



## Knowledge hub - Collection of best practices

### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Promoting safe learning environments through building skills for respectful and non-violence relationships in Tanzanian schools.

2. Country or countries where the practice is implemented \*

Tanzania

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

- Tanzania Institute of Education, P.O. Box 35094, Dar-es-salaam, Tanzania
- President's Office Regional Administrative and Local Government (PO-RALG, P. o Box 1923, Mtumba, Dodoma, Tanzania,
- UNESCO Dar Office, Tanzania

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Gender, violence, safety, respectful relationships, equality, wellbeing, teachers, youth, community, best practices

6. What makes it a best practice? \*

Promoting safe learning environments, Build Skills for respectful among youth, it build non-violence relationships among youth

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The population which was most affected is Youth, Both Boys and girls, The most problem that needs to be addressed, is violence against children (youth) in Tanzania, Studies show that this population are affected by all forms of violence (sexual, physical and emotional). For example, the Tanzania Violence against Children (VAC) Survey of 2011, found that nearly one in three girls, and one out of seven boys experience some form of sexual violence before turning 18. This form of violence occurs in their surroundings, for instance, 49% of sexual violence occurred in someone's house; 15.1% in schools; and 23% travelling to and from school. Furthermore, the survey revealed that 15% of the perpetrators were authority figures with male teachers accounting for 20 out of 32-reported authority figures, while friends and classmates accounted for 10.3% of reported perpetrators. Furthermore, youth face other I violence, including gender-based violence. According to the survey, most children do not report their experience, few seek medical or psycho-social services, and even fewer actually receive any care, treatment or support if they do report.

The curriculum-based Connect with Respect (CwR) program was developed and implemented as an approach to support government efforts in particular improving the learning environment through building skills for respectful and non-violent relationships in Tanzanian schools. Initially, the program was introduced in 50 schools as a pilot area with 150 teachers benefitting from in-depth training, and a total of 4798 (F 2807, M 1991 (58.5%) learners being reached. The approval of the materials by the ministry of education through the Tanzania Institute of Education was done and rolled out to all schools have begun of which the distribution of 1200 copies of Connect with Respect materials is underway.

Based on successful results, there are increases in reported understanding of violence, reduced school; violence, gender-violence and improved help-seeking knowledge and attitudes among youth (both boys and girls) in Schools

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The activities carried out during implementation were as follows:

- a) Pre-intervention phase: The phase included a pre-intervention assessment, which helped to determine learners' knowledge, attitude and behaviour towards school-related gender-based violence (SRGBV) before implementation of the program. This phase also included technical consultations and partnership building meetings with key stakeholders, translation of key materials into Kiswahili language, review and adaption of the materials to fit into the Tanzania context (contents and pedagogical), the printing of materials, selection of districts and schools/classes, inception and sensitization of key stakeholders as well as ethical issues and pre-intervention study
- b). Intervention/implementation component: this Involved the selection of teachers, training of teachers and dissemination of materials. Training of teachers helped them to better their skills in respective contents as well as master teaching methods while classroom activities exposed learners to various concepts, value clarification and practices. This phase also entailed the teaching of learners (school extra-curriculum activities) and monitoring and mentorship visits. All learners were exposed to seven topics and a series of activities/lessons as in the teaching and learning manuals. A mixture of different types of approaches was applied, including participatory approaches such as paired work, small group activities, case studies and role-plays. CwR was implemented in a form of extra-curriculum activities for learners in Standard 5 and 6 in primary schools and students in Form 1 and 3 in secondary schools.
- c) Evaluation component (post-evaluation study): Involved post-intervention assessments and report writing. This was done to evaluate the efficiency and effectiveness of the CwR program on eliminating school-based violence and gender-based violence.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

These practices were identified as transformation in learners, teachers and the community at large. CwR program showed positive outcomes in terms of knowledge, attitudes/perception and reported practices regarding gender-based violence. For example, the post-evaluation findings of the post-evaluation study report over three-quarters of the students (77%) have improved their relationship skills (peer relationships). For example, post-evaluation data showed a reduction in the proportion of students who reported that they heard boys make sexual comments about girls every day or most days in the previous week (20% of students at baseline, 18% at endpoint). At the same time, the data showed that a lower proportion of students both at baseline (15%) and at endpoint (14%) reported that they heard girls making sexual comments about boys every day or most days.

The evaluation report revealed an improved perception of fair treatment of gender issues as learners' disapproval of typical practices increased after the intervention. 72% of students in the pre-implementation survey and 77% of students in the post-implementation survey agreed with the statement that males and females should do equal chores at home.

There are Improved help-seeking knowledge, skills and attitudes: The findings showed an increase in the proportion of students (52% to 85%) who know where and how to seek help for those impacted by GBV as well as those who indicated that they would seek help if they were affected by GBV at school (78% to 90%). The findings also showed a reduction in negative bystander behaviours such as laughing.

The CwR program also helped both students and teachers to develop positive attitudes about gender and safe school environments. For example for teachers, it helps them to concentrate positively on teaching than dealing with other affairs. For students, the program improved schools' performance as it reduces social, emotional and psychological problems and hence they concentrated positively on their studies.

Parents and community members also reported changes of behaviour to youth, in gender relations

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

CWR lessons (lesson contents) triggered a transformation in youth and teachers.

Teaching and learning methodologies used were reported to help learners participate and engage in learning processes

Engagement of key stakeholders including the ministry of education, curriculum developers, school managers, teachers, parents, children as well as partners is a key component for ensuring effective implementation and sustainability of the program.

Language of instruction (Kiswahili) that was used across levels seems to contribute much in ensuring effective interaction and learners' participation in various connect with respect sessions. In Tanzania, most of the primary schools do use Kiswahili while English is predominantly in Secondary schools. The Connect with Respect materials were translated into Kiswahili for easiest learning and teaching and were considered appropriate to learners and teachers, this also facilitates the acquisition of knowledge and development of competence as learners were familiar with the used vocabulary and terminologies such as gender, gender equality as well as gender-based violence.

Use of the existing education delivery system and structure, the CwR curriculum is one of the most cost-effective and scalable interventions to promote a safe and healthy school environment and address school-related gender-based violence in Tanzania and beyond.

Engagement of key stakeholders including the ministry of education, curriculum developers, school managers, teachers, parents, children as well as partners worked well as it ensures the smooth implementation of the CwR program. The Use of the existing education delivery system and structure was also one of the most cost-effective and scalable interventions to promote a safe and healthy school environment and address school-related gender-based violence in Tanzania and beyond.

Teachers' struggle to finish the school syllabus and COVID-19 was among the challenges we encountered in the implementation of CwR programme. Teachers implemented the program as an extra curriculum. This was somehow difficult where teachers are less motivated, and it has the possibility of having less impact due to poor coverage of intended lessons is higher. Planning together, however, might help to identify those challenges and take measures to minimize the challenges.

We have learnt that, for the country to benefit fully from the CwR curriculum, the program has to be implemented at a large scale through the existing education delivery system. Where possible, complementing school-based interventions such as Connect with Respect with other actions such as the development of codes of conduct for teachers, support from school management as well as community outreach programs through community radios or other platforms guarantee maximum benefit and positive impact of the program.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

- Connect with Respect approach can be considered as the best practice because has yielded positive outcomes in terms of knowledge, attitudes/perception and reported practices for both learners and teachers and in some cases its impact goes beyond schools i.e. community/family level. It practices also encourages greater engagement in a friendly interaction of learners (right holders) and teachers (duty bearers) in different learning activities through group work in large or small groups or paired work for students to participate and reflect on key issues or actions intended.
- The Connect with Respect (CwR) curriculum contents address issues of concern, hence achieving a significant level of support from the governments, religious leaders, teachers and learners.

The following recommendations are made for those who intend to adopt the documents:

- a) CwR can be delivered through integration in the mainstream curriculum and or a stand-alone program. This can help people to benefit from the bigger existing education structure, hence enquires little investment to operationalize and is, therefore, one of the most cost-effective and scalable interventions to promote a safer and healthier school environment and address school-related gender-based violence in Tanzania and beyond
- b) The Connect with Respect (CwR) curriculum contents can be adopted as extra-curriculum activities. This will also yield positive outcomes in terms of knowledge, and attitudes/perception for both learners and teachers in some cases, its impact goes beyond schools i.e. community/family level, because learners get enough time to participate and engage in the program as they learn it.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

1. CwR pre- and post-evaluation reports, UNESCO/TIE 2020.
2. Analysis of experience and outcomes of Connect with Respect: A five-country study. UNESCO, 2021.
3. Behind the numbers: ending school violence and bullying, UNESCO, 2019
4. Connect with Respect: Preventing gender-based violence in schools, 2021
5. Global guidance on school related gender-based violence, UNESCO 2016