

APPENDIX 1: The Education (Corporal Punishment) Regulations, 2002

Education (Corporal Punishment)

Cap No. 294 (contd.)

THE EDUCATION ACT, 1978

(No. 25 of 1978)

REGULATIONS

Made under section 60(o)

THE EDUCATION (CORPORAL PUNISHMENT) REGULATIONS, 2002

1. These Regulations may be cited as the Education (Corporal Punishment) Regulations, 2002.

Citation

2. In these Regulations unless the context otherwise requires "corporal punishment" means punishment by striking a pupil on his hand or on his normally clothed buttocks with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body;

Interpre-
tation

"head of school" means any teacher appointed by the relevant authority to be in charge of primary or secondary school and includes any person to whom he delegated his duties;

"pupil" means any child enrolled in any primary or secondary school but does not include a child enrolled in a pre-primary school or teachers' college;

"school authority" means all teachers and does not include other members of staff.

3. (1) Corporal punishment may be administered for serious breaches of school discipline or for grave offences committed whether inside or outside the school which are deemed by the school authority to have brought or are capable of bringing the school into disrepute.

Corporal
punish-
ment

(2) Corporal punishment shall be reasonable having regard to the gravity of offence, age, sex and health of the pupils and shall not exceed four strokes on any occasion.

Education (Corporal Punishment)

G.N. No. 294 (contd.)

The head of school to administer corporal punishment

4.-(1) The head of the school in his discretion may administer corporal punishment or may delegate his authority in writing to a carefully selected member of his teaching staff provided that the authorised member of staff may act only with the approval of the head of the school on each occasion when corporal punishment is administered.

(2) A female pupil may only receive corporal punishment from a female teacher except where there is no female teacher at the school in which case the head of school may himself administer corporal punishment or authorise in writing a male teacher to administer corporal punishment.

Administration of corporal punishment

5.-(1) In every occasions where corporal punishment is administered it shall be recorded in writing in a book kept for this purpose and such record shall state in each instance the name of the pupil, the offence or breach of discipline, the number of strokes and the name of the teacher who administered the punishment

(2) Every entry in the book shall be made and signed by the head of the school.

Refusal to accept corporal punishment

6: A refusal to accept corporal punishment either by a pupil or by a parent on the pupil's behalf may lead to the exclusion of the pupils in accordance to the Expulsion and Exclusion of Pupils from Schools Regulations, 2001.

Disciplinary action Act No. of 1989

7. A disciplinary action shall be instituted under the Teachers Services Act 1939 as against a head of school or school authority if the administration of corporal punishment is violated.

Revocation GN No. 421 of 2000

8. The Education (Corporal Punishment) Regulations 2000 are hereby revoked.

Dar es Salaam,
....., 2002

HON. J. J. MUNGAI, (MP.),
Minister for Education and Culture

**APPENDIX 2: ARTICLE 31 –
AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD (ACRWC)**

Article 31: Responsibility of the Child

Every child shall have responsibilities towards his family and society, the State and other legally recognized communities and the international community. The child, subject to his age and ability, and such limitations as may be contained in the present Charter, shall have the duty;

(a) to work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need;

(b) to serve his national community by placing his physical and intellectual abilities at its service;

(c) to preserve and strengthen social and national solidarity;

(d) to preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society;

(e) to preserve and strengthen the independence and the integrity of his country;

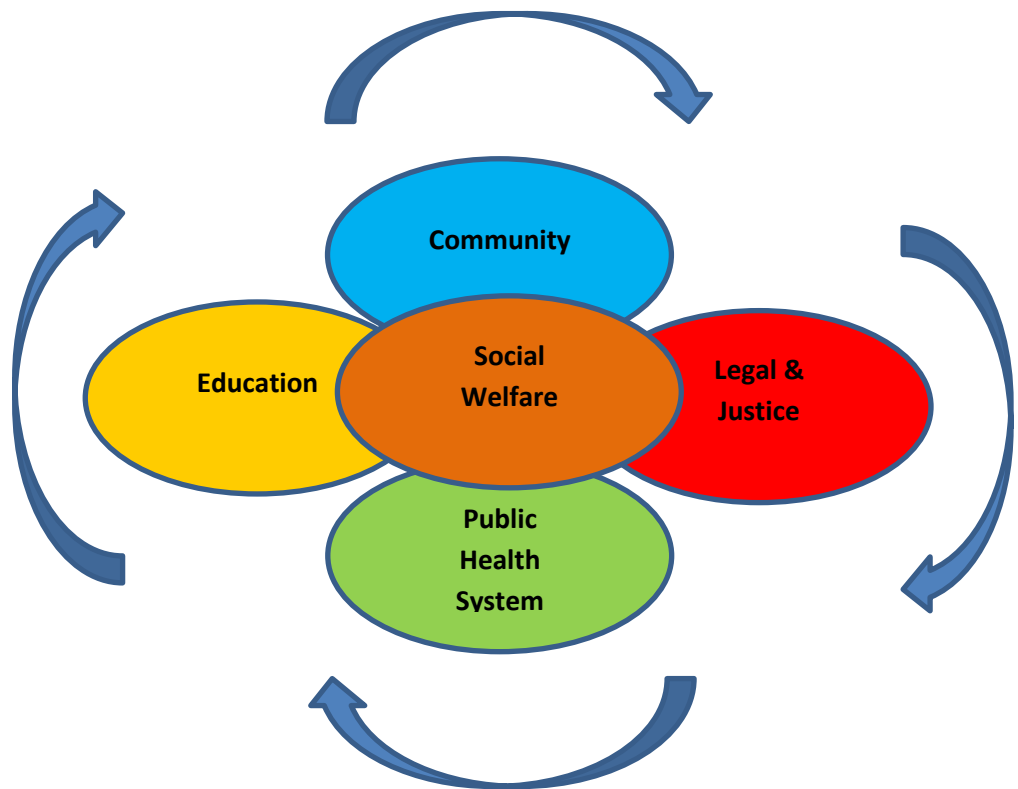
(f) to contribute to the best of his abilities. at all times and at all levels, to the promotion and achievement of African Unity.

APPENDIX 3:

TANZANIA: The Multi-Sector Task Force – A National Response to Violence Against Children

(Ministry of Community Development, Gender and Children, n.d.)

Comprehensive VAC Response: Prevention and Services



APPENDIX 4: Study Transcription and Translation Protocol

(McLellan, MaCqueen and Neidig, 2003)

(Draft: 10 October 2016)

1. General Formatting

The following formatting is to be used when transcribing all key informant interviews (KII) and participatory group discussions (PGD), etc.:

- Arial 11-point
- Margins: Normal
- All text to begin indented
- Entire document to be left justified
- Lines to be numbered
- Single space text with double space between speakers

2. Labelling Transcriptions / Translations

When labelling individual interviews or participatory group discussion (PGD) transcriptions, the following labelling information should appear at the top of the document:

Date of activity:

Research activity: (e.g., Key Informant Interview (KII), transect walk, PGD)

Activity Location:

Activity venue: (e.g., library, school)

Number of Attendees: (e.g., from attendance register)

Interviewer ID: (As per below key)

Interview Length:

Date of transcription / translation:

Name of transcriber / translator:

Example:

Date of activity: 13 March 2016

Research activity: Day of the African Child Celebration Planning Meeting

Activity Location: Town Centre

Activity Venue: District Community Development Office

Number of Attendees: 25

Interviewer ID: In4

Interview Length: 02:46:15

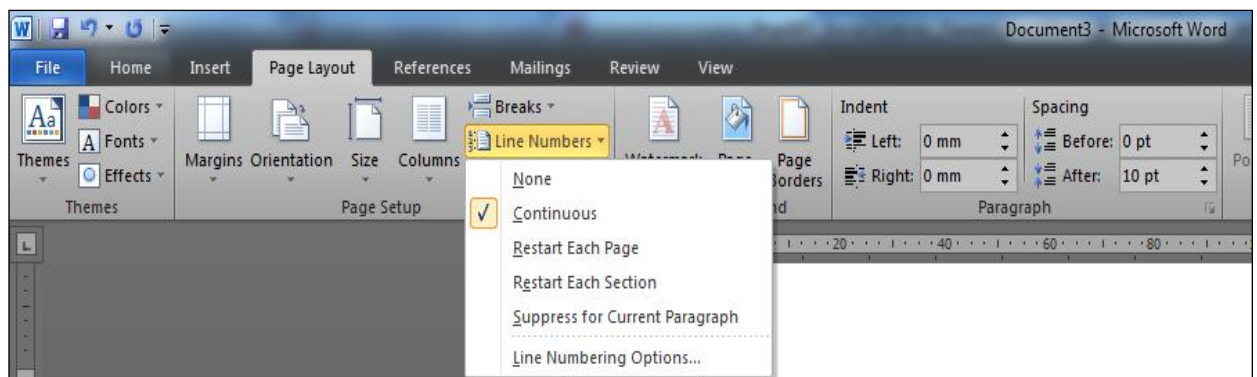
Date of transcription: 07 May 2016

Name of Transcriber: Kasala Mathias

3. Line Numbering and Text Indents

When typing transcriptions, each line is to be numbered. Line numbers should be added automatically using Microsoft Word. Letting the word processor do it can be very quick for long transcripts, but occasionally generate problems that need to be corrected. To generate the automatic numbering in Word, do the following:

- Go to the Page Layout option
- Click on the Line Numbers Menu
- Click on “Continuous”



Each line will then be numbered automatically. Next to the page numbering the participant or researcher identity codes should be typed. In the third column, the actual transcribed text should be added. To ensure that all text is aligned, the transcriber should make use of the TABS function. To ensure that all tabs are spread equally, do the following (see visual aid on the following page):

- Click on *Page Layout* option
- Click on *Paragraph*
- Change the *Spacing* to 0pt.
- Change the *Line Spacing* to Single
- In the box, click on *Tabs*
- When the *Tabs* box appears, change the *Default Tab Stops* to 1.25cm.
- Press *OK.*

Interviewer Key / Interviewer Code

Interviewer 1	In1	Interviewer 3	In3
Interviewer 2	In2	X	In4

Interviews / Discussions with Multiple Respondents

In cases where there are multiple facilitators and/or study participants such as focus groups or participatory group discussions, comments, questions or responses from each specific individual must be differentiated. A participant coding or numbering scheme must be created prior to such group interviews.

Each participant should be given a number/code that they will be asked to state before speaking.

Example:

In04: OK, before we begin the interview itself, I'd like to confirm that you have read and signed the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

P1: Yes, I have read it and understand this.

P8: I also understand it, thank you.

In04: Does anyone else have any questions or comments before we proceed?

4. Study Participant Codes

Pseudonyms and designated codes should be used in written transcriptions and translation documents to maintain anonymity of researchers and study participants as per ethical research guidelines. A study participant coding list will be provided separately and should be kept in a secure location, not available to people outside the immediate study team to access. Below is an example of how an anonymised transcript / translation would appear.

Example:

In4: How long have you been a teacher?

KI05: Let me see... I believe it's now been about 32 years.

In4: Wow, congratulations. That is a long time. Over those 32 years, what schools have you taught in?

5. Transcription and Translation Process

Transcription will be conducted a two-stage process, i.e. interviews will be transcribed verbatim into the local language/s (e.g. Kiswahili and/or Kisakuma) and then the transcribed local language interview transcript will be translated into English. Transcripts should be single spaced with a double space between new speakers.

Interviews shall be transcribed verbatim (i.e., written word for word, exactly as said), including any nonverbal or background sounds (e.g., laughter, sighs, coughs, claps, finger snaps, pen clicking, and vehicle horns/hooting, community noises, interruptions, etc).

If a word is repeated several times or if a participant says something and then retracts it, all of this should be transcribed/written.

Nonverbal or background sounds shall be typed in parentheses, for example, (short sharp laugh), (group laughter), (boda boda passing), (child crying), (birds singing), etc.

If interviewers or interviewees mispronounce words, these words shall be transcribed as the individual said them. The transcript should not be "cleaned up" by removing foul language, slang, grammatical errors, or misuse of words or concepts.

If an incorrect or unexpected pronunciation results in difficulties with comprehension of the text, the correct word should be typed in square brackets. A forward slash shall be placed immediately behind the open square bracket and another in front of the closed square bracket.

Example:

KI05: I thought that was pretty pacific [/specific/], but they disagreed.

- Filler words such as *Mm, hmm...*, *Eh! Ayah ayah*, etc. shall be transcribed.

Sensitive Information

If an individual uses his or her own name during the discussion, the transcriber shall replace this information with the appropriate interviewee or interviewer pseudonym or code.

Example:

In03: My supervisor said to me, "In03, reflect on the context before probing further."

If an individual provides others' names, locations, organizations, and so on, the transcriber shall enter an equal sign immediately before and after the named information. Analysts will use this labeling information to easily identify sensitive information that may require substitution later.

Example:

KI05: My colleague =John Doe= was very unhappy in his job so he started talking to the hospital administrator at =Kagadi Hospital= about a different job.

Pauses

If an individual pauses briefly between statements or trails off at the end of a statement, the transcriber shall use three full stops to indicate this speech pattern. A brief pause is defined as an approximately two- to five-second break in speech.

Example:

KI05: Sometimes, a participant briefly loses... their train of thought or... pauses after making a poignant remark. Other times, they end their statements and their words trail off...

If a longer speech delay occurs (i.e., greater than 5 seconds), the transcriber shall indicate this with three full stops and the estimated time or pause or silence inside parentheses.

Example:

KI05: Sometimes an individual may require additional time to construct a response.

(... ~8 seconds) other times, they are waiting for additional instructions or probes.

When one speaker interrupts another speaker or there is no discernible gap between the utterance of one speaker and the start of the next speaker, this is sometimes called

a “latched” utterance. An equal sign at the end of one speaker’s utterance and at the start of the next speaker’s utterance can be used to indicate this phenomenon.

Example:

KI03A: Anyway Brian=

KI05: =Okay, okay

Inaudible Information

The transcriber shall indicate words or portions of the audiotape that are inaudible or difficult to understand. See the below Transcription / Translation Symbols table for specific symbols.

If a lengthy segment of the tape is inaudible, unintelligible, or is “dead air” where no one is speaking, the transcriber shall record this information in square brackets. In addition, the transcriber shall provide a time estimate for information that could not be transcribed.

Example:

The process of identifying missing words in an audiotaped interview of poor quality is [inaudible segment: 2 minutes of interview missing].

Overlapping Speech

If individuals are speaking at the same time (i.e., overlapping speech) and it is not possible to distinguish what each person is saying, the transcriber shall place the phrase “cross talk” in square brackets immediately after the last identifiable speaker’s text and pick up with the next audible speaker.

Example:

KI05: Turn taking may not always occur. People may simultaneously contribute to the conversation; hence, making it difficult to differentiate between one person’s statement [cross talk]. This results in loss of some information.

Questionable Text

If the transcriber is unsure of the accuracy of a statement made by a speaker, this statement shall be placed inside parentheses and a question mark is placed in front of the open parenthesis and behind the close parenthesis.

Example:

KI05: I wanted to switch to ?(Kibuli Hospital)? if they have a job available for me because I think the conditions would be better.

6. Transcription / Translation Symbols

Transcription/Translation ¹	Symbols	Short Description
Phrase		
Word	SPACE	Space between words
Sensitive information	=Person's Name=	Marker for sensitive information that may need to be anonymised later
Pauses		
pause, short (~2-5 seconds)	...	Silence too short to time
pause, long (timed)	(... ~10 seconds)	Longer silence unable to time
latching	=	Speaker is interrupted
Disfluency		
truncated/cut-off word	wor-	Cut off or partial word
Language clarification	[/word/]	Clarification of a misused word
Inaudible		
unintelligible single word	[###]	Inaudible single word
uncertain word/s	[#word]	#followed by suspected word
inaudible words or comment	[inaudible segment]	Multiple inaudible words
inaudible due to multiple people speaking at once	[cross talk]	
Vocalism / Background Sounds		
laugh/s	(laughter-group)	Laughs of individual or group

¹ Du Bois: Comparison of Transcription Symbols.
Available: <http://www.linguistics.ucsb.edu/projects/transcription/A04comparison.pdf>

cough or sneeze, etc.	(cough x3)	Cough or coughs
Background sounds	(birds singing), (children playing), (baby crying), etc.	Notable sounds in and around interview venue

7. End of Interview

The transcriber shall indicate that the interview session reached completion by typing **END OF INTERVIEW** in uppercase letters on the last line of the transcript.

Example:

In4: Is there anything else that you would like to add or do you have any questions?

KI05: No, thank you for speaking with me. I don't have any questions.

In4: Well, thank you for taking the time to talk with me today.

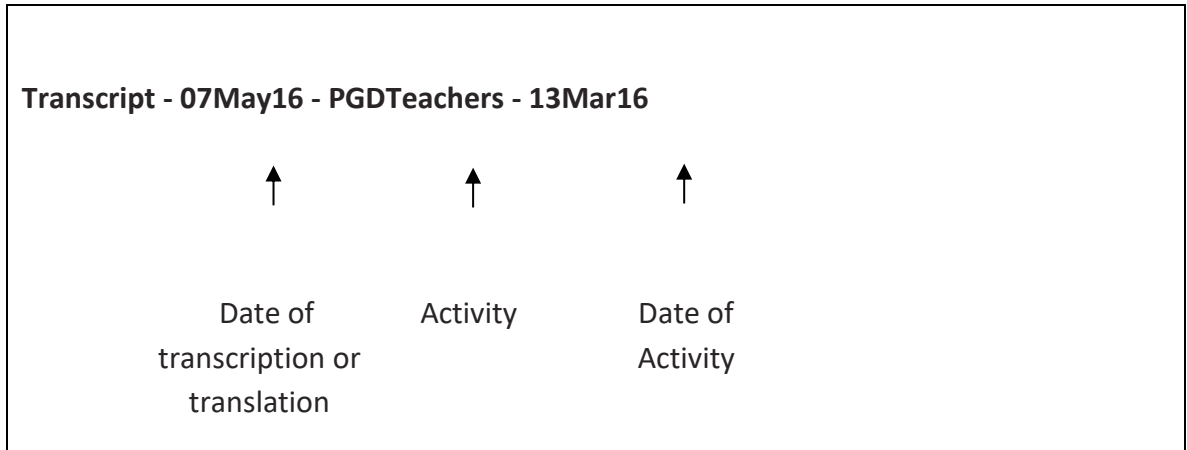
END OF INTERVIEW

8. Saving Transcripts / Translations

The transcriber should save each transcript as a Microsoft Office Word document.

The document should be labelled with **“Transcript” or “Translation”**, followed by the **date of transcription / translation** (DateMonthYear) followed by the **activity** (KII, PGD, Transect Walk etc.), followed by the **date the activity took place** (DateMonthYear).

Example:



For both key informant interviews and participatory group discussions, please save the files according to the key provided.

9. REVIEWING FOR ACCURACY

The transcriber shall check (proofread) all transcriptions against the audiotape and revise the transcript file accordingly. All transcripts shall be audited for accuracy by the interviewer who conducted the interview or by the study data manager.

10. SUBMITTING COMPLETED TRANSCRIPTS

Completed, checked and edited transcript should be sent to Susan Kelly immediately upon completion: susan.kelly@lshtm.ac.uk

APPENDIX 5: Study Information Sheet and Consent and Assent Forms (English & Swahili)

London School of Hygiene and Tropical Medicine
Faculty of Public Health and Policy
Department of Global Health and Development
c/o P.O. Box 3041, Mwanza, Tanzania

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Email: susan.kelly@lshtm.ac.uk
Tel: +255-786-008228

STUDY INFORMATION SHEET

10 May 2016

PROJECT: Exploring the Space Between: Community perceptions and experiences of child discipline and the relationship with the discourse on children's rights in northwest Tanzania

PRINCIPAL INVESTIGATOR (PI): Susan A. Kelly, MPH – Research Degree Student

Good day,

My name is Susan Kelly, and I am a research degree student conducting a study through the London School of Hygiene and Tropical Medicine in the United Kingdom in collaboration with the Tanzania National Institute of Medical Research (NIMR)-Mwanza. I intend to be in Sengerema for approximately 10.5 months to learn about community perceptions and experiences of child discipline and children's rights, and how they affect the daily lives of children and families. This study will form the basis for my PhD thesis.

I intend to move around town talking and interacting with adults and children to gain an understanding of their views and experiences of child discipline and how it relates to children's rights. I hope to spend time with adults and children in schools, homes and other community institutions and spaces. I plan to conduct several group discussions and activities, as well as formal and informal interviews with individual children and adults.

I am interested in learning from children between the ages of 8 and 12 years old, as well as the adults responsible for their care and socialisation. Your participation will be very valuable as it will provide information that might lead to the enhancement of health and wellbeing of children and families in your community and possibly throughout Tanzania. You may be asked to participate in some group discussions and possibly some formal or informal individual discussions that would help me learn about ways to better understand the views and needs of the children and families in your community.

There is no money provided for participation in the study; however, the information you provide as part of this study may help the children and families in your community to live happier, healthier and safer lives. There is a possibility that you may feel uncomfortable with some of the questions I ask or things we may discuss in group exercises. If this happens, and you feel emotional, uncomfortable or stressed, please let me or one of my colleagues know so that we may stop the interview or take a break from the activity you are participating in at that moment. We are very committed to maintaining your wellbeing and safety, so please feel free to ask any questions about the study or share any concerns that may arise at any time throughout the course of the study.

Your participation is entirely voluntary; that is, you are not required to participate in the study unless you want to. If you agree to participate in the study, you can change your mind and decide to stop participating at any time without any penalty to you or your family.

With your permission, I may audio tape our discussion/s, take photographs or video, and possibly make some written notes. All information that identifies you will be stored separately and securely from the information you provide during our discussions, and only my supervisors, research assistant/s and I will have access to the information. All necessary precautions for maintaining your anonymity and safety will be maintained at all times, such as using pseudonyms or other de-identification methods when referencing quotes or other information associated with our discussions.

The findings of this research study may be published or presented at meetings or conferences in the future. Your name and any information that may disclose your identity will be kept strictly confidential.

Thank you for your time, and I look forward to hearing from you should you have any questions or wish to participate in the study. For more information you may contact me, the study Principal Investigator at the above email or telephone number; Dr. Soori Nnko, NIMR-Mwanza Collaborator, Tel: +255-767-959070; or, The Chairperson, National Health Research Ethics Committee, 3 Barack Obama Drive, P. O. Box 9653, 11101 Dar es Salaam, Tel: [+255 22 2121400](tel:+255222121400).

Respectfully,

Susan A. Kelly, MPH – Research Degree Candidate
London School of Hygiene and Tropical Medicine

London School of Hygiene and Tropical Medicine
Faculty of Public Health and Policy
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CONSENT FORM ADULT CAREGIVERS OF CHILD PARTICIPANTS

PROJECT: Exploring the Space Between: Community perceptions and experiences of child discipline in northwest Tanzania and the relationship with the discourse on children's rights

PRINCIPAL INVESTIGATOR (PI): Susan A. Kelly, MPH – Research Degree Student

To be reviewed, considered and signed by carers or gatekeepers of child participants

I have received a detailed information sheet explaining this research study and acknowledge that I understand its content. I also acknowledged that I have read and agree with the information included in the consent form for child participants. I have been given the opportunity to ask questions, which have been answered to my satisfaction.

I understand that:

1. Participation of the child in this research study is fully voluntary.
2. If I believe it necessary, I can end the child's participation in the research study at any time without any penalties to the child or me.
3. I understand that all data generated with the child such as audio records, photos or videos, drawings, field notes and transcripts, etc. will be stored in secure storage for five years, and that after five years, the data will be destroyed.
4. I understand that all personal information such as names and consent forms will be destroyed at the end of the study.
5. I understand that the child will take part in interactive workshops with other children from the community, and that these workshops will be facilitated by the principal investigator and her research assistant/s.
6. I understand that the child may take part in formal or informal discussions and interviews with the principal investigator and her research assistant.
7. I understand that only the principal investigator, her research assistant/s and her supervisors will have access to the personal information of the child.

8. I understand that the results of the research study may be published and that no identifying information linking me or the child to the information will be included; and, that all necessary precautions for maintaining anonymity and safety will be maintained at all times.

9. I have been given the principal investigator, the local National Institute of Medical Research contact, and Chairperson of the National Health Research Ethics Committee's contact information, and I understand I may contact them at any point should either I or the child need to discuss any issues related to the child's participation in this research study.

Based on the above:

- I do not give my consent for the child to participate in this research study.
- I give my consent for the child to participate in this research study.
- I agree to have anonymised quotes used in reports, presentations or other publications of the study findings.

Signature/thumbprint of adult gatekeeper: _____

Date: _____

Signature of Interviewer: _____

Date: _____

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PI Email: susan.kelly@lshtm.ac.uk

CONSENT FORM ASSENT FOR CHILD PARTICIPATION

PROJECT: Exploring the Space Between: Community perceptions and experiences of child discipline and the relationship with the discourse on children's rights in northwest Tanzania

PRINCIPAL INVESTIGATOR: Susan A. Kelly, MPH – Research Degree Student

This form will be adjusted according to the age of the child/young participant. Due to the sensitive nature of the topic, all enrolment of child/young participants will be approved by an appropriate adult gatekeeper representative for each particular child. Young people above the age of 18 or children considered emancipated minors according to local practices will be asked to sign a consent form.

To be conducted in the presence of another adult/gatekeeper witness.

Good day,

My name is Susan Kelly, and I am a student conducting research through the London School of Hygiene and Tropical Medicine in the United Kingdom and the Tanzania National Institute of Medical Research (NIMR). I would like to learn about your thoughts and experiences of growing up in Sengerema and the discipline and physical punishment you and other children experience in your daily lives. I would like to learn from children between the ages of 8 and 12 years old, as well as from the adults that they interact with throughout the day. Your participation will be very valuable as this study may provide information that could help to improve the health and wellbeing of children and families in your community and possibly throughout Tanzania. I request that you participate in some study workshops with other children and possibly some formal or informal conversations where we can all share ideas. This would help me learn about how you and other children spend your days and how you interact with others in your family and community.

There will be no money provided for your participation in the study. But, the information you provide may help you and other children to live happier, healthier and safer lives. There is a possibility that you may feel uncomfortable with some of the questions I ask or things we may discuss in group exercises. If this happens, and you feel emotional, uncomfortable or stressed, please let us know immediately so that we may stop the interview or take a break from the activity you are participating in at that moment. Your safety and wellbeing is most important to us. Please ask questions or share any concerns that may arise during the course of the study with me or my research assistant at any time.

Your participation is entirely voluntary. You are not required to participate in this research study unless you want to. If you agree to participate, you can change your mind and decide to stop participating at any time without any penalty to you or your family.

With your permission, I may audio tape our discussion/s, take photographs or video, and possibly make some written notes. All information that identifies you will be stored separately and securely from the information you provide during our discussions, and only my supervisors, research assistant/s and I will have access to the information. All necessary precautions for maintaining anonymity and safety will be maintained at all times, such as using pseudonyms or other de-identification methods when referencing quotes or other information associated with our discussions.

The findings of this research study may be published or presented at meetings or conferences in the future. Any information that could let others know who you are or what you said as part of this study will be kept strictly confidential.

Is there anything you would like to ask me about this research? You do not have to decide right away if you want to participate in this study. When you have decided, please let us know if you agree to participate or not.

Based on the above:

- I do not agree to participate in this research study.
- I agree to participate in this research study.
- I agree to have anonymised quotes used in reports, presentations or other publications of the study findings.

Signature or thumbprint of the child: _____
Date: _____

Signature of Interviewer: _____
Date: _____

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PI Email: susan.kelly@lshtm.ac.uk

CONSENT FORM ADULT PARTICIPATION

PROJECT: Exploring the Space Between: Community perceptions and experiences of child discipline in northwest Tanzania and the relationship with the discourse on children's rights

PRINCIPAL INVESTIGATOR: Susan A. Kelly, MPH – Research Degree Student

To be reviewed, considered, and signed by adult study participants (i.e. adults responsible for the wellbeing of children in families and the community)

I have received detailed information concerning this research study, which I fully understand. I have been given the opportunity to ask questions, which have been answered to my satisfaction. I understand that:

1. My participation in this research study is completely voluntary, and I am free to stop my participation at any time.
2. I understand that all data generated as part of this study such as audio records, pictures or videos, drawings, fieldnotes and transcripts, etc. will be stored in secure storage for five years, and that after five years, the data will be destroyed.
3. I understand that all personal information such as names and consent forms will be destroyed at the end of the study.
4. I understand that I may be asked to participate in formal and informal discussions and interviews, as well as possible participation in interactive group discussions with other adults from the community, and that these activities will be facilitated by the principal investigator and her research assistant/s.
5. I understand that only the principal investigator, her research assistant and her supervisors will have access to my personal information.
6. I understand that the results of the research study may be published and that no identifying information linking me to the information generated through this

study will be included; and, that all necessary precautions for maintaining anonymity and safety will be maintained at all times.

7. I have been given the principal investigator, the local National Institute of Medical Research (NIMR) contact, and Chairperson of the National Health Research Ethics Committee's contact information, and I understand I may contact them at any point should I need to discuss any issues or ask any questions related this research study.

Based on the above:

I do not agree to participate in this research study.

I agree to participate in this research study.

I agree to have anonymised quotes used in reports, presentations or other publications of the study findings.

Signature/thumbprint: _____

Date: _____

Signature of Interviewer: _____

Date: _____

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CONSENT FORM HOUSEHOLD PARTICIPATION

PROJECT: Exploring the Space Between: Community perceptions and experiences of child discipline and the relationship with the discourse on children's rights in northwest Tanzania

PRINCIPAL INVESTIGATOR: Susan A. Kelly, MPH – Research Degree Student

To be reviewed, considered, and signed by head-of-household.

I have received detailed information concerning this research study, which I fully understand. I have been given the opportunity to ask questions, which have been answered to my satisfaction.

I understand that:

1. My participation, and the participation of the children and others individuals living in this household, in this research study is completely voluntary, and that any of us are free to stop our participation at any time.
2. I understand that all data generated as part of this study, such as audio records, photos or videos, drawings, fieldnotes and transcripts, etc., will be stored in secure storage for 5 years and then destroyed.
3. I understand that all personal information such as names and consent forms will be destroyed at the end of the study.
4. I understand that anyone within or visiting the household may be asked to participate in formal and informal discussions, interviews and activities, as well as possible participation in interactive group discussions with others from the community.
5. I understand that only the principal investigator, her research assistant/s and her supervisors will have access to my personal information and the personal information of the members of my household.

6. I understand that the results of the research study may be published and that no identifying information linking me or members of my household to the information generated through this study will be included; and, that all necessary precautions for maintaining anonymity and safety will be maintained at all times.

7. I have been given the principal investigator, the local National Institute of Medical Research (NIMR) contact, and Chairperson of the National Health Research Ethics Committee's contact information, and I understand I may contact them at any point should I need to discuss any issues or ask any questions related this research study.

Based on the above:

- I do not give my consent for me or members of my household to participate in this research study.
- I give my consent for me and members of my household to participate in this research study.
- I agree to have anonymised quotes used in reports, presentations or other publications of the study findings.

Signature/thumbprint of adult gatekeeper: _____

Date: _____

Signature of Interviewer: _____

Date: _____

London School of Hygiene and Tropical Medicine
Faculty of Public Health and Policy
Department of Global Health and Development
c/o P.O. Box 3041, Mwanza, Tanzania



Simu: +255-786-008228
Barua pepe: susan.kelly@lshtm.ac.uk

TAARIFA KUHUSU UTAFITI

MADA: Kutambua utofauti kati ya: mitazamo na uzoefu wa jamii na ufahamu juu ya malezi ya watoto na uhusiano wake na mijadala juu ya haki za watoto kaskazini magharibi mwa Tanzania

MTAFITI MKUU: Susan A. Kelly, MPH- Mwanafunzi wa shahada ya kitafiti

Habari,

Jina langu ni Susan Kelly, na ni mwanafunzi wa shahada ya kitafiti ambaye nafanya utafiti kupitia London School of Hygiene and Tropical Medicine kilichoko Ulaya kwa kushirikiana na Taasisi ya Taifa ya Utafiti wa Magonjwa Tanzania (NIMR)- Mwanza. Ninatarajia kuwepo katika mji wa Sengerema kwa takribani muda wa miezi 10.5 kujifunza juu ya mitazamo na ufahamu wa jamii kuhusu malezi na haki za watoto, na jinsi vinavyoathiri maisha ya kila siku ya watoto na familia zao. Utafiti huu utakuwa ndio msingi wa utafiti wangu wa shahada ya uzamivu.

Ninatarajia kutembelea maeneo ya mji wa Sengerema nikiiongea na kuchangamana na watu wazima na watoto ili kufahamu mitazamo na ufahamu wao juu ya malezi ya watoto na jinsi inavyohusiana na haki za watoto. Natarajia kutumia muda huu pamoja na watu wazima na watoto wa shule, majumbani na taasisi za kijami na maeneo mbalimbali. Natarajia kuendesha mijadala na shughuli mbalimbali za makundi, pamoja na usahili rasmi na usio rasmi kwa mtoto na mtu mzima, mmoja mmoja.

Ninapenda kujifunza kutoka kwa watoto wenye umri wa miaka kati ya 8 hadi 12, pamoja na watu wazima ambao wanawajibika kwa malezi na maisha yao. Ushiriki wako utakuwa wa thamani kubwa kwani utasaidia kupatikana kwa taarifa ambazo zinaweza kupelekea kuboresha afya na ustawi wa watoto na familia katika jamii yako na hata nchi nzima ya Tanzania. Unaweza kuombwa kushiriki katika mijadala ya makundi, na hasa mijadala rasmi na isiyo rasmi ambayo itaweza kunisaidia mimi kujifunza njia za kuweza kufahamu zaidi mitazamo na mahitaji ya watoto na familia katika jamii yako.

Hakuna pesa itakayotolewa kwa ajili ya kushiriki katika utafiti huu; lakini, taarifa utakazozitoa kama sehemu ya utafiti huu zinaweza kuwasaidia watoto na familia katika jamii yako kuishi maisha ya furaha, afya, na salama zaidi. Kuna uwezekano kuwa unaweza ukajisikia vibaya kutokana na baadhi ya maswali nitakayo kuuliza au vitu

ambayo tutavijadili katika makundi. Endapo hili litatokea, na ukajisikia kukereka, vibaya, au kukwazika, tafadhali nijulishe mimi au mmoja wapo wa watafiti wenzangu ili tuweze kusitisha usahili au kupumzika kwa muda kwa kazi utakayokuwa unashiriki kwa muda huo. Tuna wajibu wa kuhakikisha kuwa uko huru na salama, hivyo basi uwe huru kuuliza swali lolote juu ya utafiti au kuchangia jambo lolote ambalo linaweza kujitokeza muda wowote wakati wote wa utafiti.

Ushiriki wako wote ni wa hiari; kwamba, hulazimiki kushiriki katika utafiti huu isipokuwa kwa kuridhia kwako mwenyewe. Endapo utakubali kushiriki katika utafiti huu, unaweza kuamua kujitoa katika kushiriki muda wowote na bila adhabu yoyote ile kwako binafsi au familia yako.

Kwa ruhusa yako, ninaweza kurekodi mojadala yetu/kupiga picha au video, na hata kunakili baadhi ya mazungumzo. Taarifa zote ambazo zinakutambulisha wewe zitahifadhiwa kipekee na kwa usalama tofauti na taarifa utakazozitoa wakati wa mijadala, na, ni wasimamizi wangu, watafiti wasaidizi, na mimi tu ambao tutakuwa na idhini ya kutumia taarifa. Tahadhari yoyote muhimu ya kuhufadhi majina yako na usalama wako zitazingatiwa muda wote, kama vile kutumia majina yasiyo halisi au njia zingine wakati wa kutumia nukuu au taarifa zinazohusiana na mijadala yetu.

Matokeo ya utafiti huu yanaweza kuchapishwa na kutolewa kwenye mikutano au makongamano kwa wakati ujao. Jina lako na taarifa yoyote ile inayoweza kupelekea kujulikana kwako vitatunzwa kwa usiri mkubwa.

Asante kwa kutumia muda wako, na natarajia kusikia kutoka kwako endapo utakuwa na maswali au ungependa kushiriki katika utafiti huu. Kwa maelezo zaidi unaweza kuwasiliana nami, mtafiti mkuu, kupitia simu au barua pepe yangu hapo juu; Dr. Soori Nnko, NIMR-Mwanza, Simu: +255-767-959070; au The Chairperson, National Health Research Ethics Committee, 3 Baraka Obama Drive, P.O. Box 9653, 11101 Dar es Salaam, Simu: +255-222-121400.

Asante,

Susan A. Kelly, MPH – PhD Candidate
London School of Hygiene and Tropical Medicine

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FOMU YA MAKUBALIANO

USHIRIKI WA MTU MZIMA

MADA: Kutambua utofauti kati ya: mitazamo na uzoefu ya jamii na ufahamu juu ya malezi ya watoto na uhusiano wake na mijadala juu ya haki za watoto kaskazini magharibi mwa Tanzania

MTAFITI MKUU: Susan A. Kelly, MPH- Mwanafunzi wa shahada ya kitafiti.

.....
Ihakikiwe, kuzingatiwa, na kusainiwa na mshiriki ambaye ni mtu mzima (mtu mzima ambaye anawajibika kwa ustawi wa mtoto katika familia na jamii)

Nimepokea maelezo toshelezi kuhusu utafiti huu, ambayo nimeyaelewa vizuri. Nimepewa nafasi ya kuuliza maswali na nimeridhishwa na majibu yaliyotolewa.

Ninafahamu kwamba:

1. Ushiriki wangu katika utafiti huu ni wa hiari, na kuwa niko huru kusitisha ushiriki wangu wakati wowote.
2. Nafahamu kwamba taarifa zote zilizotolewa kama sehemu ya utafiti huu kama vile sauti, na picha, michoro, na maandishi na nukushi, n.k. vitahifadhiwa katika sehemu salama kwa muda wa miaka mitano, na kwamba baada ya miaka mitano, taarifa hizi zitaharibiwa.
3. Nafahamu kuwa taarifa zote binafsi kama vile majina na fomu ya makubaliano zitaharibiwa mara baada ya utafiti.
4. Ninafahamu kuwa ninaweza kuombwa kushiriki katika mijadala na usahili rasmi na isiyo rasmi, pamoja na kushiriki katika mijadala ya makundi na watu wengine wazima kutoka kwenye jamii, na kwamba, shughuli hizi zitawezeshwa na mtafiti mkuu na masaidizi/wasaidizi wake wa utafiti.
5. Ninafahamu kuwa mtafiti mkuu, wasaidizi wake, na wasimamizi wake, pekee, ndiyo watakaokuwa na idhini ya kutumia taarifa zangu binafsi.

6. Ninafahamu kuwa matokeo ya utafiti huu yanaweza kuchapishwa na hakuna taarifa yoyote inayoweza kunihusisha mimi itakayo ambatanishwa; na, kwamba tahadhari zozote muhimu kwa ajili ya kuhakikisha usiri, na usalama zitazingatiwa muda wote.
7. Nimepewa mawasiliano ya mtafiti mkuu na wasaidizi wake, na ninafahamu kuwa ninaweza kuwasiliana nao wakati wowote nitakapo hitaji kujadili jambo lolote au kuuliza maswali yanayohusiana na utafiti huu.
Kwa kuzingatia maelezo hayo hapo juu,

Kwa kuzingatia maelezo hayo hapo juu,

Sikubali kushiriki katika utafiti huu,

Ninakubali kushiriki katika utafiti huu,

Nakubali nukuu zisizo na majina kutumika katika taarifa, mihadhara, na machapisho mengine ya matokeo ya utafiti.

Sahihi/dolegumba la mzazi/mlezi: _____

Tarehe: _____

Sahihi ya Msahili: _____

Tarehe: _____

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FOMU YA MAKUBALIANO

USHIRIKI WA KAYA

MADA: Kutambua utofauti kati ya: mitazamo na uzoefu wa jamii na ufahamu juu ya malezi ya watoto na uhusiano wake na mijadala juu ya haki za watoto kaskazini magharibi mwa Tanzania

MTAFITI MKUU: Susan A. Kelly, MPH- Mwanafunzi wa shahada ya kitafiti.

Ihakikiwe, kuzingatiwa, na kusainiwa na mkuu wa kaya.

Nimepokea maelezo toshelezi kuhusu utafiti huu, ambayo nimeyaelewa vizuri.

Nimepewa nafasi ya kuuliza maswali na nimeridhishwa na majibu yaliyotolewa.

Ninafahamu kwamba:

1. Ushiriki wangu, na ushiriki wa watoto na watu wengine wanaoishi katika kaya hii, katika utafiti huu ni wa hiari, na kuwa mtu yeyote kati yetu anaweza kusitisha ushiriki wetu wakati wowote.
2. Ninafahamu kuwa taarifa zote zitakazotolewa kama sehemu ya utafiti huu, kama vile sauti, picha, michoro, maandishi na nukushi, n.k., zitahifadhiwa kwa usalama mkubwa kwa muda wa miaka mitano, na kuharibiwa baada ya hapo.
3. Ninafahamu kuwa taarifa zote binafsi kama vile majina na fomu ya makubaliano vitaharibiwa mara baada ya utafiti.
4. Ninafahamu kuwa mtu yeyote ndani ya au atakayetembea familia, anaweza kuombwa kushiriki katika mijadala, usahili na shughuli rasimi na zisizo rasimi, pamoja na kushiriki katika mijadala shirikishi ya makundi pamoja na watu wengine kutoka kwenye jamii.
5. Ninafahamu kuwa mtafiti mkuu, wasaidizi wake na wasimamizi wake wa utafiti ndio watakaokuwa na idhini ya kutumia taarifa zangu binafsi na taarifa binafsi za wanafamilia wangu.
6. Ninafahamu kuwa matokeo ya utafiti yanaweza kuchapishwa na kwamba hakuna taarifa yoyote itakayoweza kunihusisha mimi au mtu yeyote ndani ya

familia yangu itakayotolewa katika utafiti huu, itakayoambatanishwa, na kwamba tahadhali yoyote muhimu ya kuhifadhi majina na usalama zitazingatiwa muda wote.

7. Nimepewa mawasiliano ya mtafiti mkuu na wasaidizi wake, na ninafahamu ninaweza kuwasiliana nao wakati wowote nitakapohitaji kujadili jambo lolote kuhusu utafiti huu.

Kwa kuzingatia hayo hapo juu,

- Sitoi idhini kwa mimi au wanafamilia wangu kushiriki katika utafiti huu,
- Ninatoa idhini kwa mimi au wanafamilia wangu kushiriki katika utafiti huu
- Nakubali nukuu zisizo na majina kutumika katika taarifa, mihadhara, na machapisho mengine ya matokeo ya utafiti.

Sahihi/dolegumba la mzazi/mlezi: _____

Tarehe: _____

Sahihi ya Msahili: _____

Tarehe: _____

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FOMU YA MAKUBALIANO

MAKUBALIANO YA USHIRIKI WA MTOTO

MADA: Kutambua utofauti kati ya: mitazamo na uzoefu wa jamii na ufahamu juu ya malezi ya watoto na uhusiano wake na mijadala juu ya haki za watoto kaskazini magharibi mwa Tanzania

MTAFITI MKUU: Susan A. Kelly, MPH- Mwanafunzi wa shahada ya kitafiti.

Fomu hii itakuwa inabadirishwa kulingana na umri wa mtoto/mshiriki mwenye umri mdogo. Kulingana na uhalisia wa mada yenyewe, usajili wa mtoto/mshiriki mwenye umri mdogo lazima uridhiwe na mlezi sahihi ambaye ni mtu mzima kama mwakirishi wa mtoto husika. Watu wenye umri mdogo ambao ni zaidi ya miaka 18 au watoto wadogo ambao wanachukuliwa kama watu huru kulingana na mila, wataombwa wajaze fomu za makubaliano, wao wenyewe.

.....
Ifanyike mbele ya mtu mwingine mzima/shahidi

Habari,

Jina langu ni Susan Kelly, na ni mwanafunzi wa shahada ya kitafiti ambaye nafanya utafiti kupitia London School of Hygiene and Tropical Medicine kilichoko Ulaya kwa kushirikiana na Taasisi ya Taifa ya Utafiti wa Magonjwa Tanzania (NIMR). Ninapenda kufahamu mawazo na ufahamu wako wa kukulia katika mji wa Sengerema na malezi na adhabu kali ambazo wewe na watoto wengine mnakumbana nazo katika maisha yenu ya kila siku. Napenda kujifunza kutoka kwa watoto wenye umri kati ya miaka 8 hadi 12, pamoja na watu wazima wanaoishi nao kila siku. Ushiriki wako utathaminiwa sana kwani utaweza kusaidia kuboresha afya na ustawi wa watoto na familia katika jamii yako na hata Tanzania nzima. Ninakuomba ushiriki katika baadhi ya mijadala pamoja na watoto wengine na hasa katika mijadala rasimi na isiyo rasimi ambapo wote kwa pamoja tunaweza kubadirishana mawazo. Hii itaweza kunisaidia mimi kujifunza ni jinsi gani wewe na watoto wengine mnavyoishi na jinsi mnavyoshirikiana katika familia na jamii.

Hakutakuwa na pesa itakayotolewa kwa ajili ya ushiriki wako katika utafiti. Lakini, taarifa utakazozitoa zinaweza kukusaidia wewe na watoto wengine kuishi maisha ya furaha, afya, na salama zaidi. Kuna uwezekano kuwa unaweza ukajisikia vibaya kutokana na baadhi ya maswali nitakayo kuuliza au vitu ambayo tutavijadili katika makundi. Endapo hili litatokea, na ukajisikia kukereka, vibaya, au kukwazika, tafadhali nijulishe mimi au mmoja wapo wa watafiti wenzangu ili tuweze kusitisha usahili au kupumzika kwa muda kwa kazi utakayokuwa unashiriki kwa muda huo. Usalama na ustawi wako ni wa muhimu sana kwetu.

Tafadhali uliza maswali au nishirikishe mimi au wasaidizi wangu katika jambo lolote wakati wa shughuli ya utafiti huu muda wowote.

Ushiriki wako katika utafiti huu ni wa hiari. Haupaswi kushiriki katika utafiti huu ikiwa hauko tayari kushiriki. Endapo utakubali kushiriki, unaweza ukaamua kusitisha kushiriki katika utafiti huu muda wowote bila adhabu yoyote kwako au kwa familia yako.

Kwa ruhusa yako, ninaweza kurekodi mojadala yetu/kupiga picha au video, na hata kunakili baadhi ya mazungumzo. Taarifa zote ambazo zinakutambulisha wewe zitahifadhiwa kipekee na kwa usalama tofauti na taarifa utakazozitoa wakati wa mijadala, na, ni wasimamizi wangu, watafiti wasaidizi, na mimi tu ambao tutakuwa na idhini ya kutumia taarifa. Tahadhari yoyote muhimu ya kuhufadhi majina yako na usalama wako zitazingatiwa muda wote, kama vile kutumia majina yasiyo halisi au njia zingine wakati wa kutumia nukuu au taarifa zinazohusiana na mijadala yetu.

Matokeo ya utafiti huu yanaweza kuchapishwa au kuwasilishwa kwenye mikutano kwa muda ujao. Taarifa yoyote ambayo inaweza kupelekea ujulikane kuwa wewe ni nani au kitu chochote ulichokisema kama sehemu ya utafiti huu kitahifadhiwa kwa usiri mkubwa.

Kuna jambo lolote ambalo ungependa kuniuliza kuhusu huu utafiti? Hupaswi kuamua kwa haraka endapo unahitaji kushiriki katika utafiti huu. Na utakapoamua, tafadhali tujulishe iwapo utakuwa umekubali kushiriki au la.

.....

Kwa kuzingatia maelezo hayo hapo juu,

Sikubali kushiriki katika utafiti huu,

Ninakubali kushiriki katika utafiti huu,

Nakubali nukuu zisizo na majina kutumika katika taarifa, mihadhara, na machapisho mengine ya matokeo ya utafiti.

Sahihi/dolegumba la mtoto: _____

Sahihi ya Msahili:

Tarehe: _____

Tarehe: _____

APPENDIX 6: SAMPLE IN-DEPTH INTERVIEW GUIDES (Key Informants, Elders and Children)

Key Informant In-Depth Interview (IDI) Guide

(Draft: 10 November 2016)

Purpose: To gain insights into perceptions and experiences of child discipline and its relationship with child rights, including protection from various child protection and child rights key stakeholders in Tanzania.

Materials:

- Notepad and pen/s
- Tape recorder

NOTE: Copies of relevant international, national and local policies, posters, or other materials may be used to help stimulate discussion as appropriate. This guide is intended for use with stakeholders involved in the Tanzania multi-sectoral response to violence against children, as well as child-focused organisations and government representatives, etc.

Introduction:

Thank the individual/s for their time and re-introduction yourself and the study. Remind them of the issue of confidentiality and anonymity which is fully explained in the information and consent form that they will have completed. Check if they have any questions from the information and consent form about the research. Remind them that they are free to decline to answer any of the questions or stop the interview at any time.

Background Information

Name Key Informant and DOB / Age:	Name: DOB/Age:
Education Background (What and Where)	Primary: Secondary: Other:
Language of Interview and Ethnic Group	
Home Village	
Institution/Organisation	
Job Title/Role	
Interview Date and	

Start/Finish Times	Date:	Start:	Finish:
Interview Venue			
Town / District			
Interviewer/s			

Stakeholder Responsibilities and Role

- How long have you been in your role?
- What are your main responsibilities in this role?
- What is the geographic area you cover in your role as _____
(e.g. street, village, district, region, national, etc.)
- How does your work and the work of the _____ team relate to the care and wellbeing of children--including child protection?

QUESTIONS – RESEARCH OBJECTIVE 1:

To gain insights into how the Tanzania Violence Against Children (VAC) Study [and other Tanzania children’s legislation] and the discourse on children’s rights at the national, continental, and global levels have affected conceptions of childhood and child discipline in and around Sengerema Town

- How have the Tanzania VAC study and the Law of the Child Act, 2009 affected your work?
 - How have they affected conceptions of childhood, e.g. who is considered a child, in Tanzania? In Sengerema?
 - How have parenting or child upbringing practices been affected?
- What is the relevance the UNCRC and the ACRWC in the Tanzanian context? In Sengerema?
 - PROBE: How have they affected children’s roles, responsibilities, and duties, etc.
- In your experience, how has the discourse of children’s rights affected child-parent relations?
- How do you see these global and regional children’s rights charters relating to issues of child discipline and punishment in Tanzania?
- At what point does child discipline and punishment become a child protection issue?
- What are the child protection issues you face in your work?
- What are the typical formal and informal systems/structures used for addressing child protection issues? Have these changed over time?

- What is your office's relationship with the other local stakeholders in the VAC multi-sectoral response (SHOW MULTI-SECTORAL RESPONSE DIAGRAM)
- What is your office's relationship with national level government, e.g. Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC), etc.?
- How does your office learn about national level information or initiatives?
- What is your office's budget (or what percent of your total budget) for child protection?
- Where does this budget come from, e.g. central government, local government, donors?

QUESTIONS – RESEARCH OBJECTIVE 2:

To identify factors influencing people's use or non-use of physical discipline as a child rearing strategy and how social norms and expectations might influence this

- What are Community Development's best practices in supporting child protection and child welfare issues?
 - PROBE: If not mentioned, what are best practices around promoting children's rights?
- What is Community Development's position on child discipline and corporal punishment of children?
- How would you define:
 - Discipline
 - Punishment
 - Corporal Punishment
 - Violence
- What factors do you believe influence people's use or non-use of physical punishment of their children? At home? In schools? In the community?
- What would people in the community say about parents that do not use physical punishment?
- Do you know of any schools or households that do not use physical punishment?
- What might keep someone from using non-physical forms of discipline with their child/children?

- From your experience, how has the discourse of children’s right influenced people’s use or non-use of physical forms of punishment?
- Are people aware of the discourse of children’s rights? IF SO, how do people respond to it?
- LISTING QUESTION: What punishments do you hear of being used in the following settings (acceptable and not-acceptable:

HOME	SCHOOL	COMMUNITY

- What is the influence of a child’s age on the use of these punishments?

QUESTIONS – RESEARCH OBJECTIVE 3:

To gain insights into children’s views on the physical discipline they experience in their daily lives

- What was your experience of discipline and punishment when you were growing up? How do you think that has influenced you today?
- How do you believe children feel about the physical punishment they experience in their daily lives?
- From your work with Community Development (as as part of the child protection response system), what are some of the ways children reacted?

Other Information

Are there any other important issues which we haven’t covered which you would like to comment on?

Thank you

Thanks you for taking the time to talk with me/us today. We have learned a great deal from you and your experiences.

KEY INFORMANT IN-DEPTH INTERVIEW GUIDE
ELDER / COMMUNITY LEADER
 draft: 14 March 2017

Interview Date:

Start Time:

Finish Time:

Key Informant Name and DOB / Age:	Name: DOB/Age:
Education Background (What and Where)	Primary: Secondary: Other:
Language of Interview and Ethnic Group	
Home Village	
Occupation	
Interview Venue	
Town / District	
Interviewer/s	

SECTION 1: Education Training

1. How long were you and educator – from what year to what year?
2. Where were you trained?
3. When did you complete your training?
4. What is your qualification, e.g. diploma primary school education, degree secondary education, etc.?
5. Where and what subjects did you teach?
6. How did you learn about child discipline strategies for use in the classroom and at school?
 - How did you learn to manage pupil discipline within your classroom?
 - Did you receive training in school disciplinary issues and classroom/child behaviour management during your teacher training?

- Did the school where you were employed provide training in classroom management or pupil discipline?
- How many pupils were in your classes?

7. What were the typical disciplinary issues and disciplinary actions taken in the school/s where you worked?

8. Was physical punishment used to address child behaviour issues, as well as academic issues in schools at that time?

IF SO, for what academic issues did children receive strokes?

IF SO, how were the academic issues of slow learners addressed?

9. Have you ever heard of a kuleana and its study about discipline in schools OR it's curriculum "Nidhamu bila viboko"? (SHOW MATERIALS)

- IF KNOWS ABOUT CURRICULUM **ASK QUESTIONS 10-11.**
- IF NOT AWARE OF CURRICULUM **JUMP TO QUESTION 12.**

10. Was the "Nidhamu bila viboko" curriculum implemented in your school or schools you know of?

IF SO, what was the response to this curriculum from:

- School Leadership
- Teachers
- Pupils
- Parents
- Community

11. Why do you think "Nidhamu bila viboko" project of kuleana failed?

12. What do you think people would say and do about a school that did not use physical forms of discipline?

13. What do you think would happen to children's academic performance if physical punishment was no longer used in schools? Would there be both positive and negative effects?

14. Do you know any schools that do not use physical forms of punishment/discipline? What do you think about this?

SECTION 2: Children's Rights

15. Who is a considered a CHILD? Is this different for boys and girls??

16. Has this changed since you were growing up?
17. Where do children learn about discipline and right behaviours?
18. What does a disciplined or well behaved child do, i.e. how do they behave? Is there any difference between what a disciplined girl and a disciplined boy does?
19. Has this changed since you were growing up?
20. How have you seen the relationships between adults and children change over the years?
21. What changes do you think are positive and why? What changes do you think are not so positive and why?
22. Have you heard people talk about children's rights?
IF SO, where have you heard of these issues of children's rights discussed?
23. Is there a relationship between children's rights and children's responsibilities?
IF SO, what is it?
24. What do you understand about children's rights?
25. How do you think children's rights have affected adult-child relationships?
26. How do you think issues of children's rights have affected children's behaviour:
- In schools?
 - In the home?
 - In the community?
27. What changes have you seen since you were a child?

SECTION 3: Terminology and Norms

28. What is your understanding of the following terms:
- Discipline
 - Punishment
 - Corporal Punishment
 - Violence

29. In your opinion, what is the relationship (if any) between “discipline” and “corporal punishment”?
30. How have child discipline and punishment changed since you were a child? Do you have any experiences of your own or others that you might be willing to share with us?
31. Do you think children can be taught to be well behaved children without the use of physical forms of discipline or punishment? **IF NOT**, why not? **IF SO**, what other forms of discipline can be used?
32. Can physical punishment go too far? Have you ever experienced or heard of stories of it going too far?
33. What do you think people would say and do about a household or a parent that did not use physical discipline in their home?
34. Do you know of any families or caregivers who do not use physical forms of punishment to discipline their children? What do you think about this?
35. How do you think children view the physical punishment they experience in their daily lives?
36. How has this changed since you were a child?

CHILD In-Depth Interview (IDI) Guide
(Draft: 21Apr17)

Background Information

Interview Date:

Start Time:

Finish Time:

Name Key Informant and DOB / Age:	
Education Background (What and Where)	(Have you always attended this school?)
Language of Interview and Ethnic Group	
Home Village	
Institution/Organisation	
Job Title/Role	
Interview Venue	
Town / District	
Interviewer/s	

QUESTIONS – RESEARCH OBJECTIVE 1:

To gain insights into how the Tanzania Violence Against Children (VAC) Study [and other Tanzania children’s legislation] and the discourse on children’s rights at the national, continental, and global levels have affected conceptions of childhood and child discipline in and around Sengerema Town

- Who do you live with here at home?
- Have you always lived here with these same people? IF NOT, where and with whom did you live with before?
- What are the livelihood activities that support this home?
- What are the typically things you do in a day?
- What are your responsibilities at home?
 - PROBE: DO YOU HAVE ANY RESPONSIBILITY TO CARE FOR OR TRAIN YOUNGER SIBLINGS OR PEERS? IF SO, WHAT ARE SOME OF THE WAYS YOU TEACH YOUNGER SIBLINGS OR PEERS (i.e. do she/he use physical punishments like pinching, slapping, kwenzi, fimbo, etc.?)
- How did you learn to do these things?
- About how old were you first start to be trained to perform these responsibilities at home?

- PROBE: Distinctions between responsibilities and training of boys and girls, etc.
- How did/do you know if you were doing a good job with your responsibilities?
- **HOW DID/do YOU KNOW IF YOU WERE NOT DOING A GOOD JOB WITH YOUR RESPONSIBILITIES?**
- Who is typically responsible for teaching you your home responsibilities?
- WHO TYPICALLY PROVIDES PUNISHMENT IN YOUR HOME?
- WHAT TYPES OF PUNISHMENTS ARE USED IN YOUR HOME?
 - PROBE: IF PHYSICAL PUNISHMENT IS EXPERIENCED AT HOME—Could you learn your responsibilities and have good behaviour without physical punishment?
- Are different children punished differently, e.g. children living with parents, children living with parents, children living with step parents, orphans?
- How do you think it would affect children’s training and behavior at home if parents or other caregivers did not use physical forms of punishment at home?
- Do you know of any homes that do not use physical punishments? IF SO, where are they?
- How does a disciplined-children interact with adults?

QUESTIONS – RESEARCH OBJECTIVE 2:

To identify factors influencing people’s use or non-use of physical discipline as a child rearing strategy and how social norms and expectations might influence this

- What is “discipline”?
- WHAT IS “PUNISHMENT”?
- WHAT IS “CORPORAL PUNISHMENT” – just want to see if she/he ever hear this term?
- WHAT IS “PHYSICAL PUNISHMENT”?
- WHAT IS “VIOLENCE”?
- Can physical punishment become violence?
 - IF SO, please describes.
- Have you or any other children that you know of ever experienced bad physical punishment or over beating? Can you share any stories with us??

SPECIFIC FOR [X’s] INTERVIEW

- You were a Monitress for your class last year, is that correct? Are you a Monitress this year?
 - How were you selected to be a Monitress?
 - What were your responsibilities as Monitress?
 - Did you provide punishment to other children as Monitress?
-
- What do you think would happen to children's behavior if PHYSICAL PUNISHMENTS were no longer used in schools?
 - How do you think it would affect children's learning if teachers did not use PHYSICAL punishment in schools?
 - PROBE: How about the slow learners?
 - How would IT affect (or "INFLUENCE" – Good, Bad, No Effect) your learning if PHYSICAL punishment (LIKE VIBOKO) was not allowed in school?
 - What do you think your parents or caregivers would say or do if the teachers at your school stopped using physical punishment?
 - During your years in school, think about your favorite teacher. Why were they your favorite teacher?
 - Think about the teacher you liked the least. Why were they your least favorite teacher?

QUESTIONS – RESEARCH OBJECTIVE 3:

To gain insights into children's views on the physical punishment they experience in their daily lives

- How do you feel when you experience physical punishment?
 - PROBE: In school, at home, in the community, etc.
- How do you think physical punishment influences CHILDREN'S thinking and behavior?
- HOW DOES PHYSICAL PUNISHMENT INFLUENCE YOUR THINKING AND BEHAVIOUR?
- Do children need to have FEAR in order to have DISCIPLINE?
- Do you think children can learn to be disciplined and respectful without physical punishment?

APPENDIX 7: Children’s Participatory Group Discussion Workshop Detailed Program Outlines

CHILDREN’S PGD WORKSHOP 1: SPORTS DAY & INTRODUCTIONS

TIME	ACTIVITY
8:30 – 9:00 a.m.	Children Arrive <ul style="list-style-type: none"> • Meet & Pay BodaBodas • Children Drawing
9:00 – 9:30 a.m.	Welcome, Introduction & Information <ul style="list-style-type: none"> • SONG – “Simama Kaa...” • Happy you are here–“We are ALL Researchers” • Intro to Research Team • Research Summary – Explain sheets on wall • Review Day’s Agenda • Bathrooms are Where • Confidentiality, e.g. Who you see here... • Voluntary Participation
9:30 - 10:00 a.m.	Name Game
10:00 – 10:30 a.m.	TEA BREAK
10:30 a.m.–12:30 p.m.	<ul style="list-style-type: none"> • Sack Races • Rope Pull • Relay Races • Free Play
12:30 – 1:00 p.m.	Day’s Recap, Kids Comments, Next Activities, Questions, Song/s
1:00 p.m.	BUS LEAVES FDC to return children to their homes <ul style="list-style-type: none"> • Children receive Juice & Biscuits as they board bus • Dust bin for trash

**CHILDREN’S PGD WORKSHOP 1: SPORTS DAY & INTRODUCTIONS
DETAILED OUTLINE**

DISCUSSION POINT	PURPOSE
<p>OPENING – 9:00 – 9:30 a.m.</p> <ul style="list-style-type: none"> • SONG: “Simama Kaa, Simama Kaa, Ruka Ruka Ruka, Simama Kaa” 	<p>To gain children’s attention and have them all sit</p>
<p>WELCOME</p> <ul style="list-style-type: none"> • Welcome Researchers! We are Happy you are all here! You’ve been invited here because you attend a primary school here in Sengerema and are between 8 – 12 years old. • We planned this special Day of Sports so that we can all get to know each other—you can get to know the research team, we can get to know you, and you can get to know each other. We are ALL Researchers here!! Welcome • Let us start by introducing the research team. (Each person gives name, role in the event and a few statements about themselves. – 1 minute or less) 	<p>To help the children feel welcomed, comfortable, and feel united as one group.</p>
<p>OVERVIEW of the RESEARCH</p> <ul style="list-style-type: none"> • “We are ALL Researchers!” – Our research is about the upbringing of children, and as children... you are experts on this topic! • In the coming weeks, we will talk about things like children’s upbringing, discipline, punishment, and how children learn to be good children and to know what is expected from them. We will also talk and children’s rights. • We are looking forward to hearing about your ideas and experiences. Your contributions as Researchers is very important!! • Although today is dedicated to Sports and getting to know each other, we have put two sheets of paper on the wall. We would like you to think about these questions. <p>READ QUESTIONS: “What does a good child, a disciplined child do?” “What does a naughty child, an undisciplined child do?”</p> <p>If you have any thoughts about answers to these questions, we invite you to come and write your answers on the paper. Feel free at any time to write an answer or anything about the question on the paper. If you’re not sure what or how to write what</p>	<p>To remind the children that this is research.</p>

<p>you want to write, feel free to discuss your ideas with one of the senior researchers or another of your fellow child researchers. <i>“We are ALL Researchers!”</i></p> <ul style="list-style-type: none"> • There is no requirement to write anything on the paper, we just want us all to start thinking about our research topic and to feel free about expressing our ideas. • We will put the papers up on the walls again at our upcoming research workshops, so there is no pressure to write anything today if you’re not ready. 	
<ul style="list-style-type: none"> • BRIEF REVIEW Day’s Agenda: (POST THE DAY’S TIMETALBE ON THE WALL—like in the adult workshops) 	<p>To make the children comfortable by giving them a sense of the morning’s activities and timing</p>
<ul style="list-style-type: none"> • BATHROOMS – Let the children know where the bathrooms are and tell them we will organise several time in the day for us all to use the bathrooms. If you need to use the bathroom at a time other than when scheduled, please let Mwl Emma or anther adult researcher know so someone can escort you. 	
<ul style="list-style-type: none"> • VOLUNTARY PARTICIPATION - Remind the children about the informed consent that they signed and that their participation in the research is voluntary. Let them know if they want to stop their participation at any time they are free to do so. They are encouraged to talk with Mwl. Emma or any other member of the senior research team if they have any questions or feel uncomfortable at any time. 	<p>To remind the children about the informed consent process and that their participation is voluntary. Also to provide them with a way to talk about uncomfortable feelings or a potential desire to stop participation.</p>
<ul style="list-style-type: none"> • CONFIDENTIALITY – Remind the children that this is research and that who we see at the research workshops and the specifics of what is discussed is private. 	<p>To remind the children about confidentiality</p>
<ul style="list-style-type: none"> • Any QUESTIONS, Concerns or Suggestions 	<p>To allow the children time to ask any questions and express any ideas or suggestions. To help them</p>
<p>CLOSING – 12:30 – 1:00 p.m.</p> <ul style="list-style-type: none"> • Song/s • Ask the children how they felt about the day, review objective of getting to know each other 	

- Give the children time to comment on the day and the upcoming events
- Remind the children about the coming weeks research workshop schedule
- Questions – CLOSING SONG
- USE THE BATHROOMS and BOARD BUSS - return children to their homes – two adult researchers accompany the children in the bus

CHILDREN'S PGD WORKSHOPS 2 & 3: SUMMARY - BOYS' AND GIRLS' WORKSHOP 1

TIME	ACTIVITY
8:30 – 9:00 a.m.	Children Arrive <ul style="list-style-type: none"> • Meet & Pay BodaBodas • Children's Views Wall QUESTIONS: Mistakes and Punishment – Home, School and Community
9:00 – 9:15 a.m.	Welcome, Introduction & Information <ul style="list-style-type: none"> • SONG • Happy to see all you young Researchers again! "We are ALL Researchers" • REMINDER: Provide a Research Overview • Review Day's Agenda • REMINDER: Confidentiality-respect people's privacy. Do not discuss the specifics of what individuals say here, etc. • Voluntary Participation – Your participation is voluntary. You can stop at any time.
9:15 – 9:30 a.m.	Name Game
9:30 – 10:00 a.m.	TEA and BATHROOM BREAK
10:00 a.m.–11:00 p.m.	Role Play: Experiences of Discipline and Punishment – Home, School, Community
11:00 – 11:15 a.m.	SHORT BREAK & ENERGIZER/S
11:15 a.m.–12:30 p.m.	Dice Game – Focus Group Discussion Discipline and Punishment – Home, School, Community
12:30 – 1:00 p.m.	CLOSING Song/s <ul style="list-style-type: none"> • ASK clarification questions on the C • Ask the children how about their thoughts on the research activities of the day • Give them time to comment on the activities and ask any questions, etc. • Remind the children about the coming weeks research workshop schedule • CLOSING SONG

	<ul style="list-style-type: none">• USE THE BATHROOMS – Board bus and return home
1:00 p.m.	BUS / OTHER TRANSPORT LEAVES FDC to return children to their homes <ul style="list-style-type: none">• Juice & Biscuits as children board bus/leave• Dust bin in bus for trash

**CHILDREN’S PGD WORKSHOPS 2 & 3: BOYS’ AND GIRLS’ WORKSHOPS 1
DETAILED OUTLINE**

DETAILED OUTLINE OF ACTIVITIES	SUPPLIES
<p>8:30 – 9:00 a.m. – CHILDREN ARRIVE</p> <ul style="list-style-type: none"> • Meet children and reimburse bodabodas • Children waiting can answer posted questions – Facilitators to provide a clear description of this activity to each child as they come in <p>QUESTIONS:</p> <ul style="list-style-type: none"> • What discipline issues are children punished for in: <ol style="list-style-type: none"> 1) Home; 2) School; 3) Community? • What punishments are used to address children’s mistakes in: <ol style="list-style-type: none"> 1) Home; 2) Schools; 3) Community? 	<ul style="list-style-type: none"> -Funds for paying piki piki drivers -Flipchart paper -Markers -Masking Tape -Mats for sitting and discussing
<p>9:00 – 9:15 a.m.</p> <ul style="list-style-type: none"> • SONG • Welcome Watafiti (researchers) – emphasize this is not school—we are here to learn from you. You are the experts on children’s lives. • Remind them of the RESEARCH PURPOSE: “This research is about the upbringing of children. One of the objectives of the research is to learn about how children feel about the discipline and physical punishment they experience in their daily lives. So we want to learn from you and hear about your ideas and experiences of discipline and punishment. As most children spend much of their days either at home, in school, or moving and participating in activities in the community, we would like to focus our discussions on these three places today.” • REMINDER: VOLUNTARY PARTICIPATION & CONFIDENTIALITY <p><u>VOLUNTARY PARTICIPATION</u> - “When we visited you at home to talk about the study and see if you wanted to participate we talked about how your participation is voluntary. This is just a reminder that your participation is still voluntary. If at any time you feel uncomfortable, do not want to answer any question, need to take a break, or want to stop your participation, you are free to do so. If at any anytime you feel uncomfortable or would like to talk to someone privately, please feel free to speak to Researcher Emma or any of us other research team members.</p> <p><u>CONFIDENTIALITY</u> – Remind the children that this is research and that who we see at the research workshops and the specifics of what people say or discussed is private and should not be repeated outside the workshop.</p>	

<p>CHECK THEIR UNDERSTANDING OF THIS and see if they have any comments or questions.</p> <ul style="list-style-type: none"> ● Review Day's Agenda (POST brief bullet point agenda on wall) <ul style="list-style-type: none"> ○ 8:30 – 9:00 a.m. – Watafiti Arrive ○ 9:00 – 9:15 a.m. – Welcome and Review of Research Objective ○ 9:15 – 9:30 a.m. – Name Game ○ 9:30 – 10:00 a.m. – Tea ○ 10:00 - 11:15 a.m. – Role Play ○ 11:15 – 11:30 a.m. – Break and Energizer ○ 11:30 a.m. – 12:30 p.m. – Dice Game – Group Discussion ○ 12:30 p.m. – 1:00 p.m. – Closing Thoughts ○ 1:00 p.m. – Travel Home 	
<p>9:15 – 9:30 a.m. - NAME GAME</p> <p>In the first round of tossing the ball, the group will throw the ball around and remind each other of the names they gave themselves last week; in the second round of tossing the ball, people will be asked to throw the ball to someone else and say their name.</p>	Ball
<p>9:30 – 10:00 a.m. - TEA BREAK</p>	
<p>10:00 – 11:15 a.m.</p> <p>ROLE PLAY – Children will be asked to develop role plays about the discipline and punishment they/children experience in their daily lives. It will be suggested that they think about the contexts of school, home and, community. Children will be given the option to choose what or which context/s they would like to incorporate into their role plays.</p> <p>GROUP 1: Derrick, Godfrey, Majaliwa, Innocent GROUP 2: Ramadhan, Onesmo, David, Yasin GROUP 3: Zacharia, Mussa Benjamin, Acrey, Richard</p>	<p>-Camera for Video Recording</p> <p>-Tape Recorder/s</p> <p>-Camera for still pics</p>
<p>11:15 – 11:30 a.m. - BREAK & ENERGIZERS</p> <p>Songs, dances, exercises, quick game will be used as a break between sessions and to allow the children to refresh their minds and bodies, use the bathroom, etc.</p>	
<p>11:30 a.m. – 12:30 p.m. - DICE GAME – GROUP DISCUSSION</p> <p>A single dice or cube with the context of Home, School and Community (and one Wild Card side) will be used to help facilitate and make this group discussion fun. Each child will get an opportunity to roll the dice, and whichever side lands facing upward is the basket from which the child will pick a question. We will have 3 baskets of questions—Home (Nyumbani), School (Shuleni) and Community (Jamii). The child who rolled the dice will get the first opportunity to answer and other</p>	<p>Dice</p> <p>3 Question Baskets</p> <p>Tape Recorder</p>

<p>children will be able and encouraged to top up answers.</p> <p>ONE facilitator will facilitate the discussion while another facilitator will read the questions the children select to the group.</p>	
<p>CLOSING – 12:30 – 1:00 p.m.</p> <ul style="list-style-type: none"> • Song/s • ASK clarification questions on CHILDREN’s VIEWS responses from SPORTS DAY • ASK the children about their thoughts on the research activities of the day • GIVE them time to comment, discuss, and ask any questions, etc. • Remind the children about the coming weeks research workshop schedule • CLOSING SONG • USE THE BATHROOMS – Board bus and return home Jerry & Sue 	
<p>1:00 p.m. – Children Travel Home</p>	<p>Haice Bus / PikiPiki</p>

CHILDREN's PGD WORKSHOPS 4 & 5: SUMMARY - BOYS' AND GIRLS' WORKSHOPS 2

TIME	ACTIVITY
8:30 – 9:00 a.m.	Children Arrive <ul style="list-style-type: none"> • Meet & Pay BodaBodas • DRAWING - Punishments children listed the previous week – Home, School and Community
9:00 – 9:15 a.m.	Welcome, Introduction & Information <ul style="list-style-type: none"> • SONG • Happy to see all you young Researchers again! “We are ALL Researchers” • REMINDER: Provide a Research Overview • Review Day’s Agenda • REMINDER: Confidentiality-respect people’s privacy. Do not discuss the specifics of what individuals say here, etc. • Voluntary Participation – Your participation is voluntary. You can stop at any time.
9:15 – 9:30 a.m.	Name Game & Other Game
9:30 – 10:00 a.m.	TEA and BATHROOM BREAK
10:00 a.m.–11:00 p.m.	RANKING – Mistakes and Punishments boys listed in Workshop #1
11:00 – 11:15 a.m.	SHORT BREAK & ENERGIZER/S
11:15 a.m.–12:30 p.m.	Body Mapping
12:30 – 1:00 p.m.	CLOSING Song/s <ul style="list-style-type: none"> • ASK clarification questions on the C • Ask the children how about their thoughts on the research activities of the day • Give them time to comment on the activities and ask any questions, etc. • Remind the children about the coming weeks research workshop schedule • CLOSING SONG • USE THE BATHROOMS – Board bus and return home

1:00 p.m.	LUNCH
2:00 p.m.	BUS / OTHER TRANSPORT leaves FDC to return children to their homes

**CHILDREN's PGD WORKSHOPS 4 & 5: BOYS' AND GIRLS' WORKSHOP 2
DETAILED OUTLINE**

WORKSHOP PARTICIPANTS: Twelve (12), 8-12-year old boys attending selected primary schools in and around Sengerema town.

8:30-9:00 a.m.	<p>CHILDREN ARRIVE</p> <p>DRAWING PUNISHMENTS – While waiting for other children to arrive, we will ask the boys to draw pictures/illustrations of the various punishments they listed in Children's Workshop #1. All the punishments mentioned will be listed on slips of paper and folded one-by-one and placed in a basket. Children will be asked to pick a slip of paper from the basket and then will be asked to draw a picture of the punishment they selected. If time allows, we will display all the pictures and have a brief discussion about them.</p> <p>NOTE: The pictures can be further used, discussed and “validated” during home visits following the workshops.</p>
9:00-9:15 a.m.	<p>SONG - Welcome, Review of Day's Agenda, Reminder Voluntary & Confidentiality</p> <p>DAY's AGENDA (POST brief bullet point agenda on wall)</p> <ul style="list-style-type: none"> • 8:30 – 9:00 a.m. – “Watafiti” Arrive • 9:00 – 9:15 a.m. – Welcome and Opening Remarks • 9:15 – 9:30 a.m. – Name & Other Game • 9:30 – 10:00 a.m. – Tea • 10:00 - 11:15 a.m. – Ranking • 11:15 – 11:30 a.m. – Break and Energizer • 11:30 a.m. – 12:45 p.m. – Body Mapping • 12:45 p.m. – 1:00 p.m. – Closing Thoughts & Reflections • 1:00 p.m. – Lunch • 2:00 p.m. - Travel Home
9:15-9:30 a.m.	Name Game & Another Game
9:30-10:00 a.m.	TEA
10:00–11:00 a.m.	<p>ACTIVITY #1 – RANKING</p> <p>PURPOSE – To better understand the lists of Mistakes and Punishments the children generated during Workshop #1. The teachers and caregivers also completed a similar Listing & Ranking exercise, so I hope to be able to discuss the children's ideas along with the adults' perceptions/ideas in my analysis of findings write-up.</p> <p>GROUP 1:</p>

	<p>GROUP 2:</p> <p>GROUP 3:</p> <p>Children will be broken up into their original 3 groups. Three stations, i.e. Shuleni (School), Nyumani (Home), na Jamii (Community) will be set up in different corners of the room. The list of mistakes and punishments for each context will be posted at each station. Children will be given 5 minutes to review and discuss the lists and then RANK the Top 5 only as follows:</p> <p>MISTAKES – rank the Top 5 from most common to least common</p> <p>PUNISHMENTS – rank the Top 5 most harsh to least harsh</p> <p>Once the 5 minutes is up we will blow a whistle and the children can jump up and move to the next station to repeat the exercise for the next context. After the children shift 3x, i.e. all groups have ranked all 3 contexts, we will post the responses and have a brief discussion about the ranking of the 3 different groups.</p>
<p>11:00-11:15 a.m.</p>	<p>Break and Engergizers</p>
<p>11:15-12:30 p.m.</p>	<p>ACTIVITY # 2: BODY MAPPING</p> <p>PURPOSE – To gain insights into children’s views, feelings about, and experiences of physical punishment in the contexts of School, Home, and Community</p> <p>INTRODUCTION: “This activity is called ‘Body Mapping.’ For this activity we will stay in our 3 Groups. We need one volunteer from each group to lay on the paper on the floor while the rest of you will trace a line around their body. After you trace the line around our volunteer, our volunteer will get up and join the rest of the group.</p> <p>One group will be assigned to School, another group to Home, and another group to Community. Each group will work together to decorate their new friend according to their group focus, e.g. school, home, or community. You can give him eyes, ears, nose, mouth, a heart, a special hat, clothes, or anything that you think our new friend might need. Please even give your new friend a name!</p> <p>After all the groups completes their drawings, we will all come back together and then proceed to visit each of our new friends. We’ll ask you to teach us</p>

through our new friends about the experiences, thoughts, feelings and activities young boys might have growing up in here in Sengerema.”

SO LET US BEGIN...

Identifying volunteers and drawing: “Let us getting into our groups. We will need one volunteer for each group to lay on the paper on the floor while the rest of you will trace a line around their body. Who would like to be our volunteers to lay on the paper?”

[Select or allow the children to select or nominate a volunteer if they’d like to do so. Give the other children markers for tracing the outline of the volunteer’s body.]

“Ok great! Thank you to our volunteer. Would our volunteer now please lie on the paper while your friends trace the outline of your body on the paper? Ok, now the rest of you can trace an outline on the paper around our volunteer.”

[Praise the children for their good group work, and have the volunteer get up from the paper and join the rest of the children after the others have finished tracing the outline.]

Naming and decorating: The children will be encouraged to decorate their figure with any special features and accessories they’d like, e.g. eyes, nose, mouth, ears, heart, hair, hats, shoes, hair ribbons/beads, etc. as they wish. Again admire their work and let them know they are doing a good job. Ask them if they’d like to give their figure a name.

Group discussion: Using the name the children have given to their drawings, move from one drawing to the next and facilitate a group discussion focusing on each of the contexts. REMEMBER to use the name the children have given their drawing and remind the children that [X] represents a young boy in Sengerema.

USING THE NAME the children have given to their drawing, ask questions such as:

QUESTIONS FOR DISCUSSION:

- What are some of the things that [X] does at [school] that makes the [teacher] say she/he is a good child?

[Allow the children to list/name some of the good behaviours demonstrated in school AND any Rewards or Recognition [X] might receive as a “good child”.]

- What are some things that [X] might do that would upset the teacher or make the teacher think he is not such a good child/is misbehaving?

[Allow the children to list/name some of the issues in school that they feel upset teachers or require correction.]

- When [X] makes a mistake, how does his teacher teach [X] to behave differently?
- REFER TO THE EARS: What are some of the things [X] might hear when he is behaving well and when he is not behaving well?
- REFER TO THE HEAD: What does [X] think about the punishments he experiences at [school]?
- REFER TO MOUTH: Is there anything [X] would like to say to his [teacher] when he is given physical punishments?
- Has [X] ever experienced physical punishment that was very severe?? What happened and what was it like?
- REFER TO THE HEART: How does [X] feel, how does his heart feel when he is physically punished?
- Do you think the punishments [X] receives will help her/him to become a “good child?”

[Repeat similar lines of questioning and discussion for drawing/body map for home and community.]

Documentation: The discussions will be tape recorded and the note takers will take detailed notes, including who said what, how they said it, i.e. emotions expressed, facial expressions, silences, or body language associated with various questions, etc. One note taker or assistant facilitator will keep

	<p>notes on a flip chart and the other note take will remain as a silent observer who takes detailed notes of the activities. The note takers will also help the facilitator keep conscious of time.</p>
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Summarising: The facilitator will continually check with the children regarding our correct understanding of their thoughts, ideas, and experiences as they expressed them during the discussion.

CHILDREN'S PGD WORKSHOP 6: SUMMARY - CLOSING DAYS AND THANKS GATHERING

TIME	ACTIVITY
8:30 – 9:00 a.m.	Children Arrive <ul style="list-style-type: none"> • Meet & Pay Boda Bodas • DRAWING ACTIVITY – Handful of RIGHTS!
9:00 – 9:30 a.m.	Welcome, Introduction & Information <ul style="list-style-type: none"> • SONG • Welcome back and so happy we all could come together for one last meeting. • Review Day's Agenda
9:30 – 10:00 a.m.	Name Game & Musical Chairs Game
10:00 – 10:30 a.m.	TEA and BATHROOM BREAK
10:30 a.m.–11:30 p.m.	PLAY & SPORTS ACTIVITIES (Children to choose) <ul style="list-style-type: none"> • Free play • Rope Pull • Relay Race
11:30 – 11:45 a.m.	BATHROOM BREAK AND RETURN TO ROOM
11:45 a.m.–12:15 p.m.	GALLERY WALK & BRIEF DISCUSSION – Handful of Rights Drawings
12:15 – 1:00 p.m.	CLOSING <ul style="list-style-type: none"> • CHILDREN'S REFLECTIONS OF RESEARCH AND RESEARCH PROCESS • (ASK ANY clarifying questions from previous workshop data as needed) • Sue to make closing thanks and recognition of the children's contributions and explain the end of the workshops and end of research data collection in Sengerema • Give children time to comment and/or ask any questions, etc. • CLOSING CEREMONY – distribution of certificates and thank you bags
1:00 p.m.	Distribution of juice and biscuits. Children use bathrooms, board the bus and BUS / OTHER TRANSPORT leaves FDC to return children to their homes

**CHILDREN’S PGD WORKSHOP 6: CLOSING DAY AND THANKS GATHERING
DETAILED OUTLINE**

WORKSHOP PARTICIPANTS: Twenty-four (24), 8-12-year old girls and boys attending selected primary schools in and around Sengerema town.

8:30-9:00 a.m.	<p>WATAFITI ARRIVE</p> <p>DRAWING ACTIVITY: “HANDFUL OF RIGHTS” – Children will be instructed to trace a line around one of their hands on a piece of paper. They will then be asked to write in a different Children’s Right or “Haki za Watoto” in each finger of the hand. They can then decorate the paper as they like—even including illustrations of different Haki za Watoto if they can draw such pictures.</p> <p>The finished drawings will be then hung on the front wall of the room for later discussion during the “Gallery Walk” portion of the day’s programme.</p> <p>NOTE: The pictures can be further used, discussed and “validated” during home visits following the workshops.</p>
9:00-9:30 a.m.	<p>SONG - Welcome, Review of Day’s Agenda</p> <p>DAY’S AGENDA (POST brief bullet point agenda on wall)</p> <ul style="list-style-type: none"> • 8:30 – 9:00 a.m. – Watafiti Arrive • 9:00 – 9:30 a.m. – Welcome and Opening Remarks • 9:30 – 10:00 a.m. – Name Game & “Musical Chairs” Game • 10:00-10:30 a.m. – Tea Break • 10:30 - 11:30 a.m. – PLAY & SPORTS ACTIVITIES • 11:30 – 12:15 a.m. – “Gallery Walk” & Discussion of Haki za Watoto • 12:15 p.m. – 1:00 p.m. – Closing Thoughts, Reflections & Closing Ceremony • 1:00 p.m. – Travel Home
9:30-10:00 a.m.	Name Game & “Musical Chairs” Game
10:00-10:30 a.m.	TEA
10:30–11:30 a.m.	<p>ACTIVITY #1 – PLAY & SPORTS ACTIVITIES</p> <p>We can take children down to the football pitch to for free play with the balls. Possible organized sports activities could be the Rope Pull and Relay Races</p>

<p>11:30-11:45 a.m.</p>	<p>RETURN TO ROOM & BATHROOM/COMFORT BREAK</p>
<p>11:45-12:15 p.m.</p>	<p>ACTIVITY # 2: GALLERY WALK & DISCUSSION ABOUT HAKI ZA WATOTO – Children will be invited to the front wall to look at all their drawings. A brief discussion of their thoughts on their drawings and Hazi za Watoto will be conducted.</p> <p>POSSIBLE QUESTIONS FOR DISCUSSION:</p> <ul style="list-style-type: none"> • What are some of the observations and thoughts you [the children] have about your drawings about Haki za Watoto (Children’s Rights)? • Where do children learn about Haki za Watoto? • Can we list the Haki za Watoto you all know about? • What are the differences between Haki za Watoto and Responsibilities of Watoto? • Are Haki za Watoto different for girls and boys? • Have you ever heard of Children’s or School Barazas? What can you tell us about them? <p>Documentation: The discussions will be tape recorded and field assistants will take detailed notes, including who said what, how they said it, i.e. emotions expressed, facial expressions, silences, or body language associated with various questions, etc. Summarising: The facilitator will continually check with the children regarding our correct understanding of their thoughts, ideas, and experiences as they expressed them during the discussion.</p>
<p>12:15 – 1:00 p.m.</p>	<p>CLOSING SUMMARY AND CEREMONY OF THANKS</p> <ul style="list-style-type: none"> • We will once again thank children for the participation in the research and let them know that their help in providing the views and experiences of children was so important. • CHILDREN will be invited to provide their REFLECTIONS and THOUGHTS about their participation in the RESEARCH PROCESS – things they liked, maybe didn’t like so much, and things they’ve learned from their participation. • RESEARCH TEAM TO ASK ANY clarifying questions from previous workshops as needed • Remind children about the confidentiality of the information we discuss in the workshops and that we all should not say “so and so said this and that....” • Sue to make closing thanks remarks and recognition of the contributions of the research team and the invaluable inputs of the children. We will explain that this is the end of our meetings and the research workshops.

	<p>It will also be explained that we will continue to collect some data from different households we visit and some members of the community, and that by middle of May Sue will leave Sengerema for about 1.5 years to analyse all the data we've collected over the last 1 year. Sue will come back to Sengerema in about 1.5 years to give feedback to you [the children] and members of the community involved with the care of children in Sengerema.</p> <ul style="list-style-type: none"> • Each member of the Research Team will be given a moment to give thanks and thoughts to the children. • Give children time to comment and/or ask any questions, etc. • CLOSING CEREMONY – distribution of certificates and thank you bags
1:00 p.m.	Distribution of juice and biscuits. Children use bathrooms, board the bus and BUS / OTHER TRANSPORT leaves FDC to return children to their homes

APPENDIX 8: DRAWING THEMES – Household Visits

NOTE: After the first drawing which is to let the child draw anything they want in order to get them comfortable with using the pencils and drawing and discussing their drawings, let the child select what they want to draw for the next visit.

- 1) FIRST DRAWING, “Anything you would like to draw.”
- 2) Map of the places you go
- 3) You completing your household responsibilities
- 4) Your home and family
- 5) People you stay with doing the things they usually do
- 6) Your neighbourhood
- 7) Your School
- 8) Your favourite teacher
- 9) Different punishments children might experience at school, home, community
- 10) Children’s Rights

APPENDIX 9: Household Demographic Questionnaire

Exploring the Space Between – Dissertation Research

SECTION 1: Household Membership

We would like to learn a bit more about your household. We would first like to learn about who lives in this household and what their relationship is to the HOUSEHOLD HEAD. We like to know, who lives here all the time, who lives here but is temporarily away at school or work, and any other relatives or non-relatives who usually sleep here and eat with you.

No.	1. Name	2. Relation to HOUSEHOLD HEAD	3. Sex M/F	4. Age	5. Home village
1		HOUSEHOLD HEAD			
2					
3					
4					
5					
6					
7					
8					
9					
10					

No.	6. Ethnic Group	7. Place of worship / religious affiliation (if any)	8. Highest level of formal Education attained by each person	9. Where did/does each person attend school, e.g. primary, secondary, other	10. IF ATTENDING SCHOOL, who pays for education associated costs/fees and approx cost/school year?
1	HOUSEHOLD HEAD				
2					
3					
4					
5					
6					
7					
8					
9					
10					

Questions related to household contributions and livelihoods:

No.	11. Does household member make any contribution(s) to household livelihood? (e.g. money, food, clothes, tasks, etc.)	FOR EACH PERSON WITH YES FOR QUESTION 10: 12. What is (are) his or her main contributions?
1	HOUSEHOLD HEAD	
2		
3		
4		
5		
6		
7		
8		
9		
10		

The following questions relate to people under 18 years of age:

No.	13. Name of person under 18 years	14. Relation to HOUSEHOLD HEAD	15. Has the child always lived in this house?	16. If answer to 12 NO, approximately how long has child lived at this residence (months/years)?	17. Last residence prior to moving to this residence
1			Yes / No		
2			Yes / No		
3			Yes / No		
4			Yes / No		
5			Yes / No		
6			Yes / No		
7			Yes / No		
8			Yes / No		
9			Yes / No		
10			Yes / No		

The following questions relate to people under 18 years of age, with the answer **NO** to **QUESTION 12**:

No.	18. Number of other residences the child has lived in before moving to current residence?	19. Who did the child live with immediately prior to moving to this residence?	20. Reason for moving to current residence	21. Where does child's mother live (if not living in household)?	22. Where does child's father live (if not living in household)?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

We would like to ask you a few questions about housing.

SECTION 2: HOUSING

OBSERVATION: NOTE what materials household structures are made of, including roofs and walls

ROOFING:

STRUCTURES WALL MATERIALS:

Q23 Do you...

1. Own your house with a title to the land?
2. Own your house without a title to the land?
3. Rent your house?
4. Stay in someone else's house or compound for free?
5. Other arrangement (SPECIFY) _____

Q24 How long have you lived in this home? _____

Q25 How many rooms are there in total? _____

Q26 How many rooms does your household use for sleeping? _____

Q27 How many sleeping spaces such as mats, rugs, mattresses or beds are used in this household? _____

Q28 What material is your household flooring made of? _____

Q29 What is the main source of drinking water for members of your household?

1. Piped water
 - a. Piped into dwelling _____
 - b. Piped into yard/plot _____
 - c. Piped to neighbour _____
 - d. Public tap/standpipe _____
2. Tube well or borehole
3. Dug well
 - a. Protected well _____
 - b. Unprotected well _____
4. Water from spring
 - a. Protected spring _____
 - b. Unprotected spring _____
5. Rainwater _____
6. Tanker Truck _____
7. Cart with Small Tank _____
8. Surface Water (Lake/Pond/Stream/Irrigation Channel, etc.) _____
9. Bottled Water _____
10. OTHER _____

Q30 Do you pay for your water? Yes _____ No _____

Q31 If YES, who provides it?

1. Water Authority
2. Private Operator
3. Don't Know
4. OTHER (e.g. CBO) _____

Q32 What is the main source of water used by your household for other purposes such as cooking and handwashing?

1. Piped water
 - a. Piped into dwelling _____
 - b. Piped into yard/plot _____
 - c. Piped to neighbour _____
 - d. Public tap/standpipe _____
2. Tube well or borehole
3. Dug well
 - e. Protected well _____
 - f. Unprotected well _____
4. Water from spring
 - g. Protected spring _____
 - h. Unprotected spring _____
5. Rainwater _____
6. Tanker Truck _____
7. Cart with Small Tank _____
8. Surface Water (Lake/Pond/Stream/Irrigation Channel, etc.) _____
9. Bottled Water _____
10. OTHER, specify _____

Q33 Where are the water sources used by the household located?

1. In your own home _____
2. In your own compound/plot _____
3. Elsewhere, specify _____

Q34 How long does it take to go there, get water, and come back home? (In hrs/minutes)

1. During Rainy Season _____
2. During Dry Season _____

Q35 Who usually goes to the collect water for your household?

Q36 What kind of toilet facility do members of your household usually use?

1. FLUSH or POUR FLUSH TOILET
 - a. Flush to piped sewer system
 - b. Flush to septic tank
 - c. Flush to pit latrine
 - d. Flush to somewhere else
 - e. Flush, don't know where
 - f.
2. PIT LATRINE
 - a. Ventilated improved pit latrine
 - b. Pit latrine with slab (washable)
 - c. Pit latrine with slab (not washable)
 - d. Pit latrine without slab / open pit
3. COMPOSTING TOILET
4. BUCKET TOILET

- 5. HANGING TOILET/HANGING LATRINE
- 6. NO TOILET/BUSH/FIELD

Q37 Is the toilet facility shared with other households, e.g. neighbouring households?

- a. YES
- b. NO
- c. IF YES, with how many other households? _____

Q38 Where is the toilet facility located?

- a. In your own dwelling?
- b. In your own compound/plot?
- c. Elsewhere (specify) _____

Q39 What type of fuel does your household use to cook?

- a. Electricity
- b. Bottled gas
- c. Charcoal
- d. Firewood
- e. Animal Dung
- f. OTHER (specify): _____

Q40 Where is the cooking usually done?

- a. In the house
- b. In a separate building
- c. In a separate room used for cooking
- d. Outdoors
- e. Other
(specify): _____

Q41 What is the sources of energy for lighting in your household?

- a. Electricity
- b. Solar
- c. Gas
- d. Paraffin-Lamp
- e. Firewood
- f. Candles
- g. OTHER, Specify _____

Q42 Does your household have livestock? YES / NO

Q43 IF YES, How many of the following animals does this household own?

- a. Milk cows or bulls? _____
- b. Other cattle? _____
- c. Horses or donkeys? _____
- d. Goats? _____
- e. Sheep? _____
- f. Chickens? _____
- g. Ducks? _____

Q44 Does any member of the household own agricultural land? YES / NO

Q45 IF YES, approximately how many hectares of agricultural land do members of the household own?

- a. (WRITE IN AMOUNT) _____
- b. 95 or more hectres _____
- c. Don't know _____

Q46 Does your household have:

- a. Electricity that is connected? YES / NO
- b. A radio in working condition? YES / NO
- c. A television in working condition? YES / NO
- d. A computer in working condition? YES / NO
- e. A refrigerator in working condition? YES / NO
- f. A battery or generator for power? YES / NO
- g. An iron (charcoal or electric) YES / NO

END OF SURVEY

APPENDIX 10:

List of Parenting Articles Reviewed - April 2016 – April 2017

CITIZEN ON SUNDAY (MCL - English National Newspaper) Weekly column called " <i>PARENTING</i> " in the Sound Living section	
DATE	WEEKLY COLUMN TITLE
17-Apr-16	"The pros and cons of competition"
08-May16	"Teaching table manners to your child"
15-May-16	"When someone else's child is rude"
29-May-16	"Things to do to raise successful children"
05-Jun-16	"Partnering with your child's teacher"
12-Jun-16	"What kind of child are you raising? : It is important for parents to monitor their children's interaction with one another to discover their behaviour"
19-Jun-16	"Ways to cope with new baby blues"
26-Jun-16	"How to raise a child who loves math"
10-Jul-16	"About girls and Mathematics"
17-Jul-16	"No time to bond with your children?"
24-Jul-16	"Does old-fashioned discipline work?"
14-Aug-16	"Connecting with children after separation"
21-Aug-16	"Shyness in pre-schoolers"
04-Sep-16	"How to handle sibling clashes"
18-Sep-16	"Activities to promote math skills"
25-Sep-16	"Moving beyond threats (ages 5-8)"
02-Oct-16	"When your child resents school"
16-Oct-16	"Parents' Guide to video and computer games"
23-Oct-16	"Ways to deal with night time fears (ages 5-8)"
30-Oct-16	"Dealing with sleep deprivation"
06-Nov-16	"Help your child make friends"
13-Nov-16	"Teaching table manners to your child"
20-Nov-16	"Expert tips for great play dates"
04-Dec-16	"Why grade schoolers talk back"
11-Dec-16	"Encouraging good homework habits"
25-Dec-16	"Entertaining children this holiday"
01-Jan-17	"Walking the tight rope of discipline"
08-Jan-17	"Raising a child with hearing loss"
22-Jan-17	"Getting your baby to sleep"
29-Jan-17	"Coping with sleep deprivation"
05-Feb-17	"My children quarrel constantly"
12-Feb-17	"My child says she hates school"
19-Feb-17	"Dealing with a sweet tooth"
26-Feb-17	"Expert tips on handling a picky eater"
05-Mar-17	"Losing baby teeth: what to expect"
12-Mar-17	"Getting your child to eat healthy foods"
19-Mar-17	"What causes early puberty in girls"
26-Mar-17	"Signs your child is ready for self-care"
02-Apr-17	"Encouraging good homework habits"

Mwananchi Jumapili (Sunday Citizen)
(MCL – Kiswahili Language National Newspaper)
Weekly Column called “MALEZI” (Upbringing)

Date	Article Title
03-Apr-16	"Ulinzi na usalama wa mtoto ni jukumu la nani?" Who is responsible for the safety and security of children?
17-Apr-16	"Udalali wa watoto ni kosa kisheria" Acting as a broker of children is against the law.
08-May-16	"Je, inawezakana kumlea mtoto bila viboko?" Is it possible to raise a child without strokes (viboko)?
15-May-16	"Sheria ya Mtoto inasemaje juu ya picha za watoto mitandaoni?" What does the Law of the Child Act say about children's pictures on social networks?
29-May-16	"Namna ya kukuza mtoto ili apende kusoma" How to nurture a child to love studying
05-Jun-16	"Usalama wa mtoto wako wakati wa dharura" The safety of your child during an emergency
12-Jun-16	"Kukithiri kwa ulawiti wa watoto, tunakosea wapi?" The increased cases of sodomy of children, where have we gone wrong?
19-Jun-16	"Namna wazazi tunavyoishi na athari zake katika maadili ya watoto" How parents live and its impact on children's conduct
26-Jun-16	"Maadili ya mtoto ndani ya familia na jamii ni jukumu la nani?" Who is responsible for children discipline in the family and community?
10-Jul-16	"Mambo ya muhimu kumrithisha mtoto" Important things for children to inherit
10-Jul-16	COLUMN – Maisha – "Zifahamu Mbinu bora Katika Malezi" Get to know the best parenting strategies
17 Jul-16	"Watoto wanaolelewa na mama pekee wana nafasi ya kufanya vyema kimasomo?" Are the children raised by a mother only able to perform well in subjects?
24-Jul-16	"Namna ya kumfanya mtoto apende kula" How to make a child love to eat
21-Aug-16	"Zijue haki muhimu za moto" Get to know the importance of child rights
28-Aug-16	"Nyumba salama kwa mtoto wako" A safe house for your child
04-Sep-16	"Upi umri sahihi mtoto kupelekwa shule ya bwani?" At which age is it appropriate for a child to be sent to boarding school?
11-Sep-16	"Sheria ya mtoto inasemaje kuhusu ajira zenye madhara kwa watoto?" What does the Law of the Child Act say about harmful employment of children?
18-Sep-16	"Namna ya kumlinda mwanao mtandaoni" How to protect your child against social media networks
25-Sep-16	"Wazazi wana hadhi sawa katika malezi ya watoto" Parents have the same status in children's upbringing

02-Oct-16	“Namna ya kumsaidia mtoto kuacha tabia zisizofaa” Ways to help a child stop inappropriate behaviours
09-Oct-16	“Ukweli kuhusu kukojoa kitandani kwa mtoto” Truth about children’s bed wetting
16-Oct-16	“Adhabu ya fimbo humsaidia mchapaji kutoa hasira,si kumuadabisha mtoto” - Beating with the stick helps the person beating to overcome their anger but it doesn't teach the child
23-Oct-16	“Upi umri sahihi kujenga tabia ya mtoto Which age is right for building a child's behaviour?
30-Oct-16	“Inawezakana mwanao kuepuka vishawishi vya majundi-rika?” Is it possible for your child to avoid peer pressure?
06-Nov-16	“Mambo muhimu ya kubaini tabia za binti wako wa kazi” The best ways to recognise your house girl's behaviour
13-Nov-16	“Nitajuaje iwapo mwanangu ametendewa vitendo vya ukatili?” How will I know if my child has experienced violence?
20-Nov-16	“Njia saba za kumjenga mtoto” Seven ways to build up your child
27-Nov-16	“Mwongozo wakujenga uhusiano bora baina ya watoto” Guidelines to build good relationships among children
04-Dec-16	“Jinsi ya kumueleza mwanao kuhusu masuala ya uzazi” How to explain to your child about reproductive matters
11-Dec-16	“Malezi kwa watoto wakati wa likizo” Childrearing during holidays
18-Dec-16	“Je unakutana changamoto za malezi na hujui pa kuanzia?” Do you face any challenges in parenting and you don't know where to start?
25-Dec-16	“Je utasafiri na mtoto msimu huu?” Will you travel with your child this season?
01-Jan-17	“Una malengo ya malezi ya mwaka mpya 2017?” Do you have a parenting goal for 2017?
08-Jan-17	“Je,mtoto anaweza kufungwa jela?” Children a child be imprisoned?
08-Jan-17	COLUMN “Mwanawake” Woman – “Watoto wasihusishwe katika tofauti wazazi” - Children should not be involved in the differences of the parents
15-Jan-17	“Zijue kazi za kinyonyali kwa mtoto” Get to know what work is exploitive of children
22-Jan-17	“Sababu za watoto kunyonya kidole gumba na namna ya kuwazuia” Reasons children suck their thumbs and ways help them to stop
29-Jan-17	“Hivi ndivyo tabia njema yam toto hujengwa” This is how good child behaviour is built
05-Feb-17	“Haki za uzazi katika sharia ya kazi Tanzania hizi hapa Reproductive rights in the Labour Law in Tanzania
12-Feb-17	“Ijue nafasi ya wazazi na watoto katika kurithi mali” Get to know the position of parents and children on the inheritance of properties

19-Feb-17	“Nafasi ya wazazi, watoto katika kurithi mali za wapendwa wao” (Continuation) - Parents and children's position on inheriting property of their loved ones
05-Mar-17	“Ukosefu wa lische bora husababisha vifo 130 vya watoto kila siku nchini” Lack of a well-balanced diet leads to deaths of 130 children every day in Tanzania
12-Mar-17	“Tuienzi nafasi ya mama katika malezi” Let's honour the position played by a mother in upbringing
19-Mar-17	“Yajue magonjwa yanayozuilika kwa chanjo kwa watoto” Get to know diseases that can be cured by vaccine for the children
26-Mar-17	“Magonjwa yanayozuilika kwa chanjo” Diseases which can be avoided through vaccination
02-Apr-17	“Watoto wadogo huuliza mama zao zaidi ya maswaili 300 kila siku” Young children ask their mothers more than 300 questions every day

Sunday News Parenting Column
(TSN - English Language newspaper)
"Let's Talk Parenting"

No.	Date	Article Title
1	24-Apr-16	"Seven things your child needs to hear"
2	26-Jun-16	"You leave the house, then your child bursts into loud cries! Child-parent separation anxiety"
3	10-Jul-16	"Make a great team with your child"
4	17-Jul-16	"Skilful parenting tips"
5	14-Aug-16	"Dealing with anger"
6	21-Aug-16	"Childproofing your home"
7	20-Nov-16	"Helping children with homework"
8	04-Dec-16	"Sibling Wars: Helping children get along after quarrelling"
9	11-Dec-16	"There are no bad children"
10	18-Dec-16	"How can I tell if my child is being abused?"
11	08-Jan-17	"Seven ways to help raise an eloquent child"
12	15-Jan-17	"Five ways of building your child's character"
13	22-Jan-17	"Why children suck their thumb"
14	05-Feb-17	"What to do when your child's grades drop"
15	12-Feb-17	"Parenting begins before conception"
16	19-Feb-17	"Caring for newborns"
17	26-Feb-17	"A few basics for newborn care"
18	05-Mar-17	"Poverty - the leading driver of child marriage in Tanzania?"
19	12-Mar-17	"Backpacks and back pain"
20	26-Mar-17	"You can still nurse while pregnant"
21	02-Apr-17	"Tandem Nursing-Breastfeeding your newborn and your toddler"

APPENDIX 11: Findings Dissemination Meeting – “Six Key Findings”

Handout

Sengerema, Tanzania 1 March 2019

Mkutano wa Repoti ya Matokeo ya Utafiti
Development College - FDC, Sengerema, Tanzania

01 Machi, 2019

“Kutambua utofauti kati ya: Mitazamo na uzoefu wa jamii na ufahamu juu ya malezi ya watoto na uhusiano wake na mijadala juu ya haki za watoto kaskazini magharibi mwa Tanzania”

Matokeo sita (6) ya utafiti

- 1) Kuna mjadala unaoendelea nchini Tanzania kuhusu matumizi ya adhabu za kimwili katika malezi ya watoto.
- 2) Dhana ya maneno kama vile “Adhabu za kimwili” na “Ukatili” zinatofautiana sana kati ya dhana zinazotumiwa kimataifa na zile zinazotumiwa na jamii za kitanzania.
- 3) Watoto walioshiriki katika utafiti walitoa maoni yao Kwamba watoto wengi wanahitaji adhabu za kimwili ili kujifunza na kuendelea kuwa na tabia njema; hata hivyo , baadhi ya watoto walitoa maoni yao kwamba adhabu zinazotumika kitaaluma zinaweza kuwa na madhara kwa waendeleo yao kitaaluma.
- 4) Harakati za haki za watoto juu ya matumizi ya adhabu zisizo za kimwili zinatafsiriwa na watu wazima kuwa “Zinatoka Nje” na hazitekelezeki, Kijamii, Kimfumo na kiuchumi.
- 5) Kupinga masuala ya ukatili juu ya watoto katika upande mmoja pekee mfano; “Shuleni tu” kunaweza kusababisha migongano na mkanganyiko kwa watoto na watu wazima.
- 6) Masuala ya kimfumo kwa mfano, uwiano kati ya wanafunzi na waalimu darasani unaleta changamoto kwa kiasi kikubwa katika ufundishaji na namna mwalimu anavyotawala darasa.

-
- 1) There is ongoing debate in Tanzania regarding the use of physical punishments in childrearing.
 - 2) Definitions of key terms such as “corporal punishment” and “violence” vary greatly between those used within the global rights discourse and those used by communities within Tanzania.
 - 3) Children participating in the study suggested that most children need physical punishments in order to learn and maintain good behaviour; however, some children suggested that physical punishments used to address academic performance can have a negative effect.
 - 4) Rights-based promotion of non-physical forms of punishment were perceived by most adults as “coming from outside” and socially, structurally and economically out of reach.
 - 5) Addressing issues of physical violence against children in one-setting at a time can cause frustration and confusion for both children and adults.
 - 6) Structural issues such as high student / teacher classroom ratios make effective teaching and classroom management extremely challenging.