-violent setting without corporal punishment and bullying based on evidence-based teaching methodologies. Inclusive education is a key policy objective for the education of children and youths with special educational needs and disabilities. The new school will be a safe environment for the children and adolescents enrolled. The school will also contribute to offer an employment and internships to university student teachers in Tanzania mainly from SAUT to teach in the new school nearby in the Nyashishi-Misungwi District in Mwanza Region. The teachers employed and children attending St. Therese new inclusive secondary school should live, work and learn together within the spirit of a family setting. Pupils enrolled will be respected and protected to form St. Therese secondary school into a model secondary school offering inclusive education without any form of isolation, exclusion, bullying, violence or corporal or humiliating punishment. The school aims at reaching a total of 250 secondary school children in the catchment area of Misungwi district; about 20% of the students would be special needs students, especially pupils with albinism, other mental, psychological or physical handicaps and disabilities and with problems of HIV/AIDS. The school also enrolls especially orphans, children from poor and broken families and children with social problems. The school's objective is to empower students and take care of them

especially those who are perceived to be weak in the Tanzanian society like orphans or handicapped children. Pupils will learn to appreciate diversity and respect and understand children of differing abilities and cultures, as these kids play and learn together. They will not develop behaviors of hurting or hunting children with albinism or other handicaps. Schools are important places for children to develop friendships and learn social skills; both skills are cornerstones for emotional and intellectual competence. In inclusive classrooms children are expected to learn to read, write and do mathematics cooperatively and without exclusion. The philosophy of inclusion is helping all children to learn and benefit morally, academically and socially.

Methodical and didactical concepts in the new school

Sensitive teacher-student interactions: The children are taught to play peacefully with supportive adults who educate rather than using strict discipline. The teachers believe in emotional competence allowing the child to form a connectedness that grows into a sense of shared humanity. The teachers at the new school have to sign a contract not to use any form of cruel or inhumane behavior or punishment, but live and teach in a non-violent manner. Pupils can report any form of violence to the headmaster.

Mentoring and coaching by university students: In order to achieve these objectives, students with albinism and orphans and those with disabilities will be welcomed by their fellow students and the staff. They will get mentors from university student teachers who are well trained, empathic and emotionally stable. St. Therese inclusive secondary school will ensure access to quality education for all students by effectively meeting their diverse needs in a manner that is responsive, accepting, respectful and supportive. Students who will be participating in a common learning environment will be respected to diminish barriers and obstacles that lead to exclusion. Pupils will have various opportunities and will be motivated to learn in all aspects including sports and a music program.

Sustainability and transfer into the local community: Furthermore, the nearby community will benefit from the different services and the sustainable development that will be triggered by the new school. Pupils and teachers will grow a garden and plant trees and animals will be kept. Eventually a medical dispensary and water services will be provided and other inhabitants of the village can benefit from this.

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Attachment: Photographs, maps and site plans of the new established school



Fig. 2: The sisters with the newly enrolled students in the new school (source: Felista Tangi)



Fig. 3: Physics and chemistry laboratories right in the photo (source: Felista Tangi)

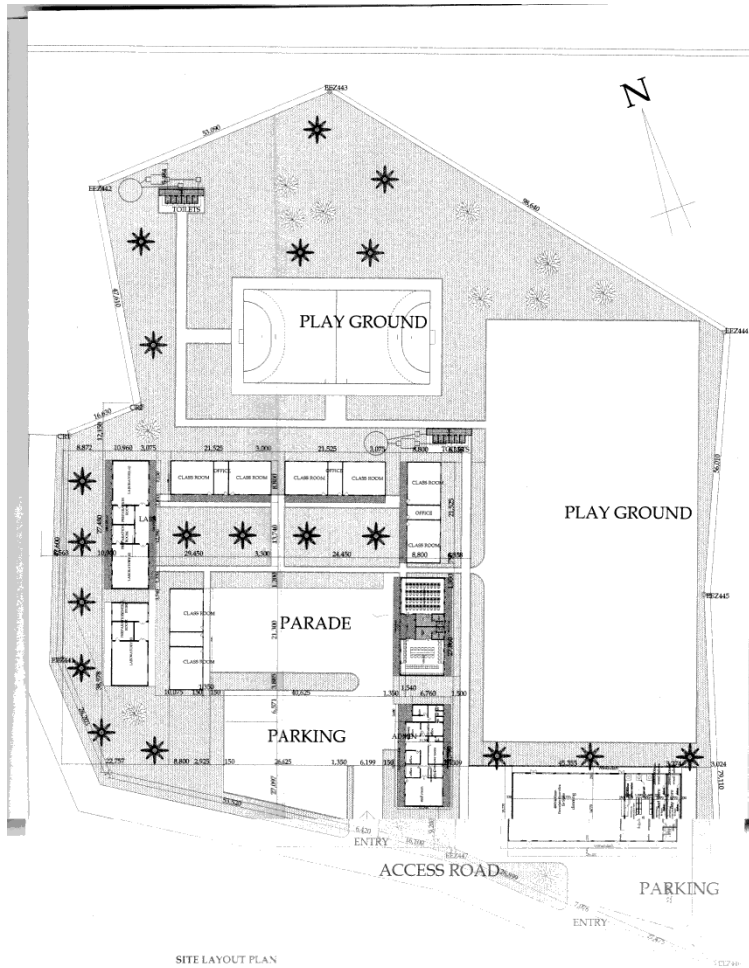


Fig. 4:Site plan of the St. Therese inclusive secondary school

Tab. 2:Numbers of classrooms and furniture of the new established school which are required and those which are available

No	Items	Reequired	Available
1	Classrooms	12 building	4 Clasrooms available
2	Dormitories and	3 buildings	No domitories
3	laboratories	3 laboratories	3 laboratoriesare available
4	Latrine (holes)	12 are ready	12 latrine holes are available
5	Desks	500	40 desks are available
6	Library	1	1 library is available
7	Transport	1	No transport