Mikakati ya Kuzuia na Kushughulikia Ukatili Shuleni

Learning from Tanzania's Safe to Learn Diagnostic Exercise



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Safe to Learn

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Learning from Tanzania's Safe to Learn Diagnostic Exercise

List of Abbreviations and Acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
CDF	Children's Dignity Forum
CPIMS	Child Protection Information Management System
DEOs	District Education Officers
DCMS	District Case Management System
DHO	District Health Officers
DPGDO	District Police Gender and Children's Desk Officers
DSWO	District Social Welfare Officers
DUCE	Dar es Salaam University College of Education
ECW	Education Cannot Wait
FAWE	Forum for African Women Educationalists
FCDO	Foreign, Commonwealth and Development Office
GIZ	German Agency for International Cooperation
GPE	Global Partnership for Education
KUWAZA	Kuzuia Udhalilishaji wa Watoto Zanzibar
MoCDGEC	Ministry of Community Development, Gender, Elderly, and Children
MoCDGWSG	Ministry of Community Development, Gender, Women, and Special Groups
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
NGOs	Non-Governmental Organisations
NPA-VAWC	National Plan of Action to End Violence Against Women and Children
OUT	Open University of Tanzania
PGCD	Police Gender and Children's Desk
PRIMEO	Prevention, Reporting, Identification, Management, Evaluation, Outcome
StL	Safe to Learn
TCRF	Tanzania Child Rights Forum
TIE	Tanzania Institute of Education
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
VAC	Violence Against Children
VACS	Violence Against Children Surveys
VAWC	Violence Against Women and Children
WHO	World Health Organisation

Definition of Key Terms

A Child

According to the Law of the Child Act, Chapter 13, Section 4 (1), a child is any person under the age of eighteen[1].

Child Protection

Child protection refers to preventing and responding to violence, exploitation, neglect, and abuse against children. Specifically, it encompasses efforts to prevent and respond to child abuse, exploitation, child labour, child trafficking, commercial sex exploitation, and harmful customary practices.

Early Child Marriage

Any marriage carried out below the age of 18, before a girl is physically and psychologically ready to bear the responsibility of marriage and childbearing.

Female Genital Mutilation

Female genital cutting or circumcision, is any procedure that involves partial or total removal of the external genitalia that causes injury to the female genital organs, whether for cultural or any other non-therapeutic reasons.

Gender-Based Violence

Physical, psychological, sexual or economic violence perpetrated by a person against another on account of gender.

Child Abuse

Contravention of the rights of the child which causes physical, moral or emotional harm that includes beatings, insults, discrimination, neglect, sexual abuse, and exploitative labour.

Child Sex Abuse

Contacts or interactions between a child and an older or more knowledgeable child or adult (a stranger, sibling, or person in a position of authority, a parent or a caretaker) where the child is being used as an object of gratification for the older child's or adult's sexual needs. Such contact or interaction is carried out against the will of the child using force, trickery, bribes, threats or pressure.

Emotional Violence

Emotional violence is defined as a pattern of verbal behaviour over time, or an isolated incident, that is not developmentally appropriate or supportive and has a high probability of damaging a child's mental health or their physical, mental, spiritual, moral or social development.

Forced Marriage

It is a marriage where one of the parties, particularly a woman or young girl, is married without consent.

Physical Violence

Intentional act such as being slapped, pushed, hit with a fist (punched), kicked, whipped or threatened with a weapon such as a gun and knife.

1. United Republic of Tanzania. (2024). National Plan of Action to End Violence Against Women and Children (NPA-VAWC II 2024/25–2028/29). Dodoma, Tanzania.

Psychological Violence

Verbal and non-verbal emotional abuse, which may be active or passive. This describes actions intended to inflict mental pain, anguish or distress on a person.

Sexual Violence

It is a sexual act, attempt to obtain a sexual act, or acts to traffic for sexual purposes, directed against a person using coercion, and unwanted sexual comments, harassment or advances made by any person regardless of their relationship to the survivor/victim, in any setting, including but not limited to home and work.

Special Groups

These are ethnic minorities, refugees, migrant workers, women, children, people with HIV/AIDS, persons with disabilities and older persons.

Violence Against Children

Is the intentional use of physical force or power, threatened or actual, against a child, by an individual or group that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development, or dignity.

Technology-Facilitated Sexual Violence

Technology-facilitated sexual violence includes acts that take place on the internet, on social media applications, via email, or via text message[2].

Violence

Violence is defined as the intentional use of physical force or power, threats against oneself or another person; or a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Online Child Abuse

Sexual abuse of children facilitated by information and communication technologies and shared online. This includes where a child is sexually abused offline and photos or videos constituting child sexual abuse are uploaded, distributed and accessed online.

Safe Environment

A formal or informal setting where people feel physically and emotionally secure. The place is marked by absence of trauma, stress, violence, or the fear of violence or abuse.

Vulnerable Group

A population that has some specific characteristics that make it at higher risk of falling into poverty than others. Groups of children with intersecting vulnerabilities include older persons, persons with disabilities, adolescent girls, internally displaced people and returning refugees, HIV/AIDS affected individuals and households, ethnic minorities.

Vulnerable Group

A population that has some specific characteristics that make it at higher risk of falling into poverty than others. Groups of children with intersecting vulnerabilities include older persons, persons with disabilities, adolescent girls, internally displaced people and returning refugees, HIV/AIDS affected individuals and households, ethnic minorities.

School-Based Violence

School-based violence is a multifaceted phenomenon encompassing various forms of violent behaviour occurring in school settings, including bullying, sexual harassment, and the use of weaponry, with both students and teachers serving as perpetrators and victims[3].

2. Revolutionary Government of Zanzibar, Ministry of Community Development, Gender, Elderly and Children, 2025. National Plan of Action to End Violence Against Women and Children, 2025/2026–2029/2030. Zanzibar, Tanzania

3. United Nations Educational, Scientific and Cultural Organization. (2019). Behind the numbers: Ending school violence and bullying. Paris: UNESCO

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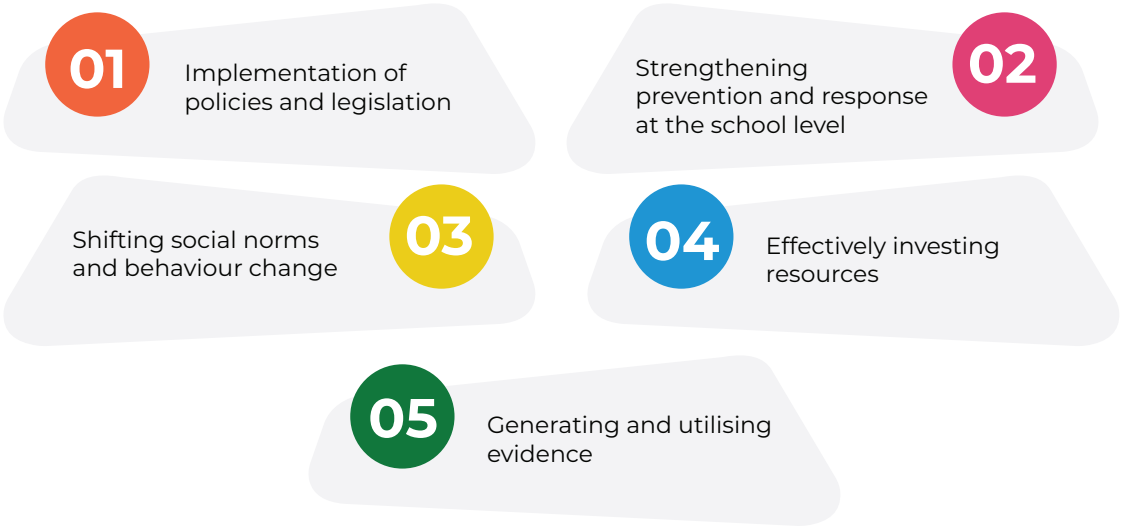
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Executive Summary

This research report presents the findings of the national Safe to Learn (StL) diagnostic assessment in Tanzania. It covers both Tanzania Mainland and Zanzibar and assesses efforts through the framework of the global StL initiative. Launched in 2019, StL is a global coalition that unites governments, civil society, UN agencies, and the Global Partnership to End Violence Against Children in schools. Employing a standardised diagnostic tool, the assessment was structured around the five StL global Call to Action Points:



Each Call to Action Point included benchmarks to assess government compliance, identify best practices, pinpoint gaps, and set priorities essential for establishing a baseline to monitor Tanzanian progress towards eliminating violence against children (VAC) in and through schools. Specifically, the objectives of the StL assessment in Tanzania were to: (1) evaluate the extent to which the government, at the national, district, and school levels, meets the StL benchmarks; (2) document best practices and identify gaps in national efforts to prevent and respond to violence in and around schools; and (3) establish a baseline to assess national progress in future initiatives aimed at preventing and responding to VAC in and around schools.

This report presents findings from the StL diagnostic assessment conducted between August and October 2025 across four regions (eight districts) in Tanzania Mainland and two regions (two districts) in Zanzibar. A total of 348 participants (policymakers, education officers, social welfare officers, community development officers, teachers, students, international partners, non-governmental organisations (NGOs), and private-sector representatives) were invited to take part in interviews and focus group discussions.

Summary of Key Findings

The assessment reveals that, while progress in VAC prevention strategies is evident at the national level, policies and actions do not always translate effectively at the subnational levels, as summarised in the Call to Action points below.

Call to Action 1: Implement Policies and Legislations

Tanzania Mainland and Zanzibar have integrated VAC prevention within their national legal and policy frameworks. The United Republic of Tanzania has demonstrated strong political commitment to this cause by ratifying key international and regional instruments, including the United Nations Convention on the Rights of the Child (UNCRC) 1989 and the African Charter on the Rights and Welfare of the Child (ACRWC) 1990. Nationally, VAC prevention is grounded in the National Plan of Action to End Violence Against Women and Children (NPA-VAWC) and is supported by key legislation and policies. These include the National Child Development Policy (2008), the Law of the Child Act (2009, revised 2019), the Zanzibar Children's Act (2011), and the Education and Training Policy (2014, revised 2023).

However, a legislative gap remains regarding disciplinary practices. While Zanzibar is increasingly moving toward the total prohibition of corporal punishment (despite conflicting local cultural norms), Tanzania Mainland still retains Education Circular No. 24 of 2002. This circular permits regulated corporal punishment in schools, thereby undermining both national and global child rights standards.

Tanzania Mainland relies heavily on administrative tools, most prominently a dedicated registry known as the *Black Book*, which records school disciplinary actions, misconduct, and instances of violence in order to manage and monitor these current corporal punishment regulations. On the protection front, Tanzania Mainland has established Child Protection Committees from national to village level in accordance with the Child Protection National Frameworks. These committees collaborate closely with schools and local street or village authorities to safeguard children's well-being and ensure their safe passage to and from school.

In Zanzibar, alternative approaches are employed. Teachers leverage platforms such as *School Tea Meetings* to raise awareness and discuss the best ways to prevent and respond to VAC issues in and around schools. At the community level, Zanzibar has formalised Children's Councils within *Shehias* (the smallest administrative units in Zanzibar). These councils play a vital role in grassroots governance, community coordination, safety, and VAC prevention.

Despite these efforts, systemic gaps persist. While district security systems are mandated to maintain safety, the lack of operational guidelines for conflict-related school protection means that the Safe Schools Declaration initiative is only partially fulfilled. To bridge these gaps, there is an urgent need to harmonise legal frameworks by prohibiting corporal punishment in schools nationwide. By developing district standard operating procedures to guide the implementation of safety laws, and adapting the Safe Schools Declaration to the local context through school-specific safety protocols.

Call to Action 2: Strengthen School-Level Prevention and Response

There is evidence that school-level prevention mechanisms are functioning well in Tanzania Mainland and Zanzibar. There are several programmes focused on school safety in Tanzania, including the BOOST programme, which aims to improve equitable access to education and provide safer, more conducive learning environments in pre- and primary schools. The SEQUIP programme also integrates violence prevention and safe school approaches in secondary schools by providing a responsive, safe learning environment for girls and boys. These programmes emphasise the need for safe schools where children can learn without fear of violence. Additionally, the establishment of one-stop centres that bring together medical, psychosocial, and legal services under one roof to support victims of VAC from communities and schools illustrates the nation's commitment to preventing and responding to VAC in the country.

Other initiatives include the establishment of student clubs, which serve as peer-led platforms for raising awareness of children's rights, life skills, positive behavioural change, and the reporting of violence and abuse. Similarly, child protection and safety desks, which function as school-based mechanisms for reporting and handling child protection issues, provide confidential channels for reporting abuse or violence in schools. These initiatives support early identification and response to VAC cases in school settings. In Tanzania Mainland and Zanzibar, violence prevention and life skills education have been integrated as cross-cutting issues into the curricula. Notably, Zanzibar's approach is more holistic, with violence prevention and life skills education integrated into religious schooling through madrasas, and with the use of peer-led structures, such as community support groups working under the *Sheha* at the *Shehia* level (*Sheha* squads) to prevent violence against children in the community.

While Zanzibar excels in community-based protection integrated into local governance structures, many schools, particularly in rural areas, still lack professionally trained psychosocial support staff. Additionally, school-related interventions addressing VAC in both Tanzania Mainland and Zanzibar often rely on donor-supported programmes and dedicated teachers, which pose challenges for their institutionalisation and sustainability. Furthermore, supervision and coordination at the district and school levels are inadequate due to a lack of training and resources.

Call to Action 3: Shift Social Norms and Drive Behaviour Change

There is evidence supporting strategies to shift social norms and drive behaviour change in the area of violence against women and children (VAWC) within the National Plan of Action (NPA). Initiatives such as using media and printed materials to raise awareness have been documented. Additionally, programmes focused on transforming social norms, such as *Kuzuia Udhalilishaji wa Watoto Zanzibar* (KUWAZA), have been implemented in Zanzibar. Efforts such as teachers' peer meetings to raise awareness, teacher-parent sensitisation sessions, school councils, and engagement with religious leaders also show promise for broader shifts in norms. Despite this, efforts to transform entrenched social norms surrounding violence remain underdeveloped in both contexts. In Tanzania Mainland, cultural acceptance of corporal punishment remains high, particularly in rural areas, where violence is often regarded as a necessary form of discipline. The regulatory model of the Education Circular No. 24 of 2002 (rather than outright prohibition) inadvertently reinforces this norm. Furthermore, the

Law of Marriage Act 1971 allows girls to marry from the age of 15. This not only undermines girls' rights and access to educational opportunities but also contradicts global and regional child protection standards.

Behaviour change initiatives are frequently fragmented and driven by donor interests, with limited national frameworks for coordination or evaluation. There is a lack of a coherent national strategy for advancing norms and behaviour change interventions, resulting in limited scale and sustainability for donor-driven behaviour change programmes.

Call to Action 4: Invest Resources Effectively

Tanzania Mainland and Zanzibar have established systems and frameworks to address VAC, underpinned by the NPA-VAWC. Despite this structured, multi-sectoral framework and its estimated implementation budget, a significant challenge persists: funding for violence prevention is critically insufficient. The root cause is weak budgetary ownership across sectors. Specifically, there is a notable absence of ring-fenced funding (dedicated financial allocations) to address VAC at both the district and school levels. Consequently, the system is heavily reliant on donor-funded programmes. Currently, initiatives to prevent VAC in schools rely largely on donor-funded programmes. While public funding remains constrained, promising engagement from the private sector is observed. This includes financial institutions, mining companies, foundations, and the media industry, as well as community-led initiatives such as *'boda boda'* (motorbike riders) and community fishing groups, which are increasingly supporting child safety within and through educational institutions. However, the full potential of this involvement has yet to be realised, as resource coordination and sustainability through public-private partnerships remain a concern.

Call to Action 5: Generate and Use Evidence

Tanzania is one of the few countries that have conducted nationally representative surveys on the prevalence of all forms of violence experienced before the age of 18 and in young adulthood, aiming to guide prevention, response, and interventions to address this issue. Notably, the 2009 and 2024 Violence Against Children Surveys (VACS) demonstrate a strong national commitment to data and evidence collection. However, these national surveys are not conducted regularly on a standard 3-5-year cycle and are largely dependent on donor funding.

Other established mechanisms for data and evidence collection include the Child Helpline (116) - a free hotline for reporting issues of VAC, and functioning data collection systems such as the District Case Management System (DCMS) and Child Protection Information Management System (CPIMS) in Tanzania Mainland, as well as CPIMS and PRIMERO (Prevention, Reporting, Identification, Management, Evaluation, Outcome) in Zanzibar. Nonetheless, the reported data management systems in both Tanzania Mainland and Zanzibar do not extend to the school level, resulting in manual recording and analysis of school violence.

Furthermore, the Government of Tanzania has a robust monitoring and evaluation plan for violence prevention initiatives through the National Plan of Action to End Violence Against Women and

Children, which supports or informs the planning and scaling up of prevention initiatives. However, the interventions are uneven and donor-driven due to competing interests and priorities. In this regard, there is a lack of feedback loops, as even when data are collected, they are rarely shared with schools or communities to inform improvements.

Recommendations for Implementing StL in Tanzania

The findings from the StL assessment reveal notable progress in reducing VAC in and through schools. To sustain this progress and strengthen child protection systems across Tanzania Mainland and Zanzibar, the following recommendations are proposed for the government and policymakers, development partners and NGOs, researchers and academia.

1. ***Harmonise Legal and Policy Frameworks***

   The Government of Tanzania should harmonise child protection laws and education policies to align with international child protection standards, including the full provision of corporal punishment in schools.

2. ***Decentralise and Institutionalise Safeguarding***

   The Government of Tanzania should empower district authorities with the requisite resources and multi-sectoral platforms to lead implementation effectively. It should mandate the establishment of school-based safeguarding structures, including trained focal points, counselling services, and robust school inspection tracking and reporting mechanisms, rather than relying heavily on donor-dependent initiatives.

3. ***Secure Sustainable Financing***

   The Government of Tanzania should integrate ring-fenced budget lines and specific budget tags into domestic education and social welfare funding to mitigate over-reliance on international donors.

4. ***Reform Training and Cultivate Accountability***

   The Government of Tanzania should incorporate positive discipline methodologies and psychosocial support into mandatory teacher college curricula and continuous professional development programmes. It should concurrently engage communities, parents, and religious leaders to facilitate the transformation of harmful social norms.

5. ***Promote Children's Rights in the Digital Space***

   The Government of Tanzania should scale up child protection data systems, including DCMS and CPIMS, to the school level to ensure gender and disability disaggregated data. It should also establish a comprehensive national framework for online child safety, addressing cyberbullying and technology facilitated violence, alongside emergency protection protocols in schools.

6. ***Align and Integrate Investments***

   Development partners and NGOs should move away from fragmented, parallel programming by directing all donor funds and initiatives to support and integrate directly with existing government frameworks, planning and budgets to ensure the sustainability of government initiatives on VAC prevention.

7. ***Strengthen Frontline Capacity and Community-Based Prevention***

   Development partners and NGOs should invest significantly in the frontline workforce (teachers, social workers, counsellors) and in community-based interventions that challenge harmful social norms. They should emphasise inclusive case management, local referral pathways and community-led positive parenting programmes.

8. ***Strengthen Mental Health and Inclusive Programming***

   Development partners and NGOs should support the creation of dedicated, confidential and trauma-informed psychosocial spaces within schools. They should ensure that programmes explicitly incorporate disability inclusion, early childhood education and digital risk mitigation.

9 ***Strengthen Monitoring, Evaluation, and Learning***

Development partners and NGOs should embed robust Monitoring, Evaluation, and Learning (MEL) frameworks into all pilot projects to generate clear evidence on scalability and sustainability of the programmes.

10 ***Conduct Nationally Representative and Longitudinal Research***

Future studies should address the geographical and sampling limitations identified in the current assessment by expanding research coverage beyond the six regions included in the study. National representative and longitudinal studies are needed to assess trends, measure intervention effectiveness over time, and generate evidence that supports policy and programme improvements across Tanzania Mainland and Zanzibar.

11 ***Strengthen Research on Early Childhood Violence***

Given the limited evidence on violence affecting pre-primary children, future research should examine the prevalence, forms, drivers, and prevention strategies related to violence in early childhood education settings. Such studies can provide important insights into age-appropriate safeguarding interventions and preventive approaches.

12 ***Prioritise Disability-Inclusive Research***

Future research should adopt disability-inclusive methodologies to ensure adequate representation of children with disabilities. More evidence is needed to understand the specific forms of violence experienced by children with disabilities and the effectiveness of inclusive safeguarding interventions

13 ***Expand Research on Technology-Facilitated Violence***

Future studies should examine cyberbullying, online sexual exploitation and abuse, problematic digital behaviours and digital safety literacy among students, teachers and caregivers. Findings should inform national online child protection policies and school-level response strategies.

14 ***Strengthen Research, Monitoring and Knowledge Translation***

Academic institutions should collaborate with other partners to strengthen research on VAC, school-based measurement mechanisms and the integration of relevant indicators into national data systems. Their efforts should also focus on monitoring and evaluating the effectiveness and scalability of interventions to ensure that evidence informs policy programming and decision-making.

Conclusion

Tanzania has made efforts to prevent violence in and around schools supported by existing frameworks such as the National Plan of Action to End Violence Against Women and Children (NPA-VAWC) and a multisectoral plan of action with coordination structures from the national to village levels. Tanzania Mainland and Zanzibar have established policy foundations and demonstrate a commitment to child protection and school safety. Despite this strong foundation, progress is affected by gaps in district-level coordination, prevailing social norms that tolerate violence, and limited sustainable financing for prevention systems. These challenges continue to influence the effectiveness of implementation across levels. Overall, while Tanzania has a solid institutional and policy base for school-based violence prevention, addressing operational and structural constraints remains important to improve implementation outcomes.

Table 1: Summary of Benchmark Indicator Status – Tanzania Mainland

Call to Action	Benchmark Indicator	Sub-Indicator	National	District	School
1. Implementation of Laws and Policies	1.1 Prevention of violence in and around schools is identified as a specific strategy in the national education sector policy or plan.		Existing	Existing	Partially Existing
	1.2 There is an explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management.	Laws that prohibit corporal punishment are implemented and enforced.	Partially Existing	Partially Existing	Partially Existing
		Teacher training covers positive discipline and classroom management.	Existing	Existing	Partially Existing
	1.3 The roles and responsibilities of the Ministry of Education, Science and Technology in response to and referral to incidents of violence are clearly set out in a multi-sectoral national child protection policy framework.	The national, multi-sectoral policy framework outlines the key roles of formal actors.	Existing	Partially Existing	Partially Existing
		The Ministry of Education, Science and Technology has established a national child protection/safeguarding policy, which is enforced.	Existing	Partially Existing	Partially Existing
	1.4 The country has endorsed the Safe Schools Declaration and, in situations of armed conflict, is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.		Partially Existing	Partially Existing	Partially Existing

2. Strengthening Prevention and Response at the School Level	2.1 Key violence prevention strategies are embedded in curriculum-based activities for children.		Existing	Existing	Existing
	2.2 Child safeguarding Principles and procedures are in place in schools, including codes of conduct and safe recruitment standards.	Child safeguarding principles and procedures.	Existing	Partially Existing	Partially Existing
		National guidelines to establish safe and confidential reporting mechanisms are in place.	Existing	Existing	Existing
		Norms and standards of ethical behaviour are in the Teachers' Code of Conduct.	Existing	Partially Existing	Partially Existing
		Pre- and in-service training on obligations for child safeguarding and reporting/ response is provided.	Existing	Partially Existing	Partially Existing
		Policies that regulate the hiring of new teachers and staff and their transfer to ensure suitability for working with children are existing.	Not Existing	Not Existing	Not Existing
	2.3 Each school has at least one focal point who is capacitated to provide frontline mental health/psychosocial support to children experiencing violence.		Existing	Existing	Existing
	2.4 The physical environment in and around schools is safe and designed with the well-being of children in mind.		Existing	Partially Existing	Partially Existing
3. Shifting Social Norms and Driving Behaviour Change	3.1 There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.		Existing	Partially Existing	Partially Existing
	3.2 Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or helping children manage risks.		Partially Existing	Partially Existing	Partially Existing
	3.3 Young people, parents, teachers, and community members in and around schools are engaged and actively involved on the topic of school violence.		Existing	Partially Existing	Partially Existing
4. Effective Investment of Resources	4.1 Domestic resources have been allocated to support interventions and capacity-building activities to prevent and respond to violence in schools.		Partially Existing	Partially Existing	Partially Existing
	4.2 Development partners provide resources targeting the national or sub-national level to end violence in schools by investing in effective approaches.		Existing	Existing	Existing
	4.3 There is private sector engagement in the provision of financial and non-financial resources, including technical support, expertise, and advocacy towards ending violence in schools.		Partially Existing	Partially Existing	Partially Existing

5. Generating and using Evidence	5.1 Information and reporting of incidents allows disaggregated baseline information and monitoring of trends that reflect needs and gaps in the system.	Existing	Existing	Partially Existing
	5.2 There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards.	Partially Existing	Partially Existing	Partially Existing
	5.3 Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trial models and approaches.	Partially Existing	Partially Existing	Partially Existing

Table 2: Summary of Benchmark Indicator Status – Zanzibar

Call to Action	Benchmark Indicator	Sub-Indicator	National	District	School
1. Implementation of Laws and Policies	1.1 Prevention of violence in and around schools is identified as a specific strategy in the national education sector policy or plan.		Existing	Existing	Partially Existing
	1.2 There is an explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management.	Laws that prohibit corporal punishment are implemented and enforced.	Partially Existing	Partially Existing	Partially Existing
		Teacher training covers positive discipline and classroom management.	Partially Existing	Partially Existing	Partially Existing
	1.3 The roles and responsibilities of the Ministry of Education in response to and as a referral to incidents of violence are clearly set out in a multi-sectoral national child protection policy framework.	The national, multi-sectoral policy framework outlines the key roles of formal actors.	Existing	Partially Existing	Partially Existing
		The Ministry of Education has established a national child protection/safeguarding policy, which is enforced.	Partially Existing	Partially Existing	Partially Existing
	1.4 The country has endorsed the Safe Schools Declaration and in situations of armed conflict, is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.		Partially Existing	Partially Existing	Partially Existing

2. Strengthening Prevention and Response at the School Level	2.1 Key violence prevention strategies are embedded in curriculum-based activities for children.		Existing	Existing	Existing
	2.2 Child safeguarding Principles and procedures are in place in schools, inclusive of codes of conduct and safe recruitment standards.	Child safeguarding principles and procedure.	Existing	Partially Existing	Partially Existing
		National guidelines to establish safe and confidential reporting mechanisms are in place.	Existing	Existing	Existing
		Norms and standards of ethical behaviour are present in the Teachers' Code of Conduct.	Existing	Partially Existing	Partially Existing
		Pre- and in-service training on obligations for child safeguarding and reporting/response is provided.	Existing	Partially Existing	Partially Existing
		Policies that regulate the hiring of new teachers and staff and their transfer to ensure suitability for working with children are in place.	Not Existing	Not Existing	Not Existing
	2.3 Each school has at least one focal point who is capacitated to provide frontline mental health/psychosocial support to children experiencing violence.		Existing	Existing	Existing
	2.4 The physical environment in and around schools is safe and designed with the well-being of children in mind.		Existing	Partially Existing	Partially existing
3. Shifting Social Norms and Driving Behaviour Change	3.1 There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.		Existing	Partially Existing	Partially existing
	3.2 Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or help children to manage risks.		Partially Existing	Partially Existing	Partially existing
	3.3 Young people, parents, teachers, and community members in and around schools are engaged and actively involved on the topic of school violence.		Existing	Partially Existing	Partially existing

4. Effective Investment of Resources	4.1 Domestic resources have been allocated to support interventions and capacity-building activities to prevent and respond to violence in schools.	Existing	Partially Existing	Partially Existing
	4.2 Development partners provide resources targeting national or subnational level to end violence in schools by investing in effective approaches.	Existing	Existing	Existing
	4.3 There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in schools.	Partially Existing	Partially Existing	Partially Existing
5. Generating and using Evidence	5.1 Information and reporting of incidents allows disaggregated baseline information and monitoring of trends that reflect needs and gaps in the system.	Existing	Existing	Partially Existing
	5.2 There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards.	Partially Existing	Partially Existing	Partially Existing
	5.3 Decisions on replication and scaling-up of violence prevention initiatives are based on evaluation of trial models and approaches.	Partially Existing	Partially Existing	Partially Existing

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01

Introduction

1.0 Introduction

Violence in and around schools has become a global concern due to its adverse effects on children's learning. Launched in 2019, **Safe to Learn (StL)** is a global initiative that focuses on preventing and responding to violence in educational settings by aligning national policies, practices, and financing international commitments and frameworks. It supports countries in advancing the **Sustainable Development Goals (SDGs) 4 and 16,** which aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, to end abuse, exploitation, trafficking, and all forms of violence and torture. The initiative brings together governments, civil society organizations, United Nations agencies, and development partners. The objectives of StL are defined by a five-point Call-to-Action as follows:



1.1 Rationale for the Assessment

In June 2025, the Government of Tanzania published the findings from its second Violence Against Children Survey (VACS), which indicated a significant decline in violence against children (VAC) since the initial survey conducted in 2009. As one of the first countries to undertake two comparable VACS, Tanzania is unique for both domestic and international stakeholders to gain insights into the factors contributing to the successful reduction of violence. Therefore, it is essential to conduct a qualitative investigation on the education sector, specifically to explore the policies, investments, and contextual factors that have underpinned this decline.

1.2 Aim and Objectives

The overarching aim of the current study was to provide a comprehensive assessment of national efforts to prevent violence in and around schools in Tanzania and to establish a national baseline to monitor progress over the next five years, aligned with StL benchmarks. Therefore, the study specifically intended to:





Every Child has a right to learn in a safe and dignified environment





02

Background

2.0 Background

2.1 Overview of School-Based Violence

School-based violence is a multifaceted phenomenon encompassing various forms of violent behaviour, including bullying, sexual harassment, and the use of weaponry, occurring in and around school settings, where both students and teachers serve as perpetrators and victims (Mestry, 2015). This pervasive problem affects the safety, wellbeing and academic achievement of primary and secondary school students across the globe, including Tanzania. The common forms of school-based violence in the Tanzanian context include: physical violence such as corporal punishment, fighting, beating and kicking; psychological violence or emotional violence that includes intimidation, verbal abuse, social exclusion, discrimination and cursing; sexual violence, that involves intentional physical contact with a person's intimate or sexual body parts to humiliate or embarrass, coercion for sex, sexual gestures and cyber-bullying in the digital space (HakiElimu, 2020; Onditi, 2023). These forms of school-based violence in Tanzania involve multiple perpetrators, including teachers, non-teaching staff, members of the surrounding community and peers. In response to school-based violence against children, the Safe to Learn (StL) initiative has been identified as one of the global efforts towards ending Violence Against Children (VAC) in and around schools through coordinated prevention and response strategies.

2.2 Prevalence of Violence against Children

Violence against children remains a critical global concern, with schoolchildren in Sub-Saharan Africa experiencing disproportionately high prevalence rates (Gershoff, 2017; Hecker et al., 2014; Scharpf et al., 2022). In Tanzania, the first VAC and Youth Survey in 2009 (UNICEF et al., 2011) provided baseline data to inform the development of the National Action Plan to End Violence against Women and Children (NPA-VAWC I, 2017/18-2021.2022). In 2024, the second VACS report was released, revealing a significant decline in violence across all categories since 2009. The following figures illustrate trends in reported violence in the two reports for Tanzania Mainland and Zanzibar.

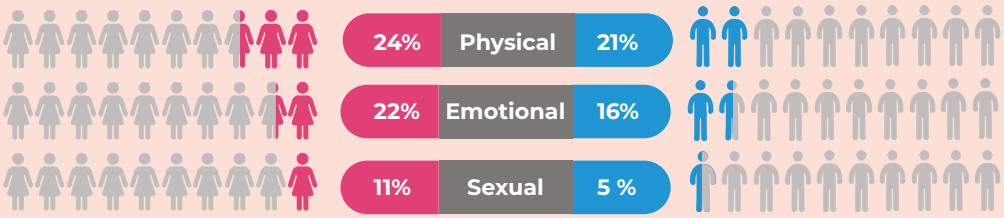
KEY FINDINGS 1

FINDINGS FROM A 2024 NATIONAL SURVEY OF YOUNG PEOPLE AGES 13-24 IN THE UNITED REPUBLIC OF TANZANIA

Tanzania Mainland has made substantial progress in reducing violence against children and youth over the past 15 years

Children and Youth Continue to Experience Violence in 2024

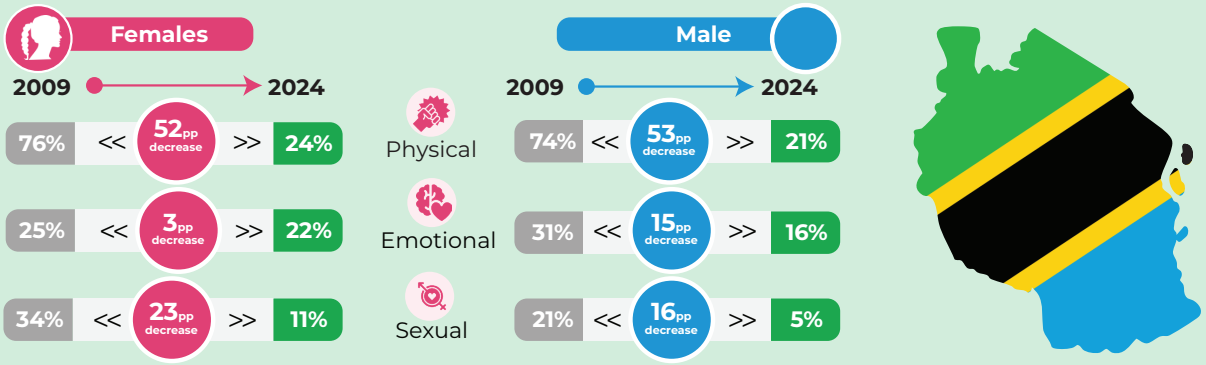
Physical violence is the most prevalent form of violence for both sexes; however, females experience higher levels of sexual and emotional violence compared to males.



% of **females** and **males** age 13-24 who **ever experienced physical, emotional or sexual violence**

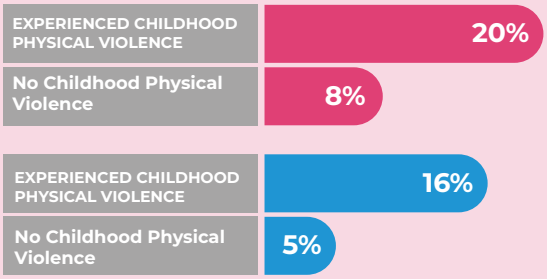
Between 2009 and 2024, Tanzania Mainland has greatly reduced violence

% of **females** and **males** age 13-24 who ever experienced violence in **2009** compared to **2024**



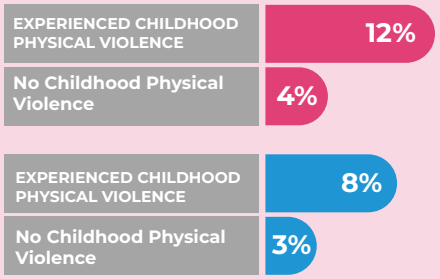
Experiencing violence is linked to negative health outcomes in 2024

Females and males with history of physical violence had more mental health problems than those without physical violence experience



% of females and males ages 13-24 who **experienced mental health problems in past month**

Females and males with history of sexual violence hurt themselves on purpose more often than those without sexual violence experience



% of females and males ages 13-24 who **hurt themselves on purpose**

Solutions to Prevent Violence

- The 2009 Violence Against Children and Youth Survey (VACS) increased awareness of the burden of violence, mobilizing the Tanzania government to strengthen child protections and create Africa's first-ver national plan to prevent violence against women and children (2013-2016). Tanzania's second national action plan launched in 2024 and in 2025 in Zanzibar.
- The 2024 and 2025 plan draws from the INSPIRE framework, which is a resource of evidence-based strategies with the greatest potential to reduce violence against children. INSPIRE includes child protection laws, educational policies and programs, and survivor services.

Figure 1: Trend of VAC in Tanzania Mainland from 2009 to 2024

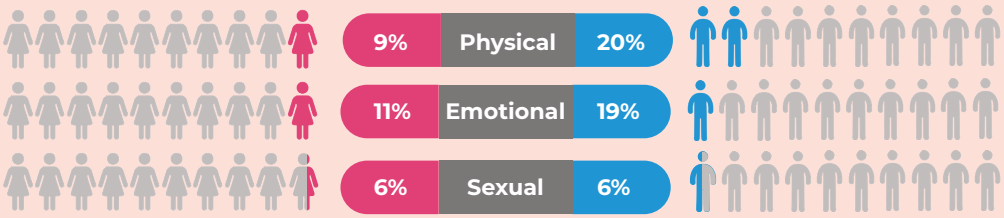
KEY FINDINGS 2

FINDINGS FROM A 2024 NATIONAL SURVEY OF YOUNG PEOPLE AGES 13-24 IN THE UNITED REPUBLIC OF TANZANIA

Zanzibar has made substantial progress in reducing violence against children and youth over the past 15 years

Children and Youth Continue to Experience Violence in 2024

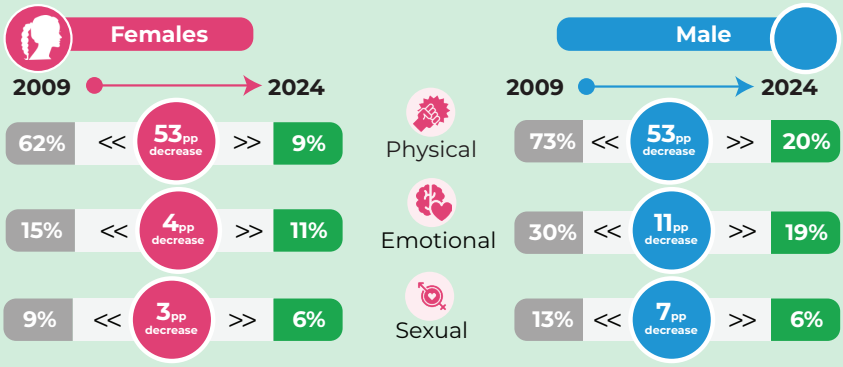
Physical violence is the most prevalent form of violence for both sexes; however, females experience higher levels of sexual and emotional violence compared to males.



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Between 2009 and 2024, Zanzibar has greatly reduced violence

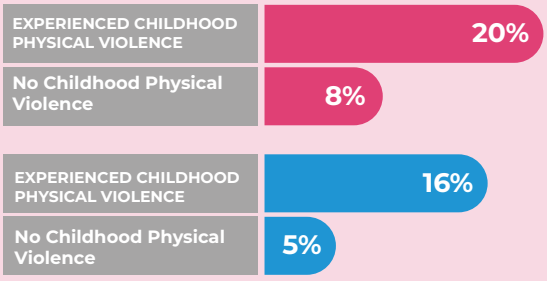
% of **females** and **males** age 13-24 who ever experienced violence in **2009** compared to **2024**





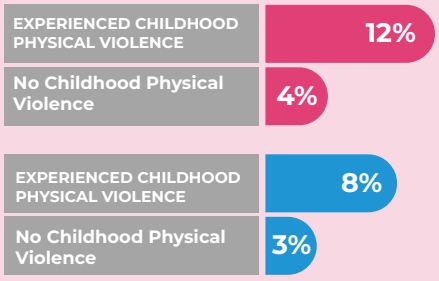
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Females and males with history of physical violence had more mental health problems than those without physical violence experience



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% of females and males ages 13-24 who **hurt themselves on purpose**

Solutions to Prevent Violence

- The 2009 Violence Against Children and Youth Survey (VACS) increased awareness of the burden of violence, mobilizing the Tanzania government to strengthen child protections and create Africa's first-ver national plan to prevent violence against women and children (2013-2016). Tanzania's second national action plan launched in 2024 and in 2025 in Zanzibar.
- The 2024 and 2025 plan draws from the INSPIRE framework, which is a resource of evidence-based strategies with the greatest potential to reduce violence against children. INSPIRE includes child protection laws, educational policies and programs, and survivor services.

Figure 2: Trend of VAC in Zanzibar from 2009 to 2024

Despite promising trends in national reports on the decline of various forms of VAC, empirical evidence shows that VAC remains pervasive among children, including students in primary and secondary schools. Studies indicate that school-based violence is widespread across Tanzania, taking diverse forms and involving multiple perpetrators. Pengpid and Peltzer (2020) highlight the scale of the issue, noting that 53.1% of adolescents have experienced physical attacks, while 29.9% have engaged in physical fights. A survey on school-related violence reported that 61% of primary and secondary students experienced psychological violence, 88% experienced physical violence, and 11% experienced sexual violence to and from schools (HakiElimu, 2020). A mixed-methods study on violence by Onditi (2023) found that 89% of secondary school students reported experiencing physical violence, 85% experienced verbal violence, 62% experienced social or relational violence, and 20% reported online violence. Another survey found that 95% of students experienced violent behaviour from teachers, while 94% experienced violence from peers (Masath et al., 2023). Hecker et al. (2018) found that 81% of teachers used hitting as a disciplinary practice, and 99% used at least one form of emotional violence as a disciplinary practice. These findings are reflected in secondary education, where adolescents report high rates of physical and verbal victimisation, such as engaging in or witnessing bullying behaviours themselves (Onditi, 2023; HakiElimu, 2020). These violent interactions are not limited to peers. Fabbri et. al. (2022) document significant abuse by teachers even within refugee camp schools. Manifestations range from corporal punishment and gender-based violence to more localised forms of bullying, such as property theft and social exclusion (Mattonet et al., 2024). Collectively, these findings illustrate a systemic problem that transcends geography and school type, resulting in severe long-term consequences for student behaviour, academic performance and overall wellbeing.

2.3 School-Related Consequences of Violence against Children

The consequences of VAC are both immediate and enduring (Mattonet et al., 2024). The existing literature consistently links VAC to adverse academic outcomes, including learning difficulties, poor performance, and increased dropout rates (Fry et al., 2018; Hecker et al., 2014). In Tanzania, specifically, school-related violence is associated with internalising and externalising behavioural problems that significantly hinder educational progress (Hecker et al., 2016; Masath, 2023; Onditi & Shapka, 2021). Recent randomised control trials in the region further reinforce these connections, demonstrating that VAC correlates with deteriorating child-adult relationships and emotional distress that persists well into adulthood (Mattonet et al., 2024).

These local findings align with global research. Studies from Western contexts similarly link childhood violence to long-term psychological distress, including anxiety, depression and anger, which can escalate to suicidal ideation (Norman et al., 2012; Bonanno & Hymel, 2013; Duan et al., 2020). Given these multifaceted psychological, social and educational consequences, there is an urgent need for effective prevention and response strategies within the school environments where children spend a significant portion of their lives interacting with peers, teachers and other staff. Ultimately, without timely intervention, the trauma of VAC risks perpetuating a vicious cycle of violence that extends into the broader community.

2.4 Education System in Tanzania

The current assessment was conducted in schools in Tanzania Mainland and Zanzibar. These two locations have education systems that are largely similar, with few differences, as explained in the following sub-sections.

2.4.1 Tanzania Mainland

Under the Education and Training Policy (2023 Revision), Tanzania Mainland has restructured its education system to a competence-based, inclusive framework (URT, 2023; URT, 2025). The structure consists of the following stages:

Pre-Primary

Age: 5 Years

Duration:
1 Year

One year of compulsory education for five-year-olds to ensure school readiness.



Primary

Age: 6 - 11 Years

Duration:
6 Years

Six years of compulsory, fee-free education starting at age six. This stage focuses on foundational literacy and numeracy, with **Kiswahili** as the primary medium of instruction.



Lower Secondary Education

Age: 12 - 15 Years

Duration:
4 Years

A four-year cycle that has both **academic** and **vocational** pathways. Primary and Secondary education together make a ten-year cycle of free, compulsory basic education (up to Form IV).



Higher Secondary Education

Age: 16 - 18+ Years

Duration:
2 Years (Academic)
or
3 Years (Vocational/Technical)

A two-year academic stream or a three-year vocational/technical stream. This dual-pathway model prepares students for either university-level education or the labour market (URT, 2023).



2.4.2 Zanzibar

The education system in Zanzibar is governed autonomously by the Ministry of Education and Vocational Training (MoEVT), and curricula and policies are tailored to Zanzibar's specific socio-economic context. While affiliated with the Tanzania Mainland, Zanzibar maintains its own examination authority (ZEC) and curriculum standards for basic education. In addition to formal secular schooling, most children in Zanzibar attend madrasas, which reflect the predominantly Muslim culture. However, Zanzibar collaborates with Tanzania Mainland through the Tanzania Commission for Universities (TCU) on Higher Education to ensure standardised qualifications and mutual recognition. The Republic of Tanzania uses two languages for education. Kiswahili, the national language, is the medium of instruction in the public primary school level, together with English which is also used as a medium of instruction in private primary schools and selected public primary schools. English is the medium of instruction for secondary and tertiary education. Some foreign languages are integrated into the curriculum as elective subjects based on demand.

2.5 Government and Stakeholder Initiatives to Prevent Violence against Children

2.5.1 Legislative and Policy Frameworks

The Government of Tanzania has undertaken significant efforts to address VAC, guided by international and regional commitments such as the United Nations Convention on the Rights of the Child (UNCRC, 1989) and the African Charter on the Rights and Welfare of the Child (ACRWC, 1990). These commitments have informed the development of policies, laws, regulations, and programmes to strengthen child protection systems in Tanzania Mainland and Zanzibar.

In Tanzania Mainland, the Child Development Policy of 2008 and the Law of the Child Act of 2009 (revised in 2019) provide legal protection against abuse, exploitation, harmful labour, and other forms of violence. Additional legislation, including the Child Protection Laws (Miscellaneous Amendments) Act of 2024 and the Cybercrime Act of 2015, further addresses child exploitation, online abuse and sexual violence. In the education sector, the Written Laws (Miscellaneous Amendments) Act No. 2 of 2016 prohibits the marriage of school-aged children, while Education Circular No. 24 of 2002 regulates corporal punishment in schools.

In Zanzibar, the Children's Act of 2011 guarantees children's rights to education, shelter, nutrition, and protection, while also establishing formal child protection systems and setting the minimum age of criminal responsibility at 12 years. These legal measures are reinforced through the NPA-VAWC I, 2017–2022 and NPA-VAWC II, 2024–2029, which provide strategic direction for improving reporting mechanisms, strengthening child protection services and promoting child participation in schools and communities.

There is, however, a critical legislative contradiction: while these frameworks aim to eliminate violence, Education Circular No. 24 of 2002 continues to condone corporal punishment in schools. In addition, the Law of Marriage Act 1971 allows girls to marry from the age of 15, and the Islamic Family Law permits early marriage. These legal inconsistencies undermine national and global progress and initiatives on child safety and violence prevention.

2.5.2 Role of Development Partners and Civil Society

Development partners, civil society organisations, NGOs, and the private sector have played a critical role in supporting VAC prevention initiatives. Evidence-based programmes, such as the Good School Toolkit implemented by organisations including HakiElimu, have promoted safer school environments and reduced school-related violence. Similarly, organisations such as FAWE, Save the Children, UNICEF, Plan International, and World Vision have implemented programmes focused on gender-responsive pedagogy, the prevention of school-related gender-based violence and child protection in educational settings.

Building on these efforts, collaborative initiatives involving government institutions, development partners and communities have also sought to address harmful social and gender norms that perpetuate violence against women and children. Through community dialogues, media campaigns, and behaviour change interventions, these initiatives engage families, schools, religious leaders and local communities in promoting positive social norms. At the community level, Children's Councils and school-based Child Protection and Safety Desks have strengthened reporting and referral mechanisms while encouraging child participation in protection processes.

2.5.3 School-Based Interventions and Programmes

The Ministry of Education and Vocational Training initiated reforms aimed at preventing and responding to violence in schools after the release of the findings from the Violence Against Children Survey (VACS) 2009. Drawing on the Education and Training Policy of 2014 (2023 edition) and the revised competence-based curricula, child protection and violence prevention themes have been integrated into basic education curricula in both Tanzania Mainland and Zanzibar. These issues are mainly addressed through civics, life skills and health education rather than through a standalone subject.

Child protection and violence prevention are also integrated in teacher education programmes and professional training, including courses in educational psychology, guidance, counselling and intervention strategies. In addition, the government has integrated child rights and the Child Act into early childhood development training guidelines and modules for caregivers and pre-primary teachers. Violence prevention messages have also been incorporated into the National Life Skills Education Framework and the National Guidance and Counselling Plan for schools (TIE, 2023).

In collaboration with development partners, Tanzania has implemented several school-based interventions to promote safe and inclusive learning environments. The *Waache Wasome* (let them learn) programme, implemented by World Education, addresses barriers to girls' education, including school-related gender-based violence and school dropout rates (USAID & Bantwana, 2021). This strengthens girls' and young women's protective and social assets, supporting their continued participation in education. Moreover, the *Ujana Salama* (safe youth) initiative combines awareness raising, economic empowerment and service strengthening to support violence prevention efforts.

Other major initiatives include the *Shule Bora* (safe school) Programme, funded by UK Aid, and the BOOST Programme, supported by the World Bank. Both initiatives focus on improving equitable access to quality education while strengthening school safety, inclusiveness and supportive learning environments in pre-primary and primary schools. Similarly, the Secondary Education Quality Improvement Project (SEQUIP) aims to expand access to secondary education, improve school safety and enhance responsive learning environments, particularly for girls (MoEST, 2021).

The government has also implemented the Whole School Approach (WSA) to address school violence (URT, 2023; Wangamati et al., 2022). This intervention promotes behaviour change through coordinated engagement with school leadership, teachers, learners, parents, caregivers and community stakeholders. Its key components include leadership training, teacher capacity building, life skills education, parental engagement and strengthened child protection mechanisms.

In Zanzibar, the KUWAZA programme, funded by the OAK Foundation, has focused on advocacy and awareness raising around harmful norms that perpetuate sexual violence against children (Suubi et al., 2024). The programme has contributed to improved awareness, attitudes and behaviour among children, teachers, parents, and communities regarding child protection and sexual violence prevention.

Overall, the evidence demonstrates a strong government commitment to integrating child protection into education systems and implementing intervention programmes in collaboration with development partners. However, further effort is needed to scale up successful interventions, strengthen implementation, and explore the introduction of a standalone subject on child protection and violence prevention within the school curricula.


UONGOZI NI KWA
KILA JINSIA





03

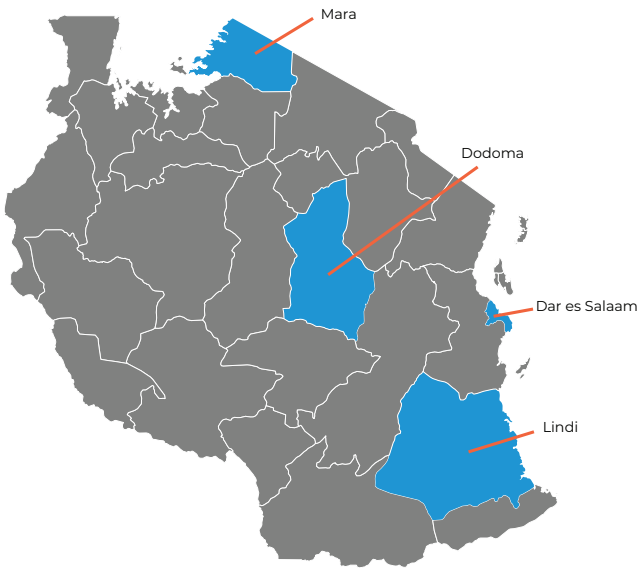
Methodology

3.0 Methodology

3.1 Context of the Assessment

This assessment was conducted in six regions: four in Tanzania Mainland and two in Zanzibar. In total, 10 districts were included in the study: 8 districts from Tanzania Mainland and 2 districts from Zanzibar.

3.1.1 Tanzania-Mainland



The study was conducted in four distinct regions: Dar es Salaam, Dodoma, Mara and Lindi. The inclusion of Dar es Salaam and Dodoma was strategic and vital to identify best practices and gaps in government efforts to address violence against children (VAC) in schools, given their unique demographic, socio-economic, and political contexts. As Tanzania's largest commercial hub, Dar es Salaam has a high population density and intense economic activity. This environment poses specific safety challenges for students, including risky commutes to and from school. Moreover, heavy internal migration increases children's vulnerability to various forms of violence. In contrast, Dodoma offers a different perspective on the centre of national governance. Its rapid expansion as a government city, coupled with rural-urban migration, introduces distinct socio-economic dynamics and institutional responses to child protection. By analysing both hubs, the study captures contrasting urban realities of school-related VAC.

Furthermore, the study included Mara region in the Northern zone and the Lindi region in the Southern zone to balance these urban contexts. Examining these areas is critical for assessing government interventions in rural contexts, which are shaped by distinct socio-cultural norms and economic disparities. Ultimately, the combination of these four diverse regions provides a comprehensive, nationwide understanding of the government's successes and shortcomings in tackling school violence.

3.1.2 Zanzibar



The study was conducted in Mjini Magharibi and Kaskazini regions of Zanzibar. Mjini Magharibi is the most populous region, serving as the largest commercial city and the headquarters of the Revolutionary Government of Zanzibar, while Kaskazini represents a rural context. Furthermore, Mjini Magharibi has been reported to have high incidences of violence against children (VAC) cases in the island (URT, 2023). The inclusion of both regions in the StL assessment is essential for understanding best practices and identifying gaps in the government of Zanzibar's effort to address VAC in schools.

Table 3: Regions, Districts, and Number of Schools included in the Study

S/N	Region	District	Urban	Peri-Urban	Rural
1	Dar es Salaam	Temeke	v		
2		Kigamboni		v	
3	Mara	Musoma	v		
4		Butiama			v
5	Dodoma	Dodoma	v		
6		Kondoa			v
7	Lindi	Lindi	v		
8		Ruangwa			v
9	Mjini Magharibi	Magharibi B	v		
10	Kaskazini	Kaskazini A			v
TOTAL	**6**	**10**	**05**	**01**	**04**

3.2 Assessment Approach

In alignment with the StL assessment framework, this study employed a concurrent mixed-methods research design, nesting quantitative methods within the dominant qualitative approach (Creswell & Creswell, 2022). Researchers have provided evidence suggesting that mixed-methods research is effective for offering a deeper, richer and holistic understanding of research objectives (Best et al., 2024; Creswell & Creswell, 2022). Based on experience from Colombia, where a similar assessment has been implemented (Colombia, 2024) both qualitative and quantitative data were concurrently collected, analysed and reported. Qualitative methods provided important contextual and experiential information on school violence protection practices through the use of multiple data sources, including interviews, focus group discussions, observation, and documentary review, which helped identify good practices and gaps in the national efforts to prevent school-based violence. Quantitative methods through modified dichotomous questions provided some basic statistics in terms of percentages to complement some of the qualitative findings.

3.3 Sample and Sampling Strategies

This section describes the sample and the strategies employed. Stratified, purposive, convenient and random sampling strategies were used to recruit participants from Tanzania Mainland and Zanzibar. As described in the assessment context, 8 districts from 4 regions in Tanzania Mainland and 2 districts from 2 regions in Zanzibar were purposively or randomly sampled based on the urban versus rural criteria.

Selection of Schools

In each of the ten sampled districts, schools were stratified by type (primary and secondary level). From each group, two schools were randomly selected (1 primary-level and 1 secondary-level) and included in the assessment. Overall, **20** schools (**10** primary-level and **10** secondary-level) were included in the sample.

Selection of Students

A total of **160** students (**80** from primary school and **80** from secondary school) were randomly sampled from the **20** schools (**16** from the Tanzania Mainland and **4** from Zanzibar). Given that grade VII were out of school after completing national examinations, the sample included **16** students from each of the sampled **10** districts accordingly: **8** students from grade V and grade VI and **8** students from Form II to Form IV, balanced by gender, were invited to participate in **4** FGDs (**2** for male and **2** for female).

Selection of Teachers

A total of **80** teachers participated in interviews accordingly: **20** head teachers or deputy head teachers (**1** from each school), **20** discipline/guidance and counselling teachers (1 from each school), and **40** teachers, balanced by gender, were involved in the assessment. In addition, a total of **8** teachers from madrasa in Zanzibar participated in FGDs (**1** female and **1** male). Unlike Tanzania Mainland, in Zanzibar, madrasas are legally registered and managed by the office of the Mufti, and students are required to attend madrasa in the evening after regular school hours. Thus, an understanding of student safety and protection in madrasa settings was considered equally important.

Selection of Government Officials and Stakeholders at the District level

The assessment also included key informants at the district level including: District Social Welfare Officers (DSWO), District Police Gender and Children's Desk Officers (DPGDO), District Health Officers (DHO), District Education Officers (DEO), NGOs, Community-Based Organisations (CBOs), Civil Society Organisations (CSOs), Faith-Based Organisations (FBOs), and private sector actors working or supporting child protection efforts.

Selection of National Leaders

At the national level, in Tanzania Mainland, key informants, including policymakers from the Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG), the Ministry of Education, Science and Technology (MoEST), and the President's Office, Regional Administration and Local Government (PO-RALG), were included in the assessment. In Zanzibar, key informants, included policymakers from the Ministry of Community Development, Gender, Elderly and Children (MoCDGEC), the Ministry of Education and Vocational Training (MoEVT), and the President's Office, Regional Administration and Local Government and Special Department (PO-RALGSD).

Selection of Multilateral and National NGOs

In addition, representatives of various multilateral organisations, national NGOs, donors, and relevant actors supporting child protection participated in interviews. In particular, multilateral organisations and donors such as UNICEF, UNESCO, GIZ, Children on Crossfire, Save the Children, and national organisations such as Tanzania Child Rights Forum (TCRF) and Children's Dignity Forum (CDF) were included in the study.

Based on the StL Diagnostic tool, a total of 348 participants participated in interviews or FGD. Table 2 presents the sources of participants, including national and local government, schools, the Police Force, the Health Department, the Mufti's office, national and international NGOs and development partners.

Table 4: Participants Involved in the Study

Level	Category	Total
Tanzania Mainland		
Ministerial Level	MoEST	2
	Community Development	1
	National Police Gender and Children's Desks	1
	PO-RALG	1
	Multilateral Organisations and Development Partners	7
Regions	Private Sector	3
	NGOs / CSOs / FBOs	10
Districts	District Educational Officer – Primary	8
	District Educational Officer – Secondary	8
	Teacher Service Commission	8
	District Social Welfare Officer	8
	District Community Development Officer	8
	Health Officer / Coordinator-One Stop Centre	8
	District/Station Police Gender Desk	8
	Head Teachers	16
	Discipline/Guidance and Counselling Teachers	16
	Primary School Teachers	16
	Primary School Pupils	64
	Secondary School Teachers	16
	Secondary School Students	64
	Total	**273**
Zanzibar		
Ministerial Level	Educational Registrar	1
	Head, Life Skills and Inclusive Education	1
	Directors	2
	PO-RALGSD – Director of Policy, Planning and Research	1
Regions	Private Sector	2
	NGOs / CSOs / FBOs	2
Districts	District Educational Officer – Primary	2
	District Educational Officer – Secondary	2
	District Social Welfare Officer	2
	Health Officer / Coordinator-One Stop Centre	2
	District/Station Police Gender Desk	2
	Head Teachers	4
	Discipline/Guidance and Counselling Teachers	4
	Teachers of *Madrasa*	8
	Primary School Teachers	4
	Primary School Pupils	16
	Secondary School Teachers	4
	Secondary School Students	16
	Total 2	**75**
Overall Total Tanzania Mainland and Zanzibar		**348**

3.4 Procedures and Ethical Considerations

A total of 20 experienced enumerators collected data across the six regions in September and October 2025. Researchers visited all sampled Ministries and targeted institutions to introduce the study and schedule interviews with key informants. For example, researchers visited each district to introduce the study, where they obtained a list of primary and secondary schools from the DEO, and then randomly selected one primary and one secondary school to participate in the study.

Prior to field work, all research assistants were trained on child safeguarding principles – how to attend and support children who may need help. Researchers were also introduced to different support and referral services within the district, region and at the national level. In particular, participants were informed about available support services, including the National Child Helpline (116) and the Community or Jamii Call Centre (0262160250 and 0734986503), which is managed by the Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG).

The planning and implementation of this study involved a Technical Advisory Committee composed of stakeholders from government and NGOs working on child protection. The committee played a crucial advisory role during the design and implementation of the study.

Before beginning data collection, all necessary ethical and assessment permits were obtained from the relevant authorities. In particular, ethical approval and research permits were obtained from the University of Dar es Salaam and the Vice-President's Office in Zanzibar. Additional permissions were obtained at the regional, district, and school levels.

Prior to data collection, researchers explained the study's aim, objectives, expected duration, benefits, procedures, instruments, and issues related to confidentiality and anonymity to participants. Participants were explicitly informed that participation is voluntary and that they can withdraw or decline to answer any questions at any time without penalty. All participants signed consent forms, and verbal permission was obtained to use a voice recorder.

This study involved primary school pupils in grades V and VI (aged 10-11) and secondary school students in Forms II to IV (aged 13-18). Researchers visited schools and explained the purpose, procedures, potential risks, and benefits of the study in simple, clear, and child-friendly language. Children were informed that their participation in this study is voluntary and that they may decline or withdraw at any time without penalty. Only children who obtained permission from guardians/caregivers and had themselves agreed to participate in the study were involved in FGD interviews, which lasted an average of 40 minutes.

The privacy and confidentiality of all participants were maintained throughout data collection, transcription, and reporting. All data, including interview transcripts and audio recordings, were stored securely in password-protected digital files and/or locked physical cabinets. No individual participant was identifiable in reports, publications, or presentations, and findings were presented in an aggregated format. In addition, verbal permission was obtained from all participants before recording interviews.

3.5 Data Collection Instruments

Data were collected using an existing, standardised StL Diagnostic tool and interview guide that had been implemented in countries such as Uganda, South Sudan, Nepal, and Latin America (Peru, Chile, Argentina, and Colombia). The tool focuses on the five call-to-action points mentioned earlier. A series of peer meetings was organised in July and August 2025 with the in-country implementing partner, during which the StL assessment was implemented. The aim was to share experiences and insights on best practices and gaps to inform the adaptation of StL implementation in Tanzania. The main adaptation was to translate the tool into Swahili, which is not only the national language

but also the language of instruction in education, especially at the primary level. Other adaptations included revising the wording and replacing 'Ministry responsible for education' to reflect the Tanzanian context, and customising the tool to include private-sector support for child protection initiatives. Prior to fieldwork, the tool was piloted at one school in Temeke district, Dar es Salaam region, to assess its clarity and appropriateness, especially for students.

3.6 Data Analysis Techniques

Thematic analysis techniques and descriptive statistics were employed to analyse the data using MAXQDA (Multi-Attribute Software for Qualitative Data Analysis). The software supports coding, categorisation, and theme development. Prior to analysis, the interview data were transcribed and translated into English. The codebook was developed both deductively (from research objectives/questions) and inductively (from the data), with clear codes and descriptions. Similar codes were grouped into categories or themes based on the StL key action points and related thematic areas. Final extracts from the data analysis report were produced in word and used to support the interpretation of the results. In addition, basic descriptive statistics, including frequencies and percentages, were used to summarise key study findings and demographic variables. Findings are presented in narratives, tables and graphs.


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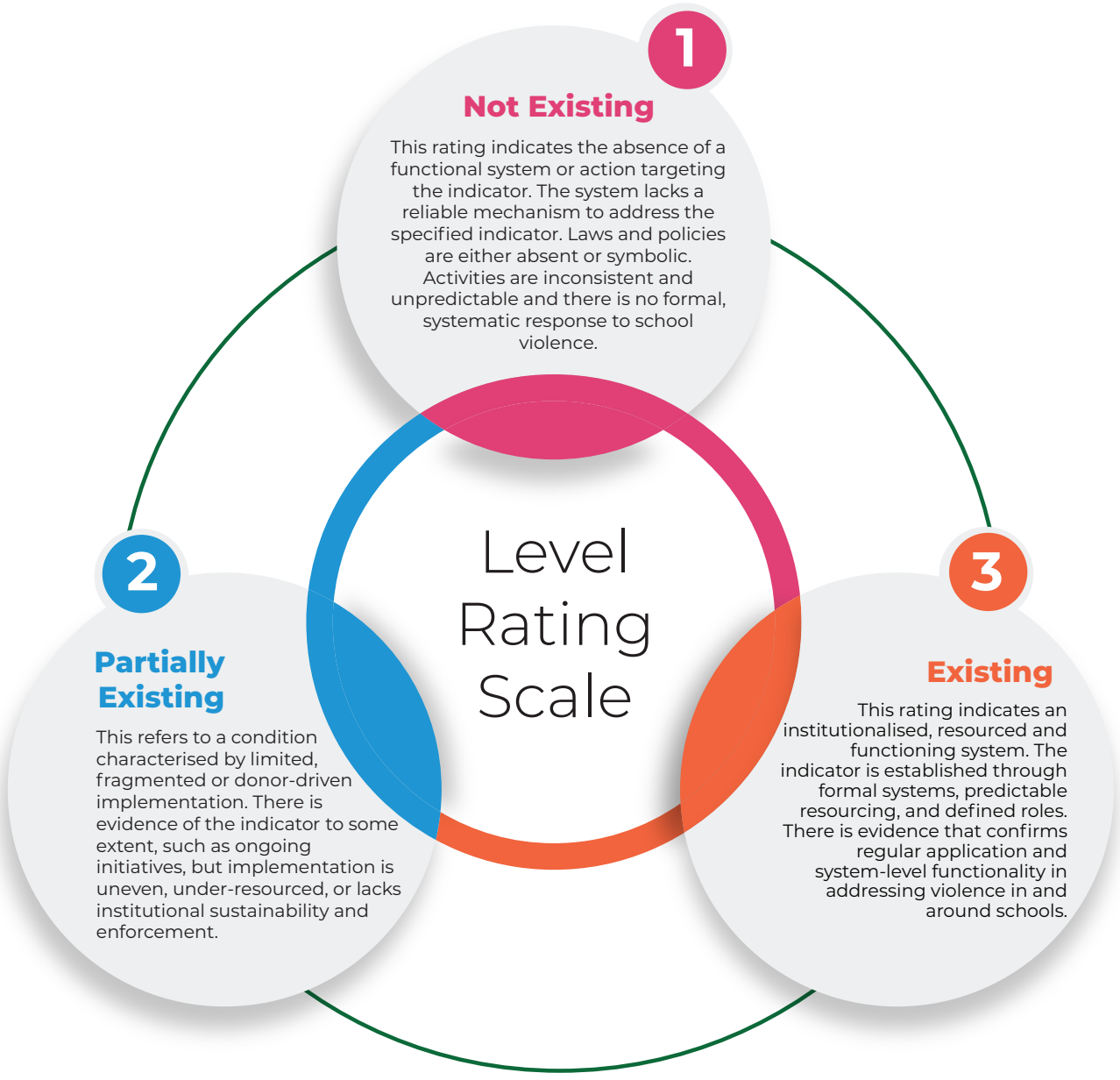
04

Findings

4.0 Findings

The Safe to Learn (StL) Call to Action outlines a five-point strategy to eradicate school-based violence. This diagnostic exercise assesses the government's progress against the established benchmarks for each strategy. The assessment framework and rating scales are informed by OECD and UNICEF standards for public sector performance, child protection systems and education programming (OECD, 2021; UNICEF, 2019). These standards emphasise functionality, institutionalisation, scale, equity, sustainability and evidence-based outcomes, rather than the mere existence of formal policies and practices.

Ratings for all five action points (indicators 1.1–5.3) and at all levels (national, district and school) were assigned based on the extent to which legal systems, financing, and interventions are operational and integrated within formal structures. This approach, endorsed by OECD (2021) and UNICEF (2019), ensures a standardised, evidence-based scoring process that enhances the credibility of the findings. The following three-level rating scale was utilised across all indicators:



4.1 Call to Action Point 1: Implement Laws and Policies

4.1.1 Integration of Violence Prevention in Government Policies, Plans, and Budget

Table 5: Integration of Violence Prevention in Government Policies, Plans, and Budget

Level	Key Finding	Assessment
National – Tanzania Mainland	Violence prevention strategies are included in government policies and plans.	Existing
District – Tanzania Mainland	Districts have active strategies (e.g., multi-sectoral committees) to prevent violence in and around schools.	Existing
School – Tanzania Mainland	Initiatives are in place indicating the implementation of laws and policies in schools to ensure student safety but corporal punishment remains a challenge.	Partially Existing
National – Zanzibar	VAC prevention strategies are integrated into various laws, policies, and frameworks (e.g., NPA-VAWC).	Existing
District – Zanzibar	There is evidence of explicit prevention plans including seminars for teachers and visits from district-level counsellors.	Existing
School – Zanzibar	Schools utilise integrated guidance, counselling, and student-led peer-monitoring clubs as well as teachers using behavioural cues to trigger interventions, but professional counsellors and budget remain a challenge.	Partially Existing

National Level

Child protection is central to the educational frameworks of Tanzania Mainland and Zanzibar. The Education and Training Policy and current curricula have embedded child safety as a core priority (URT, 2023).

In Tanzania Mainland, key informants emphasised that the Education Sector Development Plan (ESDP 2021/22 – 2029/30) contains explicit strategies to prevent school-based violence. The NPA-VAWC II (2024/25 – 2028/29) serves as a strategic blueprint for ending violence against women and children. This framework operates alongside guidelines such as Education Circular No. 24 of 2002, which regulates corporal punishment in school settings.

In Zanzibar: a similar commitment is evident, with 80% of ministry officials confirming that the education sector plan includes explicit violence-prevention strategies. The Children's Act of 2011 and the NPA-VAWC II (2025/26 – 2029/30) of Zanzibar oversee these efforts across various settings. The 2006 and 2023 revised Education Policies have integrated themes of child labour, school health, and guidance and counselling. As one participant (MoEVT2) noted, the new curriculum even empowers children with disabilities, such as deaf students, to identify and report indicators of violence.

District Level

The district level serves as the vital link between national policy and school-level implementation, though it faces significant resource hurdles.

In Tanzania Mainland, approximately 98% of district officials reported having active strategies to end school violence. These efforts were spearheaded by multi-sectoral committees that monitor incidents and coordinate safety measures. One respondent (KII-DCDO-D7) highlighted that 'Safe School Plans' are implemented through collaboration among education departments, Social Welfare Officers (SWOs), Community Development Officers (CDOs) and the Police.

In Zanzibar, all district officials acknowledged having explicit prevention plans. Implementation includes seminars for teachers and visits from district-level counsellors. One participant (KII-PSEO-D9) noted the existence of a structured reporting system in which schools submit monthly incident reports to district coordinators. However, across both regions, district officers identified budgetary limitations as the primary barrier to the effective implementation of these protection policies.

School Level

At the grassroots level, schools employ specific programmes and monitoring tools to ensure student safety.

In Tanzania Mainland, awareness is high, with 92% of teachers reporting knowledge of violence-prevention strategies. Programmes like SEQUIP have been instrumental in funding 'Safe School' training and improving reporting structures. A Social Welfare Officer (KII-SWO-D6) defined success at this level as a student completing their entire four-year cycle (From One to Four) without experiencing a single incident of violence.

In Zanzibar, about 72% teacher participants indicated that they would utilise integrated guidance, counselling, and student-led peer-monitoring clubs. Teachers use behavioural cues to trigger interventions; for example, if a child becomes unusually quiet or withdrawn, they refer the child to a school counsellor (KII-TS2-D10).

The United Republic of Tanzania has demonstrated a robust national commitment to ending Violence Against Children (VAC) through comprehensive policy reforms and multi-sectoral budgeting. The development of the NPA-VAWC and recent curriculum shifts in both Tanzania Mainland and Zanzibar signal a unified front against school-based violence. However, a significant gap remains: despite strong coordination at the district level, there is no ring-fenced school-level budget specifically for VAC prevention which threatens the long-term sustainability of StL initiatives.

4.1.2 Explicit Prohibition of Corporal Punishment

Table 6: Explicit Prohibition of Corporal Punishment

Level	Key Finding	Assessment
National – Tanzania Mainland	There are initiatives that regulate the administration of corporal punishment, such as through Education Circular No. 24 of 2002; though, there is no explicit prohibition of corporal punishment in schools.	Partially Existing
District – Tanzania Mainland	District officers have the necessary knowledge to supervise the implementation of corporal punishment guidelines; however, their role is to ensure teachers comply with regulatory limits rather than enforcing a ban.	Partially Existing
School – Tanzania Mainland	There is the existence of government guidelines for administering punishment in schools, such as the mandatory use of the 'black book' for recording indiscipline, but some teachers do not comply to these guidelines.	Partially Existing
National – Zanzibar	There is a stronger legislative commitment to prohibit corporal punishment through the Children's Act and the Education Act; however, corporal punishment continues to exist in schools.	Partially Existing
District – Zanzibar	District officers are aware of the prohibition laws and their responsibilities; nevertheless, their mandates are limited to raising teachers' awareness about child protection.	Partially Existing
School – Zanzibar	Teachers have adopted peer awareness initiatives using staff dialogue to discuss alternative disciplines; still, corporal punishment remains common in schools.	Partially Existing

National Level

In Tanzania Mainland, the approach to corporal punishment is characterised by regulation rather than outright prohibition. While guided by child protection laws and education circulars, these frameworks focus on controlling how punishment is administered. Officials from MoEST confirmed that specific guidelines exist to manage these procedures. For instance, one participant noted that only the Head of School can authorise punishment, which is strictly limited to three strokes per offence and must be documented in a 'black book' (KII-PORALG).

In contrast, Zanzibar has shown legislative commitment to prohibiting corporal punishment in all settings through the Children's Act and the Education Act. Interviews with MoEVT officials revealed that 50% recognised the existence of laws explicitly banning school-based violence. However, challenges remain; one official noted that, despite the laws, some teachers continue the practice due to a lack of awareness (KII-MoEVT1). Another official added that the current curriculum reforms aim to address this by identifying indicators of corporal punishment and developing strategies for fair treatment, particularly for children with special needs (KII-MoEVT2). However, a significant legal loophole persists, as existing laws still grant parents and guardians the right to administer 'reasonable' punishment, which weakens the impact of the prohibition.

District Level

At the district level in Tanzania Mainland, 54% of officers reported having the necessary knowledge to supervise the implementation of corporal punishment guidelines. These officers reiterated that their primary role is to act as monitoring hubs, ensuring teachers comply with regulatory limits rather than enforcing a ban.

In Zanzibar, 56% of district-level officers reported a high awareness of prohibition laws and their responsibilities. Implementation efforts include teacher seminars and school visits conducted through Teachers' Centres to raise awareness about child protection (KII-SSEO-D10). Despite these efforts, progress is hindered by two main factors: the legal provision allowing parents to use corporal punishment reasonably, and a lack of capacity to provide comprehensive training to the broader teaching population.

School Level

In Tanzania Mainland schools, 85% of teachers confirmed the existence of government guidelines for administering punishment, including the mandatory use of the 'black book' for recording indiscipline. The government also promotes a supportive environment by providing guidelines for discipline management offices and guidance and counselling services. Additionally, 68% of teacher participants have received in-service training on positive discipline, and 61% are aware of the specific Education Circulars governing these practices.

In Zanzibar schools, teachers have adopted peer-to-peer monitoring and staff 'tea meetings' to discuss professional ethics and child protection (KII-TP1-D10). These informal forums serve as a vital induction for newly employed teachers. Nevertheless, reports indicate that corporal punishment remains common. This prevalence is likely linked to the legal space granted to parents and guardians, which continues to normalise the practice despite school-level interventions.

Generally, the United Republic of Tanzania has established mechanisms ranging from regulatory guidelines to legislative bans to address corporal punishment in schools. However, a gap remains between policy and practice. The lack of an explicit, universal prohibition in all spheres of a child's life, combined with legal exceptions for guardians, underscores the need for more comprehensive protection strategies to eliminate all forms of VAC.

4.1.3 Roles and Responsibilities of the Ministries

Table 7: Roles and Responsibilities of the Ministries

Level	Key Finding	Assessment
National – Tanzania Mainland	The roles and responsibilities of the ministries responsible for VAC prevention are explicitly stated in the NPA-VAWC.	Existing
District – Tanzania Mainland	There is an existence of formal coordination mechanisms, but daily application remains limited due to uncoordinated multi-sectoral work plans.	Partially Existing
School – Tanzania Mainland	Roles and responsibilities are clear among teachers and heads of schools; however, they have limited training in referral and safe guarding.	Partially Existing
National – Zanzibar	The roles and responsibilities of the ministries responsible for VAC prevention are stated in the national policies and frameworks such as NPA-VAWC.	Existing
District – Zanzibar	Government commitments through the ministries responsible for VAC are clear; but these are not fully translated into awareness among district supervisors.	Partially Existing
School – Zanzibar	Schools rely heavily on internal staff, specifically teacher counsellors, to identify and respond to VAC.	Partially Existing

National Level

Research indicates a strong commitment to multi-sectoral child protection frameworks in both Tanzania Mainland and Zanzibar.

In Tanzania Mainland, the Law of the Child Act (2009) and the NPA-VAWC I & II strategically define the roles of various sectors. Key ministries, including Education, Science and Technology, Social Welfare, Health, and Home Affairs, collaborate to maintain a referral system aligned with the NPA-VAWC framework. As one participant noted:

> *"Both NPA-VAWC-I and NPA-VAWC-II clearly show a multi-sectoral focus ... by giving different roles around the eight thematic areas".* **(KII-SWO-D6)**

Similarly, in Zanzibar, the Children's Act (2011) and subsequent NPAs drive collaborative efforts. While 50% of national-level respondents reported awareness of these legal mandates, the practical integration of these mandates is strengthened by data sharing. The Office of the Chief Government Statistician (OCGS), for instance, collects and communicates data on violence to all relevant ministries to inform planning and action (KII-MoCDGEC1-ZNZ).

District Level

Despite strong national frameworks, implementation gaps emerge at the district level.

In Tanzania Mainland, while 86% of officers acknowledged the existence of formal coordination mechanisms, daily application remains limited. Respondents noted that without a coordinated work plan, responsibilities often default solely to the Social Welfare Department rather than to a multi-sectoral team (KII-MOCDGWS-G1).

A similar disconnect exists in Zanzibar. National commitments do not always translate into awareness among district supervisors, hindering collaborative efforts. One informant highlighted this practical

barrier, stating that despite clear national policies,

> *"Implementation at the district level remains impractical for officials".* **(KII-SSEO-D-8)**

School Level

At the school level, the multi-sectoral approach largely gives way to a school-centric model.

In Tanzania Mainland, child protection in schools is primarily the responsibility of teachers and Heads of Schools. Referrals to external sectors are rare, typically reserved only for serious criminal cases (KII-PORALG). While the National Child Helpline (116) serves as a vital tool, awareness remains moderate, with only 38% of teacher participants and 44% of student participants reporting knowledge of the service.

In Zanzibar, schools also rely heavily on internal staff, specifically teacher counsellors, to identify and respond to abuse. Although 71% of all respondents in Zanzibar were aware of the National Child Helpline, only 61% of teacher participants knew the number, suggesting a gap in the very group expected to facilitate reports.

While roles and multi-sectoral responsibilities are clearly defined and understood at the national level, this clarity diminishes at the district and school levels, where child protection duties are largely implemented within specific departments or left to individual teachers.

4.1.4 Endorsement of the Safe Schools Declaration

Table 8: Endorsement of the Safe Schools Declaration

Level	Key Finding	Assessment
National – Tanzania Mainland	The Safe Schools Declaration is not endorsed but there is clear evidence of implementing the guidelines for protecting schools and universities within policies and laws.	Partially Existing
District – Tanzania Mainland	The implementation of safe school declaration is not clear but district security councils protect schools.	Partially Existing
School – Tanzania Mainland	Although the declaration is not endorsed at national level, schools prioritise safety through internal structures such as committees, child protection clubs, and peer groups.	Partially Existing
National – Zanzibar	The declaration is not endorsed but utilisation of instruments such as Education Policy, Children's Act, and NPA-VAWC is evident.	Partially Existing
District – Zanzibar	While school safety is implemented alongside council-led protection, many district-level officers were uninformed of the endorsement of the safe school declaration.	Partially Existing
School – Zanzibar	Schools utilise blended internal school structures with community-based protection mechanisms led by local government.	Partially Existing

National Level

In Tanzania Mainland, child protection is anchored in a robust framework of policies and laws, including the Education and Training Policy of 2014 (2023 edition), the Child Act (2009), and the NPA-VAWC I & II. These documents explicitly mandate child safety across all settings. Research findings indicate a high level of awareness at this tier: 80% of national-level respondents confirmed that the country has successfully institutionalised the 'Safe Schools Declaration (SSD)'. One participant highlighted:

> *"The Safe School strategy was established in Tanzania to ensure that school children are protected against any form of violence".* **(KII-SWO-D6)**

Similarly, Zanzibar utilises instruments such as its own Education Policy, Children's Act, and NPA-VAWC. National officers in Zanzibar confirmed that their Safe School strategy specifically addresses child protection in schools, including during periods of conflict. One officer remarked:

> *"With the Safe School strategy declaration, children in Zanzibar are well-protected against any form of violence or conflict".* **(KII-MoCDGEC1-ZNZ)**

District Level

At the district level, the implementation of the Safe School Declaration is less clear.

Currently, in Tanzania Mainland, school protection is managed by the District Security Council, a general body responsible for broader community security. While some officers are aware of the mandate, stating that schools fall under the council's protection (KII-DCDO-D4), there is a significant knowledge gap.

In Zanzibar, while the strategy is reportedly implemented alongside council-led protection, many district-level officers admitted being uninformed. One participant explained:

> *"Due to lack of data on Safe Schools, I really can't speak about it because I am not well-informed".* **(KII-SSEO-D7)**

This disconnect suggests that while the declaration is recognised nationally, a lack of communication has left district-level authorities under-equipped to implement it effectively.

School Level

In Tanzania Mainland, schools prioritise safety through internal structures such as committees, child protection clubs, and peer groups. However, there is a notable absence of specific guidelines for safety during active conflict or civil unrest. Instead, schools rely heavily on local government security authorities. A participant confirmed:

> *"Safe School [implementation] at the school level is managed by school structures in collaboration with local government authorities".* **(KII-SSEO-D8)**

Zanzibar follows a similar model, blending internal school structures with community-based protection mechanisms led by local government. One respondent highlighted that these local authorities are tasked with responding to all security challenges, including community conflicts (KII-SSEO-D6).

Conclusively, while the United Republic of Tanzania has endorsed the Safe Schools Declaration nationally and integrated it into strategic plans like the NPA-VAWC, its practical application remains localised. In practice, school protection against conflict is managed by District Security Councils and

local government authorities. Despite the lack of a specialised framework for protecting educational institutions from military use, the responsibility for safeguarding schools and universities during conflict currently rests with these decentralised government security bodies.

Analysis

The findings show that both Tanzania Mainland and Zanzibar have made substantial progress in integrating violence prevention into education laws, policies, and institutional frameworks, but implementation remains uneven across levels. At the national level, both contexts have embedded VAC prevention within education sector plans, NPA-VAWC, and child protection laws. Tanzania Mainland demonstrates stronger operationalisation through structured strategies such as SEQUIP, multi-sectoral district committees, and detailed school discipline guidelines, including the use of the "black book" system to record disciplinary cases. Zanzibar, however, demonstrates a relatively stronger legislative stance on corporal punishment through the Children's Act and Education Act, as well as a more explicit integration of guidance and counselling within schools and curricula, including inclusive approaches for children with disabilities.

Despite these achievements, implementation gaps persist in both settings due to limited financing, weak coordination, insufficient awareness, and inconsistent enforcement of laws. In Tanzania Mainland, corporal punishment remains institutionally regulated rather than explicitly prohibited, which perpetuates acceptance of violent disciplinary practices despite policy safeguards. At district and school levels, implementation relies heavily on teachers and school leadership, yet referral pathways and safeguarding capacities remain weak. In Zanzibar, although laws are comparatively stronger, implementation is constrained by low awareness among teachers and district officials, inadequate professional counselling services, and legal loopholes that still allow "reasonable punishment" by parents and guardians. In both Tanzania Mainland and Zanzibar, the absence of ring-fenced budgets for VAC prevention significantly undermines sustainability and limits training, supervision, and reporting systems. Coordination structures exist nationally, but district-level implementation remains fragmented, with responsibilities often left to social welfare officers or teacher counsellors rather than functioning as a fully integrated multi-sectoral response system.

Furthermore, while both Tanzania Mainland and Zanzibar have incorporated principles aligned with the Safe Schools Declaration in policies and local protection mechanisms, practical understanding and implementation at district and school levels remain limited. School safety interventions largely depend on internal committees, peer clubs, and local government security structures rather than specialised protection systems. This reflects a broader challenge: strong policy commitments at the national level are not consistently translated into operational guidance, resources, and accountability mechanisms at decentralised levels.

Recommendations

Both Tanzania Mainland and Zanzibar should strengthen the implementation of VAC prevention laws and policies by ensuring dedicated financing, stronger accountability systems, and consistent enforcement across all levels. Tanzania Mainland should prioritise transitioning from the regulation of corporal punishment toward an explicit legal prohibition in all settings, including schools and homes, while strengthening the enforcement of existing disciplinary guidelines. Zanzibar should focus on addressing implementation weaknesses by expanding awareness and training for teachers, district officials, and communities on child protection laws and positive discipline approaches. In both contexts, ministries responsible for education, social welfare, and child protection should institutionalise ring-fenced budgets for VAC prevention activities within district and school plans to support training, supervision, reporting systems, and counselling services.

At the district and school levels, both Mainland and Zanzibar should strengthen multi-sectoral coordination and referral systems by clarifying operational responsibilities and improving collaboration

among education officers, social welfare departments, the police, and community actors. Schools should be supported to expand guidance and counselling services, establish functional child protection committees, and increase awareness and utilisation of the National Child Helpline. Zanzibar particularly requires investment in professional counsellors and scaling up of teacher capacity building, while Tanzania Mainland should strengthen safeguarding and referral competencies among teachers and Heads of Schools. In addition, both governments should operationalise the Safe Schools framework through clearer implementation guidelines, regular monitoring, and community engagement mechanisms to ensure that school safety measures move beyond policy commitments into effective protection practices for all children.

4.2 Findings for Call to Action Point 2: Strengthen Prevention and Response at the School Level

4.2.1 Violence Prevention Strategies in Curriculum-Based Activities

Table 9: Violence Prevention Strategies in Curriculum-Based Activities

Level	Key Finding	Assessment
National – Tanzania Mainland	Child rights and violence prevention are primarily integrated as crosscutting issue across subjects in the revised 2023 curricular	Existing
District – Tanzania Mainland	Education officers, social welfare officers, and police gender and children's desks support VAC prevention initiatives in schools.	Existing
School – Tanzania Mainland	Teachers and students reported that the curricula promote life skills, violence prevention and safe behaviour.	Existing
National – Zanzibar	Child rights and violence prevention, and life skills are embedded in the current curricula.	Existing
District – Zanzibar	Officers provide advisory and coordination roles - training and supervise the implementation of the curricula.	Existing
School – Zanzibar	Schools implement the curriculum that fosters violence prevention, life skills development, and safe behaviour through different strategies.	Existing

National Level

The 2023 curriculum revisions in both Tanzania Mainland and Zanzibar represent a significant shift in the government's child protection strategy. The government embedded child rights and violence prevention directly into formal education to empower students with the knowledge required to navigate their communities safely. At the national level, there is a strong consensus on these changes. All officials interviewed from the Tanzania Mainland, along with 80% of those from Zanzibar, confirmed that child rights, violence prevention, and life skills are now integral components of the modern curricula. These topics are further supported by a focus on inclusion and gender-equitable relationships. While currently classified as "cross-cutting" themes within subjects like Civics and Ethics, their presence signals a holistic commitment to child welfare.

This policy shift is supported by the institutionalisation of national safety programmes. Key informants described the Safe Schools Programme as an all-encompassing framework that addresses everything from physical infrastructure, such as fencing, ventilation, and hygiene, to social support systems such as counselling and referral services. Furthermore, the 2023 revised Education and Training Policy explicitly mandates that teachers play a central role in student wellbeing, emphasising the need for cooperation between schools and the broader community.

In Zanzibar specifically, inclusivity has become a policy cornerstone. Efforts are directed toward protecting children with disabilities and ensuring gender-sensitive environments. These curriculum efforts are not isolated; they are part of a broader national vision to eliminate violence against women and children across all sectors of society.

District Level

The district level acts as the essential bridge between national policy and school-level implementation. District officers in both regions reported that they are responsible for translating curriculum mandates into practical, school-level guidance.

In Tanzania Mainland, District Education and Health Officers supplement the formal curriculum with extracurricular initiatives. These include public health platforms and safety awareness campaigns. A notable example of this multi-sectoral approach is law enforcement's involvement. Since the 2006 police reforms, the Police Gender and Children's Desk has conducted school outreach through programmes such as ***Our Safety First and the current Let's Tell Them Before They Get Spoiled*** campaign.

In Zanzibar, the focus is on advisory and coordination roles. District Counselling Officers provide direct training to staff and students, while Multi-Sectoral Protection and Coordination Committees work to ensure that safety strategies are implemented at the grassroots level. However, a common challenge raised during Focus Group Discussions is the frequency of support. Teachers noted that while district officers provide valuable expertise, their visits are often inadequate to provide the consistent oversight needed for weekly prevention activities.

School Level

There is strong evidence that these safety topics are reaching the intended audience.

In Tanzania Mainland, 89% of teacher participants reported that violence prevention and safe behaviour education are present in their schools. In Zanzibar, 67% of teacher participants reported the presence of violence prevention and safe behaviour education, which had a high impact on students.

Generally, 85% of student participants in Tanzania Mainland and Zanzibar acknowledged receiving life skills education and learning about safe behaviours. Schools employ various creative strategies to deliver this content, including dedicated 'Wednesday sessions' and seminars such as 'Tulinde Tutetee' (Protect Us, Advocate for Us) to teach self-protection. Daily routines, such as strict classroom management and adherence to timetables, were in place in Tanzania Mainland. In Zanzibar, schools utilise a community-school hybrid model. This involves 'Shehia squads' and student-led councils, all operating under positive discipline guidelines that replace punitive measures with a supportive environment designed to build trust and encourage attendance. This oriented students toward navigating their local surroundings, such as avoiding high-risk coastal areas, while keeping them focused on their academic goals.

Despite the progress, several systemic barriers hinder the full effectiveness of these programs. Teachers frequently report 'struggling for space' within the school day. Child protection is a cross-cutting theme rather than a standalone subject; it often gets overlooked in core academic subjects and under the pressure of national examinations. Furthermore, there is a concerning reliance on donor-funded seminars. This creates a cycle of sporadic, ad-hoc training sessions rather than the continuous, sustainable professional development required for teachers to become experts in child protection. Finally, the cross-cutting nature of the topic means that the quality of instruction often depends individual teachers' initiative, leading to potential inconsistencies in how safety information is delivered across schools.

4.2.2 Child Safeguarding Principles and Procedures

Table 10: Child Safeguarding Principles and Procedures

Level	Key Finding	Assessment
National – Tanzania Mainland	Child safeguarding is integrated in legal, policies, regulations and frameworks, and there is a focal point on VAC at the ministry level.	Existing
District – Tanzania Mainland	There is a focal point and monitoring of the implementation of national safeguarding policies in schools. However, inadequate funding, coordination and shortage of trained personnel remain a challenge.	Partially Existing
School – Tanzania Mainland	Safeguarding is operationalised through the Teachers' Code of Conduct, school bylaws, child protection committees and focal point. Lack of a comprehensive safeguarding guide and fear of retaliation/stigmatization remain a challenge.	Partially Existing
National – Zanzibar	Child safeguarding is embedded in legal and policy frameworks and there is a focal point on VAC at the ministry level.	Existing
District – Zanzibar	There is focal point and supervision of schools to ensure compliance and alignment with the national safeguarding policies and frameworks. However, lack of funding, safe houses, trained personnel remain a challenge.	Partially Existing
School – Zanzibar	Focal point exists and safeguarding initiatives are operationalised through the civil service protocols, school bylaws, child protection committees, and *Shehia* squad. There is lack of a standalone guide and limited training on safe guarding, and normalization of corporal punishment.	Partially Existing

Child safeguarding in Tanzania Mainland and Zanzibar is anchored in a robust legal framework, including the Law of the Child Act (2009), the Zanzibar Children's Act (2011), and the Education and Training Policy (2014/2023). These are supported by NPA-VAWC, which mandates the Reporting, Tracking, Referral, and Response system. Key mechanisms include the 116-national helpline, a specialised management information system, and trained duty bearers.

The NPA-VAWC facilitates inter-ministerial collaboration, with the Ministry of Education leading the 'Safe School and Life Skills' thematic area dedicated to the focal point on issues of VAC.

In Tanzania Mainland, the implementation is driven by District VAC committees, which coordinate social welfare, police, healthcare providers, and other partners working on child protection. Officers reported to enforce the implementation of the national safeguarding policies in schools, provide training, and respond to cases of VAC in schools and in the community.

In Zanzibar, district-level officials reported playing a supervisory, monitoring and capacity building role to ensure schools adhere to the national safeguarding policies and frameworks. In Zanzibar, systems rely heavily on community-level actors, such as the *Shehia*, to identify and report VAC incidents within the community and schools.

Despite these structures, the lack of specialised services, such as safe houses and psychosocial support, and a budget remains a critical bottleneck. As one respondent noted,

> *"We can refer the case, but there's nowhere safe to place the child".*
> **(KII-R3-ZNZ)**

School Level

At the school level, safeguarding is operationalised through the Teachers' Code of Conduct, school bylaws, and child protection committees and school boards. Reporting channels include: Student-led class meetings, gender desks and counselling teachers, and anonymous suggestion boxes to mitigate fear of identification. Other reported initiatives on safeguarding in schools include training and awareness campaigns by NGOs and development partners such as UNICEF.

The key challenges include underreporting and policy gaps. Normalisation of violence and fear of familial retaliation or victim-blaming persist. One teacher observed,

> *"The students fear being blamed. That's why many prefer silence".*
> **(KII-R2-MOG2)**

Similarly, while legal frameworks are strong, there is no standalone comprehensive safeguarding policy specifically for schools. This leads to inconsistent implementation and monitoring of safety practices nationwide.

4.2.3 Code of Conduct in Place

Table 11: Code of Conduct in Place

Level	Key Finding	Assessment
National – Tanzania Mainland	The Teachers' Service Commission Act and Public Service Codes mandate ethical behaviour, prohibiting corporal punishment and sexual exploitation.	Existing
District – Tanzania Mainland	Other than TSC officials, other district officials had limited knowledge on the existence of the code of conduct.	Partially Existing
School – Tanzania Mainland	Some of the teachers reported to have read and signed the code of conduct during orientation soon after reporting to work.	Partially Existing
National – Zanzibar	Teachers' Code of Conduct is guided by Education Act and Policies, Public Service Regulations, and Children's Act.	Existing
District – Zanzibar	Other than TSC officials, other district officials had limited knowledge on the existence of the code of conduct.	Partially Existing
School – Zanzibar	Some of the teachers reported to have signed the code of conduct during training at the Institute of Public Administration (IPA).	Partially Existing

Overall awareness of the Teachers' Code of Conduct is highest at the national level but declines significantly at the district and school levels. While Tanzania Mainland uses a specific legal framework, Zanzibar embeds teacher ethics within broader public service regulations, education policies and child laws.

National Level

In Tanzania Mainland**,** the TSC Act (2015) and the 2022 Public Service Code mandate ethical behaviour, prohibiting corporal punishment and sexual exploitation. While 60% of ministerial officials are aware of the Public Service Code, many see it as part of a broader framework.

> *"I understand there is a code of conduct for teachers, but it is not different from the code of conduct for public servants. We are reminded about it because there are many things, including customer care and dress codes".* **(KII-MOEST1)**

In Zanzibar, there is no standalone Teachers' Code of Conduct- the Ministry of Education and general civil service protocols oversee overall ethical matters.

> *"Civil service issues are governed by the Central Government... Issues of the code of conduct are set centrally by the Educational Department".* **(KII-MoCDGEC1-ZNZ)**

It was found that the Teachers' Code of Conduct is guided by a combination of laws and policies, including the Education Act and Policies, the Public Service Regulations and the Children's Act.

District Level

In Tanzania Mainland, district officials oversee the compliance of the Code of Conduct in schools. However, the TSC conducts orientations for newly hired teachers. Only a few (14%) of district officers, however, knew whether teachers had actually read the Code of Conduct.

> *"Teachers' ethics are mandated by policies that exist and are adhered to this day. We do the job of reminding them, and there are books that explain how to behave".* **(KII-TSC-D7)**

In Zanzibar, there is a critical gap in awareness and resources. Only 3% of the district officers who participated in the study were aware of the Code of Conduct, and none held physical copies.

> *"I don't think that exists here, maybe at the regional level, but as a district, I haven't seen it".* **(KII-PSEO-D9)**

School Level

In Tanzania Mainland, 57% of the teachers reported reading and signing the Code of Conduct forms, though physical access to the document is often restricted to the head teacher's office. Many views the teacher as a moral compass for the community.

> *"A teacher is a mirror of the community; your behaviour affects the child"* (KII-FTP3-D6). *If you commit rape, that is non-negotiable. You lose your job immediately".* **(KII-TP1-D6)**

In Zanzibar, 50% of teachers reported having signed the Code of Conduct forms, often during training at the Institute of Public Administration (IPA).

> *"As soon as a person is employed, there are regulations they must be taught. And if they do not receive training when they start, they must be given it within two to six months".* **(KII-TS1-KZA)**

4.2.4 Safe and Confidential Reporting Mechanism

Table 12: Safe and Confidential Reporting Mechanism

Level	Key Finding	Assessment
National – Tanzania Mainland	Safe and confidential reporting mechanisms are clearly stated in the NPA-VAWC framework: focal points, committees, and the National Child Helpline (116).	Existing
District – Tanzania Mainland	Reporting involves multi-sectorial child protection systems involving Education, Social Welfare, Community Development, Health Officers, and Police Gender and Children's Desk at one-stop centres.	Existing
School – Tanzania Mainland	Anonymous suggestion boxes, student clubs, and focal points designated for overseeing and responding to VAC.	Existing
National – Zanzibar	Reporting mechanisms stated in the NPA-VAWC are in place. Other mechanisms include Child Protection Units at the Ministry, Police Gender and Children's Desks, Shehia (community) level, and National Child Helpline (116).	Existing
District – Zanzibar	There is multi-sectorial child protection system involving Education, Social Welfare, Community Development, Health Officers, and Police Gender and Children's Desk at one-stop centres for reporting and responding to VAC.	Existing
School – Zanzibar	There is use of suggestion boxes, student clubs, guidance and counselling teachers, student clubs, and child helpline for reporting VAC.	Existing

National Level

At the national level, there is a robust consensus regarding the existence of safe and confidential reporting mechanisms. All ministerial officials from Tanzania Mainland and 75% from Zanzibar confirmed that policies such as NPA-VAWC provide a structured framework for reporting at all levels, including schools. A central pillar of these frameworks is the visibility of reporting tools within the school environment.

> *"You can go to schools and find 116 posters stating: Call 116 for help, it is free, you will be heard, and you will be assisted wherever you are".* **(KII-PORALG)**

In Zanzibar, the infrastructure extends from Child Protection Units and Police Gender and Children's Desks down to the *Shehia* (community) level. This is also supported by the National Child Helpline (116) and active school outreach programmes:

> *"We and C-SEMA go through the schools and educate children on how to report, and they are given the [116] number".* **(KII-MoCDGEC1-ZNZ)**

District Level

At the district level, 76% of officers in Tanzania Mainland and 55% in Zanzibar reported the existence of confidential procedures. The focus is on creating direct links between school leadership and social welfare response units to ensure quick referrals. Tanzania Mainland districts emphasise a multi-channel approach, ensuring children are not limited to a single point of contact:

> *"Children can report in many different ways... When a case is beyond a teacher's capacity to resolve, they can contact the ward-level welfare officer or call us directly. They have the phone numbers of every staff member responsible for child protection and for the Police Gender and Children's Desk".* **(KII-SWO-D7)**

They also reported on the existence of one-stop centres that provide integrated support services for VAC victims. These services include medical, psychosocial, and legal support.

Similarly, in Zanzibar, the District Education Officer, Social Welfare Officer, District Community Development Officer, Health Officer, and Police Gender and Children's Desk were identified as safe places to report VAC issues. District officials receive reports or VAC-related information from the school and community levels.

> *"Every school has a guidance and counselling teacher who receives these, reports... and there is the number 116 that students can call free of charge 24 hours a day, 7 days a week".* **(KII-DCDO-D9)**

School Level

Evidence of reporting mechanisms is strongest. In Tanzania Mainland, 94% of teacher participants and 93% of student participants confirmed the presence and awareness of these systems including, the existence of a guidance and counselling teacher. The most frequently cited tools include anonymous suggestion boxes, student clubs, and designated guidance and counselling teachers. The anonymity of these tools is a critical factor for student trust:

> *"Students* who *write in the suggestion box do not write their names".* **(KII-FTP3-D7)**

Beyond anonymous tools, schools maintain an open-door policy to encourage direct reporting to leadership:

> *"If a student feels they have been mistreated, the Deputy Head of School's office and the Head of School's office are open. They can come and give their report".* **(KII-TS1-D5)**

This awareness is reflected in student focus group discussions, where children demonstrated a clear understanding of their options:

> *"Whenever we encounter a case of violence or see someone being abused, we can write and put our issues in the suggestion box, report it to the class teacher, or the guidance teacher".* **(FGDB-P-D7)**

4.2.5 Pre- and In-Service Training Includes Safeguarding Obligations

Table 13: Pre- and In-Service Training Includes Safeguarding Obligations

Level	Key Finding	Assessment
National – Tanzania Mainland	Child safeguarding is increasingly reflected in pre-service and in-service teacher education training frameworks.	Existing
District – Tanzania Mainland	Enforce adherence to safeguarding obligations in schools and provide capacity building, but budget limits the scope and frequency.	Partially Existing
School – Tanzania Mainland	Safeguarding is reinforced in staff and departmental meetings. Teachers who attended training become facilitators. Budget and qualified personnel is a challenge.	Partially Existing
National – Zanzibar	Child safeguarding is reflected in pre-service and in-service teacher education curricula.	Existing
District – Zanzibar	Coordinate and monitor enforcement of safeguarding policies in schools, provide capacity building, but budget limits the scope and frequency.	Partially Existing
School – Zanzibar	Guidance and counselling teachers have sessions to train teachers on VAC issues. Trainings are not only limited in scope but lack budget and qualified personnel.	Partially Existing

In Tanzania Mainland and Zanzibar, child safeguarding, reporting and responses to violence against children are increasingly reflected in pre- and in-service teacher training frameworks and curricula, though with varying depth and consistency. Regarding whether newly qualified teachers receive training on child safeguarding obligations and violence prevention, 60% of National respondents from Tanzania Mainland and all respondents from Zanzibar reported being aware of the training, while at the district level, 26% of district officers from Tanzania Mainland and 67% from Zanzibar reported the same. At the school level, 77% of teachers from Tanzania Mainland and 67% from Zanzibar reported receiving training on child safeguarding during pre- and in-service programmes.

In Tanzania Mainland, elements of child protection, professional ethics and reporting obligations are in teacher education curricula and continuous professional development programmes (URT, 2020). In the reviewed teacher education curriculum, the University of Dar es Salaam has integrated child safeguarding and rights in the Educational Psychology courses (UDSM, 2025). Zanzibar similarly integrates child safeguarding concepts in teacher training, with additional emphasis on school safety and referral pathways aligned with national child protection guidelines. The most common modules covered in teacher training on child safeguarding in Tanzania Mainland and Zanzibar include: child development and psychology, child rights and legal frameworks, types of violence and abuse, reporting and referral procedures, guidance and counselling, positive discipline and inclusion and a safe school environment. However, in both contexts, integration is often limited to theoretical content. Thus, in-service training targeting practical skills in identification, survivor-centred response, and referral procedures is critical to ensuring effective teacher preparedness for preventing child violence in and through schools.

District Level

At the district level, it was emphasised that ethics are taught at the college, and that the role of district officials is to remind teachers to comply (KII-TSC-D7). Another official at the district level reported on

in-service trainings by emphasising that,

> *"We have meetings at least once a year at the division level to talk to all teachers, and one of the agenda items is on ethics due to their responsibility in the school, for the child, and for the nation".* **(KII-PSEO-D5)**

Another respondent emphasised that,

> *"TSC people have their programmes of visiting schools to provide education from time to time to present different topics including work ethics, care for students, procedures, offenses, benefits, guidelines, ranks, and the various grievances that teachers have, usually take them to the ministry".* **(KII-SSEO-D5)**

During the discussion with district official from Zanzibar, it was noted that officials at district level provide training to teachers and administrators on "positive parenting techniques." (KII-PGD-MJB). However, officials reported limited budgets and an inadequate number of social welfare officers as bottlenecks to comprehensive and consistent training programmes.

School Level

At the school level, safeguarding is reinforced in staff and departmental meetings. During an interview, one teacher reported that,

> *"We have a daily tea meeting every day during the morning break where we discuss different issues, including child protection. If teacher X has violated the procedure, we use that meeting as a platform to caution each other, and when the situation escalates, it is taken to the Head of School".* **(KII_TS1-D7)**

It was also noted that teachers attend seminars on topics including child violence prevention and the code of conduct: *"There are teachers who go for seminars. Some of these teachers came with a handout on code of ethics for teachers, which was distributed in the subject departments"* (KII_TS1-D72). Another teacher from the counselling unit explained that,

> *"We explain to them, we just tell them that for example, if you are caught having sexual affairs with a student, you are imprisoned for 30 years or for life".* **(KII-TP2-D2)**

There was also evidence that guidance and counselling teachers were reported to hold sessions with teachers every two months to discuss on child protection issues (KII-FTP3-MJB). Other teachers reported attending training at the Institute of Public Administration (IPA) college, where they learned several topics, including the code of conduct (KII-MTP3-KZA; KII-TS3-MJB). Others reported that when teachers return from seminars, they share handouts within departments (KII_TS1-D7). Despite this, one head teacher admitted,

> *"We know the theory, but not how to handle disclosure".* **(KII-TP2-D2)**

In Zanzibar,

> *"Since the guidance and counselling teacher came, we now meet every two months and discuss child protection".* **(KII-FTP3-MJB)**

It was further informed that the in-house training is inconsistent and lacks a budget and qualified experts. Education actors at school also reported that in-service training on child safeguarding is largely supported by NGOs and development partners, including UNICEF.

4.2.6 Safe Recruitment and Transfer Policies

Table 14: Safe Recruitment and Transfer Policies

Level	Key Finding	Assessment
National – Tanzania Mainland	Teacher recruitment mainly focuses on academic qualifications, leaving a significant gap in criminal background checks and child safeguarding.	Not Existing
District – Tanzania Mainland	Compliance to the placement by the central government. Lack of the mandate to vet the posted employees or track those dismissed for misconduct	Not Existing
School – Tanzania Mainland	Approximately 34% of teachers believe background checks existed elsewhere, but no such activity happens at the school level.	Not Existing
National – Zanzibar	Teacher recruitment focuses almost exclusively on academic qualifications. Lack of a standardised procedure for vetting the criminal backgrounds for hiring and transferring teachers.	Not Existing
District – Zanzibar	Placement is made by the central government with limited mandate to vet employees at this level. Transferring a problematic teacher is often seen as a standard administrative right rather than a safety risk.	Not Existing
School – Zanzibar	About 27% of teachers believed in a central vetting system. Teachers believe that transfers are often used as a form of punishment for misconduct, which merely shifts the risk to another school.	Not Existing

In Tanzania Mainland and Zanzibar, teacher recruitment focuses almost exclusively on academic qualifications, leaving a significant gap in criminal background checks and child safeguarding measures.

National Level

The central government lacks a standardised procedure for vetting prospective teachers' criminal backgrounds.

In Tanzania Mainland, only 20% of ministerial respondents believed a vetting system existed. Most confirmed that while academic papers are verified, criminal records are not part of the criteria.

> *"What is looked at is whether this person has been interviewed and has graduated. The police criminal check is not a condition for the applicants".* **(KII-PORALG)**

In Zanzibar, similar trends were observed, where 50% of ministerial officers believed a system existed, yet they were unaware of the specific protocols.

> *"These are civil service issues and background checks are left to the central government".* **(KII-MoCDGEC1-ZNZ)**

District Level

Districts act as passive recipients of teachers assigned by the central government, with virtually no authority to vet employees or track those dismissed for misconduct.

In Tanzania Mainland, only 12% of district officers believed vetting occurred. Officers noted that even those dismissed for misbehaviour could return to work through appeals.

> *"Teachers can appeal against our decision…When their referral is successful, they get back to work. We don't have any mechanisms to ensure that they don't get back to work".* **(KII-SSEO-D8)**

In Zanzibar, only 11% of the officers believed a vetting system was in place. Transferring a problematic teacher is often seen as a standard administrative right rather than a safety risk.

> *"Vetting is usually not done. Most of the time, it's just the normal hiring process that is followed".* **(KII-ZCRF-D9)**

School Level

Schools assume vetting occurs at higher levels of government, though they frequently witness problematic teachers being transferred rather than dismissed. In Tanzania Mainland, approximately 34% of teachers believed background checks existed but were conducted elsewhere; they confirmed that no such activity occured at the school level.

> *"In our school, background checks do not exist, but maybe that procedure is done at the municipal level".* **(KII-MTP3-D3)**

In Zanzibar, about 27% of teachers believed in a central vetting system. However, they noted that transfers are often used as a form of punishment for misconduct, merely shifting the risk to another school.

> *"If we wanted some action to be taken on a teacher, they can punish the teacher by transferring him or her".* **(KII-FTS2-D9)**

Safe recruitment in the United Republic of Tanzania is undermined by a highly centralised and opaque process. While professional qualifications are verified, the absence of mandatory criminal background checks creates substantial child safeguarding risks, as the system currently relies on administrative transfers rather than excluding offenders.

4.2.7 Psychosocial Support for Students Experiencing Violence in Schools

Table 15: Psychosocial Support for Students Experiencing Violence in Schools

Level	Key Finding	Assessment
National – Tanzania Mainland	The MoEST has focal point and introduced guidance and counselling within the Safe School Package and the Tanzania Institute of Education (TIE) provide training on guidance and counselling.	Existing
District – Tanzania Mainland	Officials reported that schools have guidance and counsellors – focal point trained to provide frontline mental health or psychosocial support to children.	Existing
School – Tanzania Mainland	Schools have a male and a female teacher who provide mental health and psychosocial support to children who experience VAC.	Existing
National – Zanzibar	Institutionalisation of focal points in schools is grounded within the MoEVT and the existing child protection frame works such as NPA-VAWC.	Existing
District – Zanzibar	Officials acknowledged that schools have guidance and counselling teachers who provide awareness and support to students on issues of violence.	Existing
School – Zanzibar	There is one male and one female teacher who provide mental health and psychosocial support to children who experience VAC.	Existing

National Level

In Tanzania Mainland and Zanzibar, child protection is institutionalised through a system of school-based focal points, mandated to provide frontline psychosocial support and manage referral systems.

In Tanzania Mainland, MoEST integrates Guidance and Counselling teachers within the Safe School Package. This framework treats psychological well-being as an essential component of school infrastructure.

> *"The safe schools programme explains the whole concept of what a school should be like: buildings... nutrition, fencing, zebra crossings, counselling, and also referrals".* **(KII-R2-MOG1)**

The Tanzania Institute of Education (TIE) provides training on guidance and counselling, psychosocial support, and child protection.

In Zanzibar, the institutionalisation of focal points in schools is grounded in the MoEVT and in existing child protection frameworks, such as NPA-VAWC. Officials emphasise that students' academic success is inextricably linked to this support system.

> *"Students' safety is essential for their studies, but if we don't support focal persons' initiatives... they will not be able to complete their studies".* **(KII-MoEVT1-ZNZ)**

District Level

Actors at this level serve as the bridge between national policy and school-level execution through multi-sectoral collaboration.

In Tanzania Mainland, the coordination is led by District Education Officers and the Police Gender and Children's Desk, which runs targeted outreach.

> *"One of the programmes coordinated by the Police... is 'Let us tell them before they get spoiled', which targets all schools".* **(KII-NPGD-OFFICER)**

In Zanzibar, district officials focus on awareness and maintaining links between schools and specialised services.

> *"Within the school, there are guidance and counselling teachers who provide awareness and support students on issues of violence".* **(KII-MoCDGEC2-ZNZ)**

School Level - While data show high coverage, with focal point confirmation of reaching 89% in Zanzibar and 81% in Tanzania Mainland, significant structural barriers remain. Schools typically appoint one male and one female teacher to ensure a comfortable reporting environment.

> *"For female students, if it happens, we counsel them. If the problem is big, we forward it to the relevant authorities".* **(KII-FTP3-D5)**

The transition from policy to effective intervention is hindered by three primary factors. First, insufficient training – training is often perceived as a 'tick-box' exercise rather than deep capacity building.

> *"Teachers only get training in seminars... a one-day workshop once a year, so it is not sufficient".* **(KII-R2-NGO3)**

Second, there are resource constraints – there is a persistent tension between high-level policy design and the practical space or time available in the school calendar. Third, teachers have high workload and no clear incentives because focal points are regular teachers, their heavy academic teaching loads and a lack of formal incentives often prevent them from providing substantive, long-term psychosocial support.

4.2.8 Safe and Well-Being Oriented Physical Environment for Children

Table 16: Safe and Well-Being Oriented Physical Environment for Children

Level	Key Finding	Assessment
National – Tanzania Mainland	There is a National Guide for Construction of School Facilities and the Safe School Package, which mandates requirements from ventilation to perimeter fencing.	Existing
District – Tanzania Mainland	There are mechanisms to oversee the implementation of school construction and to ensure compliance with the standards. Identification of high-risk areas and path ways yet there is a lack of means to resolve these systemic issues.	Partially Existing
School – Tanzania Mainland	Supervision of construction and enforcement of standards and regulations to ensure children are safe and the construction meet standards exist. However, lack of physical fence often increases safety challenges in schools.	Partially Existing
National – Zanzibar	Standards are embedded in the 2006 Education Policy, Ministry directives, projects and infrastructure frameworks.	Existing
District – Zanzibar	Districts plays a monitoring role to ensure implementation complies with the standards. Monitoring is however frequently described as inefficient due to lack of capacity.	Partially Existing
School – Zanzibar	School Management Committees (SMCs) function as a critical bridge between the educational institution and the village government to enhance supervision and enforcement of standards. Lack of a physical fence often increases safety challenges in schools.	Partially Existing

National level

Creating safe, well-being-oriented physical spaces in and around schools.

Tanzania Mainland and Zanzibar have formal standards at the national level that guide the construction of school infrastructure, including classrooms, laboratories, libraries, and toilets. In Tanzania Mainland, several guidelines were reported, including the National Guide for Construction of the School Facilities of 2022, Guideline for Construction of Primary School Buildings and Furniture of 2008, and Guideline on Establishment and Registration of Schools of 1982. School construction is also grounded in the "Safe School Package", which serves as the primary regulatory framework, defining comprehensive requirements ranging from classroom ventilation to perimeter fencing. This is not merely a domestic endeavour; the Ministry of Education, Science and Technology (MoEST) collaborates extensively with international technical partners to ensure that school infrastructure effectively mitigates risks of violence and health hazards. One of the development partners reported that,

> *"The safe schools programme explains the whole concept of what a school should be like: buildings, ventilation, toilets, hygiene, nutrition, fencing, zebra crossings, counselling, and also referrals".* **(KII-R2-MOG1)**

It was furthermore informed that technical alignment is maintained through global partnerships as reported by another development partner:

> *"For UNICEF... whenever the Ministry of Education is doing something relating to the safe school [package], we are normally invited to provide technical advice on how it should be to ensure it meets international child safety standards".* **(KII-R2-MOG2)**

In Zanzibar, it was noted that construction adheres to formal standards through ministry policies, such as the Education Policy of 2006, and infrastructure standards and development partners' frameworks. In particular, school infrastructure projects are implemented in accordance defined standards for classrooms, laboratories, latrines, and other facilities. Issues of "Inclusivity and Protection" are core in the development of infrastructure. In particular, the Ministry of Education and Vocational Training (MoEVT) has established specialised units that evaluate the environment through the lens of gender and inclusion. This approach ensures that school design and construction adhere to the needs and safety of all children including those with disabilities. This was emphasised during Focus Group Discussions (FGDs) where teachers emphasised that

> *"Physical safety is the foundation of learning; without a fence or proper toilets, children, especially girls, feel exposed to external threats".* **(FGD-Teachers-ZNZ)**

District level

Creating safe, well-being-oriented physical spaces in and around schools.

The district level is intended to function as the primary watchdog for school safety. It was noted that the district oversees the construction and ensures compliance with the standards. In Tanzania Mainland, District Education Officers and Police Gender Desks are active in identifying high-risk areas, such as unsupervised commute routes, yet they frequently lack the procedures needed to address these systemic issues. A law enforcement official highlighted these transport and residential risks, stating:

> *"A suitable procedure should be created to help children who walk long distances... schools that use buses pick up children very late at night and should be addressed... The issue of putting young children in boarding schools is still a big problem".* **(KII-NPGD-OFFICER)**

In Zanzibar, the district also plays a monitoring role to ensure implementations comply with the standards. Despite these frameworks, monitoring is frequently described as inefficient, as reported by one of the key informants who narrated that,

> *"While reports on physical hazards or safety breaches are submitted to higher authorities, there is a systemic failure in addressing the problem, leaving physical risks unaddressed even after they have been formally identified...I follow up halfway; once I deliver the report, it's over".* **(KII-MoEVT1-ZNZ)**

This sentiment is echoed in Focus Group Discussions (FGDs) with school-level stakeholders who emphasised that, *"District visits are often hurried and focused on paperwork rather than actually walking around the school to see the dangers children face" (FGD-Teachers-ZNZ).* Furthermore, the depth of oversight remains a concern, as noted by another participant:

> *"The district officers are supposed to reach the schools... but often their visit is limited to administrative issues rather than a deep dive into the physical safety of the children".* **(KII-MoCDGEC2--ZNZ)**

This may be linked either to a lack of awareness of school safety issues or resources for conducting comprehensive monitoring and evaluation of holistic school climate.

School level

Creating safe, well-being-oriented physical spaces in and around schools.

At the school level, the management and school committees are responsible for the effective implementation of safety standards. Schools have to ensure that construction and facilities comply with the standards. In Tanzania Mainland, schools reportedly enforce strict schedules for entry and exit to ensure students remain within a supervised perimeter for their safety. This was emphasised by one official who reported that,

> *"When we arrive in the morning, we go into the classrooms. Students are not allowed to leave the classroom until break time, lunch or departure time".* **(KII-FTP3-D6)**

In Zanzibar, the School Management Committees (SMCs) function as a critical bridge between the educational institution and the village government. When predators are identified near school borders, the SMC leverages local leadership to address the problem. The efficacy of this community-led model is evident in its ability to address both behavioural and external risks:

> *"The committee sat and informed parents of the plan to reduce truancy. When a children are truant for one day, their parents must pay a fine of 2000 Tanzanian shillings. It has brought positive results leading to the decrease in truancy".* **(KII-TP3-D8)**

Furthermore, committees take direct action against external perpetrators:

> *"On sexual violence, we have tried hard to deal with people like those who entice children where we use the village government leaders who deal with them in different ways".* **(KII-TP3-D8)**

In addition, students are educated on risk areas within and around the school environment. Children are actively warned about high-risk locations as noted in Focus Group Discussions (FGDs) and interviews:

> *"They are educated and encouraged not to go by the coast because of the risks. The goal is to keep them in a safe environment".* **(KII-FTP3-D6)**

Despite the initiatives, teachers further emphasised that the lack of a proper physical fence often increases safety challenges in schools.

Tanzania Mainland and Zanzibar follow formal standards and documents for the construction of school infrastructure and facilities, however Tanzania Mainland appears to have more clearly documented national guidelines than Zanzibar which follows formal standards embedded in policies, projects, and ministry directives. There appear to be systemic issues including capacity, resources, and coordination, that challenge monitoring and implementation at the district and school levels.

Analysis: Call to Action Point 2

Tanzania Mainland and Zanzibar have made notable progress in strengthening prevention and response to violence against children (VAC) in and through schools through curriculum reforms, safeguarding systems, and reporting mechanisms, including one-stop centres. Child rights, life skills, violence prevention, and positive discipline are integrated into school curricula and supported through the NPA-VAWC, guidance and counselling systems, child protection committees, and the national child helpline (116). Tanzania Mainland demonstrates comparatively stronger formal institutional frameworks, including the 2023 curriculum reforms, Safe School Package, Teachers' Service Commission structures, and detailed school infrastructure guidelines. Zanzibar, however, shows stronger community-linked implementation approaches through *Sheha* structures, School Management Committees, and community-based monitoring mechanisms.

Despite these achievements, implementation gaps persist in both settings due to systemic resource and coordination constraints. In Tanzania Mainland, implementation bottlenecks are mainly linked to overstretched school systems and the cross-cutting nature of safeguarding content, which often competes with examination-oriented priorities. Teachers reported limited time to adequately deliver violence prevention content, while safeguarding training remains largely donor-dependent and inconsistent. Although reporting systems and safeguarding committees exist, underreporting remains common due to fear of retaliation, stigma, and social normalisation of violence. Zanzibar faces similar challenges but with additional limitations in institutional capacity and operational resources at the district and school levels. Monitoring visits are often irregular and administrative rather than child-safety focused, while the lack of safe houses, psychosocial services, and qualified safeguarding personnel weakens referral pathways. Furthermore, safeguarding implementation in Zanzibar relies heavily on broader civil service systems rather than on standalone education-sector safeguarding procedures, resulting on inconsistent awareness and application of codes of conduct and child protection obligations.

A major gap in Tanzania Mainland and Zanzibar is the absence of safe recruitment and vetting systems for teachers. Recruitment processes focus almost entirely on academic qualifications, with no mandatory criminal background checks or mechanisms to track offenders transferred between schools. This creates significant safeguarding risks and undermines child protection efforts. Similarly, although schools have designated guidance and counselling teachers and reporting mechanisms such as suggestion boxes and student clubs, these systems are constrained by inadequate training, high workloads, insufficient incentives, and a lack of dedicated budgets. Physical safety also remains uneven, particularly in schools lacking perimeter fencing and adequate infrastructure. Tanzania Mainland has a clearer national construction standards and technical guidance, while Zanzibar relies more on policy directives and project frameworks, both of which face implementation and monitoring challenges at the district level. Overall, the policy and legal environment in both contexts is considerably stronger than operational implementation capacity, resulting in uneven quality and sustainability of child protection interventions across schools.

Recommendations

Tanzania Mainland and Zanzibar should strengthen implementation systems to match existing policy and legal commitments on child protection in schools. This includes developing comprehensive school safeguarding guidelines, improving monitoring systems, and allocating dedicated budgets for child protection activities. Tanzania Mainland should prioritise strengthening continuous teacher training and practical safeguarding supervision, while Zanzibar should focus on increasing district-level implementation capacity, specialised referral services, and operational support for school safeguarding structures. In both settings, district monitoring should move beyond administrative compliance to include regular school safety assessments.

Governments should also establish mandatory criminal background checks and safeguarding clearance procedures during teacher recruitment, deployment, and transfers. Schools require better-supported guidance and counselling systems through specialised training, reduced workloads, and dedicated incentives for focal teachers. Investments in safe infrastructure, including fencing, gender-sensitive sanitation facilities, and disability-inclusive spaces, should be prioritised. Finally, effective community-based approaches already functioning in Zanzibar and Tanzania Mainland should be strengthened and scaled up to improve prevention, reporting, referral, and accountability mechanisms in schools.

4.3 Findings for Call to Action Point 3: Shift Social Norms And Behaviour Change

4.3.1 Dissemination and Stakeholder Engagement on Child Rights and Laws

Table 17: Dissemination and Stakeholder Engagement on Child Rights and Laws

Level	Key Finding	Assessment
National – Mainland	Efforts to combat Violence Against Children (VAC) are institutionalised through the NPA-VAWC II, transitioning child rights from policy into public consciousness. The Education Circular No. 24 of 2002 and the Law of Marriage Act 1971 however remain a challenge.	Existing
District – Mainland	Dissemination follows a cascade model utilizing formal government structures, media and community leaders, although the implementation planning is not formalised.	Partially Existing
School – Mainland	Schools deliver anti-violence messaging through assemblies, life skills, and posters, and also successfully negotiating with parents. Such efforts are operated on individual than institutional basis.	Partially Existing
National – Zanzibar	Child rights enforcement is publicised through national advocacy channels, institutionalising VAC prevention as a critical governance concern under NPA-VAWC II. The Law of Marriage Act 1971 and the Islamic Family Law however remain challenges	Existing
District – Zanzibar	Some district officials drive awareness by integrating messaging with religious institutions, Shehia leadership, and Community Child Protection Committees.	Partially Existing
School – Zanzibar	Schools utilize peer clubs, arts, drama, and Madrasas to simplify legal concepts, though reaching remote or non-literate populations remains a barrier.	Partially Existing

National Level

In Tanzania Mainland and Zanzibar, efforts to combat violence against children are formally institutionalised through the National Plan of Action to End Violence Against Women and Children (NPA-VAWC II). Central ministries have successfully driven a fundamental shift in public perception, establishing that VAC is no longer a private family matter but a critical public governance and development priority.

In Tanzania Mainland, the government utilises its formally established Government Communication Unit, mass media, posters, and notice boards to routinely cascade information. This public outreach is reinforced by national legal literacy efforts, such as the Mama Samia Legal Aid Campaign and a dedicated National Media Strategy. However, the Education Circular No. 24 of 2002 condones regulated corporal punishment and the Law of Marriage Act 1971 allows girls to marry from the age of 15 years. These remain the bottlenecks to national efforts to end VAC.

In Zanzibar, national advocacy relies on broad broadcast channels, including radio and television networks as well as the annual days of activism. The practical visibility and reach of reporting mechanisms are extended through civil society partnerships, such as the C-Sema-led KUWAZA programme, which updates referral protocols and leverages social media to popularise the National Child Helpline (116). The Law of Marriage Act 1971 and the Islamic Family Law continue to pose challenges in Zanzibar.

District Level

District actors are vital operational links between national mandates and local community practices. Local Government Authorities (LGAs) mainstream NPA-VAWC strategies directly into development planning, with 66% of officers on the Mainland and 67% in Zanzibar actively conducting community sensitisation.

In Tanzania Mainland, dissemination follows a structural cascade model. District officials focus heavily on engaging traditional elders and leaders of traditional rites of passage (*jando* and *unyago*) to promote positive cultural reforms, ensuring these customs do not disrupt formal schooling.

In Zanzibar, the advocacy strategies are tailored around religious institutions, engaging Imams and local Sheha leadership to frame child protection as a moral duty. This collaborative positioning significantly increases community acceptance, directly confronting embedded sensitive issues like early marriage, "kuchezwa," and witchcraft allegations.

School Level

Schools are the frontline setting for child rights education and norm negotiation, yet operational effectiveness depends heavily on individual teacher motivation.

In Tanzania Mainland, there is a high teacher engagement (85%) supports the dissemination of rights. Safe school messaging ("Don't be violent towards a child") is embedded into life skills subjects, school assemblies, and visible compound posters. Teachers have successfully engaged parents in scheduling traditional initiation ceremonies exclusively during holiday breaks to reduce truancy.

In Zanzibar, approximately 67% of teachers actively implement awareness programs. Schools and Madrasas deploy peer ethics clubs, drama groups, and creative arts to translate complex legal protection concepts into formats children understand. Local administrative support is active; for example, the *Sheha* routinely assigns officers to conduct classroom-level violence prevention sessions.

The United Republic of Tanzania has demonstrated strong political and policy commitment by transitioning child rights into open public discourse through the NPA-VAWC II and strategic mass media deployment. Engaging local "norm champions" such as religious leaders, traditional elders, and local security desks has proven an effective way to translate policy into localised action.

A significant gap remains as national dissemination heavily prioritises one-way broadcast mechanisms over two-way community dialogues, frequently failing to accommodate local language variations, such as low-literate parents, or children with disabilities. Without standardised training guides, localised materials, a dedicated, and non-donor-dependent budget at the grassroots level, school-level dissemination remains unevenly applied.

4.3.2 Implementation of Specific, Evidence-Informed Norm-Shifting Interventions

Table 18: Implementation of Specific, Evidence-Informed Norm-Shifting Interventions

Level	Key Finding	Assessment
National – Mainland	The fiscal strategy accommodates multi-sectoral budgeting for NPA-VAWC II to guide global norm-shifting models however; explicit school-specific implementation guidelines are missing.	Partially Existing
District – Mainland	Districts actively facilitate community dialogues to reform traditional initiation practices, but progress is restricted by heavy donor dependence and a lack of project documentation.	Partially Existing
School – Mainland	There is high participation in targeted evidence-based frameworks, such as Safe School Champions, leading to tangible norm shifts. The frameworks are not spread nationwide.	Partially Existing
National – Zanzibar	Frameworks align with global models to implement system reforms and reduce dropouts, yet school-level social norm guidelines remain non-existent.	Partially Existing
District – Zanzibar	Local authorities actively pioneer specialised digital safety interventions alongside the TCRA to mitigate online exploitation risks, though initiatives remain small-scale and project-based.	Partially Existing
School – Zanzibar	Evidence-informed practices are reaching classrooms, utilising the creative arts in regular schools and Madrasas to build gender equality, but they are implemented in only a few areas.	Partially Existing

National Level

National child protection frameworks in the United Republic of Tanzania are strategically aligned with international standards, including the global INSPIRE and RESPECT packages. The NPA-VAWC II serves as the primary steering mechanism for aligning donor-funded, evidence-based norm-shifting toolkits.

In Tanzania Mainland, the government ministries have integrated these frameworks directly into national fiscal strategies, maintaining a multi-sectoral budget plan specifically to fund activities targeted at changing harmful societal norms.

In Zanzibar, policy frameworks have been successfully converted into systemic school reforms. The ministry rolled out targeted professional training focusing on positive, alternative discipline models after recognising that historical dropout rates were tied to punitive measures.

Systemic gaps persist: Evidence-informed interventions remain highly fragmented, isolated, and project-based despite solid international alignment. Crucially, there are no explicit, universally binding national guidelines for implementing norm-shifting interventions specifically within the physical school environment.

District Level

Districts serve as the active hubs for community-based interventions, translating national legal mandates into localised cultural resets, though they face severe resource constraints.

In Tanzania Mainland, district offices concentrate resources on community dialogues targeting traditional leadership structures. By systematically educating managers of traditional initiation ceremonies, they successfully reshape deeply rooted customs into positive iterations that respect child safety.

In Zanzibar, district interventions confront deeply embedded cultural practices, such as early marriage arrangements and witchcraft accusations. Concurrently, districts have modernised their focus by

pioneering Child Online Safety initiatives in direct partnership with the Tanzania Communications Regulatory Authority (TCRA) to address digital exploitation risks.

Systemic gaps persist; progress across both regions is severely undermined by an overwhelming dependence on short-term donor funding and weak internal documentation. Frontline NGO representatives note that once specific project lifecycles expire, activities often cease entirely, leaving local authorities without monitoring tools.

School Level

Evidence-informed practices have reached classroom environments, with high participation among teachers (81% in Tanzania Mainland; 50% in Zanzibar) and students (70% in Tanzania Mainland; 71% in Zanzibar).

In Tanzania Mainland, interventions such as the "Safe School Champions" program, empower students and staff to establish safe spaces. These structured frameworks drive observable behavioural shifts, including the structural postponement of community initiation ceremonies to align with school holidays, thereby protecting students from academic exclusion.

In Zanzibar, schools and traditional Madrasas collaborate to deploy creative arts and interactive performances. These community-facing plays actively foster values of gender equality and child safety across the broader community.

Systemic gaps persist; promising school-level practices remain highly uneven across districts. Interventions are rarely supported by routine supervisory visits or continuous refresher training. Furthermore, a lack of culturally tailored materials and inadequate infrastructure, such as non-soundproof counselling environments and unsegregated WASH facilities, limits long-term sustainability.

The integration of internationally recognised child safety frameworks within the NPA-VAWC II shows high-level political intent to change deep-seated community behaviour. Real-world applications, such as the *Ujana Salama* (Safe Youth) model in Mbeya, demonstrate that combining social norm shifts with economic protections effectively reduces student victimisation.

A significant gap remains as the majority of these evidence-based models operate as small-scale, time-bound donor investments. Without institutionalising these modules directly into the state-funded national education curricula, child protection remains a temporary, project-dependent initiative rather than a permanent public function.

4.3.3 Engagement of Young People, Parents, Teachers, and Communities

Table 19: Engagement of Young People, Parents, Teachers, and Communities

Level	Key Finding	Assessment
National – Mainland	The state utilises national mass media and official public events to embed child protection laws into the public sphere; youth representation is formalised through village and ward children's councils.	Existing
District – Mainland	Local health and social welfare officers proactively integrate violence prevention, reporting, and referral pathways alongside regular rural health outreach, but capitation is inadequate.	Partially Existing
School – Mainland	Schools deploy awareness and reporting tools such as suggestion boxes, life skills training and conflict resolution, although the practices are not uniform across schools.	Partially Existing
National – Zanzibar	Core ministries have leveraged policy to formalise youth engagement, establishing a functional Children's Parliament and Advisory Boards under the Zanzibar Children's Act.	Existing
District – Zanzibar	Districts use Police Gender Desks and public commitments from religious Imams and Sheha to condemn harmful traditions. The efforts still need to be spread to more regions.	Partially Existing
School – Zanzibar	Schools have established peer ethics clubs to train students on rights, protection and reporting mechanisms. There needs to be increased training for teachers on positive discipline strategies.	Partially Existing

National Level

Central ministries across the United Republic of Tanzania have successfully shifted child safety protocols from restricted legal texts into visible public discourse. The state utilises institutionalised communication channels, public ceremonies, and national mass media to mandate safety standards across all social environments.

In Tanzania Mainland, the mechanisms for youth engagement are built around the formal creation of Children's and Junior Councils, which operate directly at the village and ward levels to ensure local children have a voice.

In Zanzibar, youth participation is legally codified under the Zanzibar Children's Act of 2011, which establishes the national Children's Parliament and dedicated child advisory boards to advise policy planners. Additionally, wide-scale programs like SEQUIP incorporate mandatory stakeholder engagement plans to capture on-going parent and student feedback.

District Level

District actors function as the active mediators between high-level legislative policy and grassroots community execution, leveraging multiple local sectors to disrupt normalisation of violence.

In Tanzania Mainland, district health officers actively integrate child protection training directly into routine medical outreach. In remote, rural villages, clinical staff couple medical service delivery with explicit education regarding post-rape care, legal reporting timelines, and safe multi-sectoral referral pathways.

In Zanzibar, district actors rely heavily on the local authority of religious leaders and traditional custodians. Public, vocal condemnation of early marriage or witchcraft allegations by local Imams and Sheha has led directly to measurable drops in community acceptance of these abuses.

Cross-regional collaborations in both regions emphasise extensive capacity building with frontline

security enforcement. Collaborative networks link local social welfare offices with the Police Force's Gender and Children's Desks, training officers to manage sensitive cases of child abuse and sexual exploitation with greater care.

School Level

The school environment represents the absolute front line for interactive student, parent, and teacher engagement, utilising localised tools to build clear cultures of accountability.

In Tanzania Mainland, approximately 87% of teachers actively manage awareness campaigns. Schools utilise interactive tools such as "talking compounds" and triple-custody suggestion boxes, which can only be opened when a parent, a teacher, and a student representative are simultaneously present to record inputs.

In Zanzibar, the exceptional student-led engagement is recorded, with 100% of surveyed students reporting direct involvement in peer awareness initiatives. Student-run ethics clubs actively visit individual classrooms to deliver peer-to-peer education on child rights. This rights education explicitly spans across secular schools and community Madrasas.

Student Impact across both regions, over 80% of surveyed students receive formal lessons on gender equality and violence prevention. Students confirm these life skills lessons translate directly into real-world outcomes, including increased overall school attendance and the adoption of practical, non-violent techniques for peer conflict resolution.

The school and district tiers successfully drive high levels of daily engagement, backed by active outreach from the Police Gender and Children's Desks and peer student leaders. Children are increasingly willing to report violations to parents and counsellors.

Core gaps and infrastructure deficiencies reveal that there is a major breakdown occurs regarding private and confidential reporting despite these high engagement levels. School infrastructures uniformly lack soundproof, private environments for counselling sessions. The configuration of counselling areas in open view exposes vulnerable students to immediate peer judgment, discouraging reporting. Furthermore, in rural areas, a severe lack of safe, gender-segregated, and well-supervised WASH facilities exposes students to increased risks of child-to-child abuse and privacy violations in isolated areas.

Analysis for Call to Action Point 3

Tanzania Mainland and Zanzibar have both made notable progress in shifting social norms and behaviours related to violence against children (VAC) through implementation of the National Plan of Action to End Violence Against Women and Children (NPA-VAWC II). Across both contexts, VAC prevention has increasingly moved from being viewed as a private family issue to a recognised public governance and development concern. Strong national advocacy, mass media engagement, and collaboration with local leaders have contributed to improved awareness and greater openness in discussing child protection issues. Tanzania Mainland demonstrates stronger institutionalisation of dissemination systems through formal Government Communication Units, legal literacy campaigns, and broad teacher participation in school awareness activities. Zanzibar, meanwhile, has shown comparatively stronger integration of religious and community structures, particularly through Sheha, Imams, Madrasas, Children's Parliament structures, and peer ethics clubs, which have enhanced community acceptance of child protection messaging on sensitive issues such as early marriage and harmful traditional practices.

Important implementation gaps remain in both Tanzania Mainland and Zanzibar despite these achievements. Most interventions are still heavily donor-funded, project-based, and unevenly distributed across districts and schools. In Tanzania Mainland, effective models such as Safe

School Champions and community engagement around initiation ceremonies have not yet been institutionalised nationwide, leading to inconsistent implementation across schools and districts. Zanzibar faces similar challenges, particularly with limited coverage of creative arts-based and digital safety interventions, which remain concentrated in selected areas. Across both regions, dissemination approaches continue to rely largely on one-way awareness campaigns rather than sustained community dialogue, reducing the ability to address deeply rooted social norms among low-literacy populations, remote communities, and children with disabilities. Operational bottlenecks also include inadequate supervision, weak monitoring and documentation systems, insufficient refresher training for teachers and frontline officers, and poor infrastructure, such as a lack of private counselling spaces and gender-segregated WASH facilities in schools. These limitations reduce children's willingness to report violence and weaken the sustainability of behaviour change outcomes.

Recommendations

To strengthen social norm and behavioural change interventions, both Tanzania Mainland and Zanzibar should institutionalise evidence-based child protection and positive discipline models within the national education system and local government planning frameworks. Standardised national guidelines for school-based norm-shifting interventions should be developed and rolled out consistently across all districts and schools, including Madrasas in Zanzibar. Dedicated domestic financing mechanisms are also needed to reduce reliance on short-term donor projects and ensure the continuity of community and school-based interventions. Tanzania Mainland should scale up successful initiatives such as Safe School Champions and structured engagement with traditional initiation leaders, while Zanzibar should expand successful collaborations with religious leaders, peer ethics clubs, and child online safety initiatives beyond pilot districts.

In addition, both regions should strengthen community-centred engagement approaches that move beyond mass awareness campaigns toward sustained two-way dialogue with parents, children, teachers, traditional leaders, and religious actors. Greater investment is required in culturally and linguistically tailored materials that are accessible to low-literacy populations and children with disabilities. Continuous capacity building for teachers, counsellors, police gender desks, and social welfare officers on child-sensitive reporting and positive discipline approaches should be prioritised. Finally, improving school infrastructure, including confidential counselling spaces, safe reporting mechanisms, and gender-responsive WASH facilities, will be essential for creating safer school environments that encourage reporting, reduce stigma, and sustain long-term behavioural change outcomes.

4.4 Findings for Call to Action Point 4: Invest resources effectively

4.4.1 Domestic Resources to Support School Violence Interventions

Table 20: Domestic Resources to Support School Violence Interventions

Level	Key Finding	Assessment
National – Tanzania Mainland	The national budget includes costed strategies for violence prevention and response; however, the focus is more on training and strategy updates.	Partially Existing
District – Tanzania Mainland	There is an allocation of resources for violence prevention and response, but they rely on internal revenue collections that often fall short.	Partially Existing
School – Tanzania Mainland	Schools receive little or no resources specifically allocated to violence prevention and response.	Partially Existing
National – Zanzibar	Funding exists but is frequently 'overwhelmed' by competing priorities.	Existing
District – Zanzibar	Budgeting is done at department levels, but there is a gap between planning and disbursement.	Partially Existing
School – Zanzibar	Child protection appears in annual plans, and there is a heavy reliance on external partners for funding.	Partially Existing

National Level

In the United Republic of Tanzania, financing for school violence prevention is embedded within broader sectoral budgets rather than through standalone mechanisms. While 60% of officials in Tanzania Mainland and 100% in Zanzibar confirmed the existence of budgets for violence prevention, these funds are often absorbed into the NPA-VAWC, which is largely dependent on donor-funded programmes for implementation.

In Tanzania Mainland, resources focus on training and strategy updates. As one official noted, the budget is a cross-cutting responsibility:

> *"...budget is not just for the ministry, but for the government as a whole... various ministries and councils have also been urged to allocate a budget".* **(KII-MOCDGWSG1)**

In Zanzibar, funding exists but is frequently 'overwhelmed' by competing priorities. Operational support often takes the form of logistical inputs (fuel and transport) rather than liquid cash. Because these funds are not ring-fenced, it remains difficult to quantify the exact spend on school-specific interventions. Most activities are sustained by recurring costs such as salaries and administrative allowances.

District Level

At the district level, budgeting is departmentalised, leading to a gap between planning and disbursement. Only 36% of Tanzania Mainland and 11% of Zanzibar district officers reported ever receiving government funds for these interventions.

In Tanzania Mainland, they noted that even when funds are allocated, they rely on internal revenue collections that often fall short.

> *"We allocate the budget, but we don't get the funds... because those funds depend on internal revenue".* **(KII-SWO-D5)**

In Zanzibar, while child protection appears in annual plans, there is a heavy reliance on external partners. One official clarified:

> *"We do get funds here, but it is through donor organisations and NGOs".* **(KII-PSEO-D10)**

This lack of domestic ownership over funding raises significant concerns regarding the long-term sustainability of district-level protection systems.

School Level

Direct government funding for violence prevention is least visible at the school level. Over half of Tanzania Mainland teachers (53%) and the vast majority in Zanzibar (83%) reported never receiving government funds for these activities. Some schools repurpose general capitation grants, intended for infrastructure and administration, to address student welfare.

> *"Apart from buildings... the office has a capitation for getting those sanitary towels".* **(KII-TP1-D5)**

Most schools rely on periodic in-kind donations (assistive devices, desks, and legal aid) from the private sector or NGOs. While helpful, these do not address systematic safeguarding needs, such as case management or professional counselling.

4.4.2 Resources from Development Partners to End School-Based Violence

Table 21: Resources from Development Partners to End School-Based Violence

Level	Key Finding	Assessment
National – Tanzania Mainland	Development partners such as UNICEF, UNFPA, UNESCO, GIZ, and the EU provide targeted funds, technical assistance, and programmes to prevent and respond to violence in schools.	Existing
District – Tanzania Mainland	There is evidence that districts coordinate, monitor and report on the use of development partner targeted resources.	Existing
School – Tanzania Mainland	Schools access the development partner targeted resources for prevention and response to violence; for instance, organisations such as CAMFED provide essentials that keep vulnerable children.	Existing
National – Zanzibar	The government expands budgetary space through development partner resources.	Existing
District – Zanzibar	Evidence indicates that development partner resources form a backbone of daily operation.	Existing
School – Zanzibar	Although schools do not always receive funding, development partners' resources are available through other forms, such as infrastructure.	Existing

National Level

In the United Republic of Tanzania, development partners are the essential sources of financing for initiatives aimed at preventing violence in and around schools. These investments are strategic, targeting policy implementation, systems strengthening, and capacity-building. While government institutions maintain a coordinating role, the data reveal a heavy reliance on external support: 80% of ministerial officials in Tanzania Mainland and 75% in Zanzibar reported that donors provide the primary funds or technical assistance for school-based violence prevention.

In Tanzania Mainland, partners such as UNICEF, UNFPA, UNESCO, GIZ, and the EU finance large-scale, gender-transformative programmes. One official highlighted the collaborative nature of these funds:

> *"The European Union Gender Transformative Action Programme... each sectoral ministry is given a certain percentage to enable awareness and service delivery across regions".* **(KII-MOEST2)**

In Zanzibar, the government relies on external resources to expand budgetary space. As one official candidly stated:

> *"To a large extent, for our activities, we go to partners for support on those things that need support and to increase the budget".* **(KII-MoCDGEC1-ZNZ)**

UNICEF was repeatedly identified as a leader in teacher training and subnational budgeting to eliminate VAC.

District Level

At the district level, development partners bridge the gap when domestic funding is limited, providing on-the-ground resources for training police, social welfare officers, and teachers.

In Tanzania Mainland, Support is often channelled through government umbrellas to ensure alignment with local structures.

> *"We have donors who go through the government umbrella, such as USAID... the fund goes through the government, it's not that they come directly".* **(KII-PSEO-D7)**

Other key players include UN Women, the Hope for Young Girls, and Deloitte Kizazi Hodari, who focus on infrastructure and referral systems.

In Zanzibar, district officials echoed the sentiment that external funding is the backbone of their operations.

> *"The major programmes we run to eradicate violence issues are funded by donors from outside the country".* **(KII-ZCRF-D9)**

However, these funds are often managed directly by partners rather than being transferred to council accounts. This could weaken institutionalisation.

School Level

The impact of donor support is most visible at the school level, where 43% of teachers in Tanzania Mainland and 33% in Zanzibar reported receiving donor-supported interventions. The support manifests as tangible materials and training.

In Tanzania Mainland, organisations like CAMFED provide essential support that keeps vulnerable children in school.

> *"They provide food, fees...clothes, bicycles, transport money... and significant sponsorship for students in difficult circumstances".* **(KII-SSEO-D3)**

The BOOST project and others have focused on WASH, which has a direct correlation with attendance.

> *"Since they started bringing [sanitary pads], many girls have reduced their absenteeism".* **(KII-R5-NGO1)**

In Zanzibar, while there are no direct child protection funds sent to schools, the provision of infrastructure is vital. One teacher noted;

> *"Partners brought us one water tank... and special hygienic kits for the girls...now there is enough water and enough toilets".* **(KII-MTP3-KZA)**

4.4.3 Private-Sector Engagement to End School-Based Violence

Table 22: Private-Sector Engagement to End School-Based Violence

Level	Key Finding	Assessment
National – Tanzania Mainland	The private sector engagement is evident in prevention and response to violence in schools, though it is often driven by local safety needs.	Partially Existing
District – Tanzania Mainland	The support from the private sector is more practical and in-kind; nonetheless, there is a lack of well-established coordination within public-private partnerships.	Partially Existing
School – Tanzania Mainland	There is evidence that the private sector provides support in schools, but the sustainability and coordination remain a concern.	Partially Existing
National – Zanzibar	The private sector engagement complements government and donor priorities, though it is more visible and focuses on girls' education and wellbeing,	Partially Existing
District – Zanzibar	Support is heavily gender-focused and rarely involves cash.	Partially Existing
School – Zanzibar	Schools receive support from the private sector as part of corporate social responsibility, but sustainability remains a concern.	Partially Existing

In Tanzania, private sector and community actors serve as vital, albeit unsystematic, partners in school safety. While 60% of Tanzania Mainland informants and all Zanzibar informants acknowledged this support, engagement is largely characterised by spontaneous Corporate Social Responsibility (CSR) and in-kind welfare support rather than structured financial investment.

National Level

National engagement varies, with a focus on physical security in Tanzania Mainland and on gender-based welfare in Zanzibar.

In Tanzania Mainland, the engagement is often driven by local safety needs. One respondent noted the community's proactive approach to school security:

> *"People from this neighbourhood put up that gate... even the speed bumps were installed by this petrol station".* **(KII-MTS3-D4)**

In Zanzibar, the engagement is more visible through philanthropic foundations focused on girls' education and wellbeing, complementing government and donor priorities through high-profile campaigns and awareness-raising events.

District Level

At the district level, contributions shift toward practical, in-kind resources that address immediate environmental risks.

In Tanzania Mainland, partnerships with the extractive and banking sectors are prominent. Respondents highlighted the involvement of banks such as NMB and CRDB as well as mining companies such as Jumbo Graphite and Barrick. One official remarked:

> *"Districts receive a lot from private organisations and even private companies...".* **(KII-SWO-D5)**

Other organisations, such as Barrick,

> *"do not identify as an NGO but cooperate in building schools and donating materials".* **(KII-R3-NGO1)**

In addition, various community-based child protection systems, such as *'boda boda'* (motorbike riders) and community fishing groups, were identified as engaging in child safety initiatives, including identifying, preventing, and reporting cases of child violence to relevant authorities.

In Zanzibar, the upport is heavily gender-focused and rarely involves cash. For instance, the Mariam Mwinyi Foundation was cited as a key contributor to menstrual hygiene. Stakeholders emphasised the non-monetary nature of this aid:

> *"Aha! We haven't received money as money, but we receive materials... sanitary pads in large quantities, which we distribute to schools".* **(KII-SSEO-D10)**

As in Tanzania Mainland, community fishing groups in Zanzibar were also identified engaging in child safety initiatives, including identifying, preventing, and reporting cases of child violence to relevant authorities.

School Level

Approximately half of the teachers surveyed (50% Tanzania Mainland; 51% Zanzibar) reported receiving support from private funders, including churches, companies, and individuals. These contributions often mitigate physical hazards.

In Tanzania Mainland, infrastructure projects reduce risks for students travelling long distances, and some local businesses address specific hygiene challenges:

> *"The Water Supply Agency (MUWASA) helped address challenges around the disposal of students' sanitary pads".* **(KII-FTP3-D7)**

Additionally, private sector financing supported the implementation of safety measures in and around schools. These measures included the erection of school perimeter fencing and the construction of a speed bump, both of which contributed to a reduction in accidents and mitigated risks associated with vehicular traffic near school premises.

In Zanzibar, the provision of hygiene kits by groups such as the community fishing and international volunteers from African Adventures has been critical. For example, they built latrines and toilets, painted the school buildings, and provided water tanks.

> *"They brought us one water tank... and special hygienic kits for the girls, towels, soap... they used to bring them every three months".* **(KII-MTP3-KZA)**

These initiatives have contributed to reducing absenteeism and have protected children from infrastructure-related risks.

Analysis for Call-to-Action Point 4

The findings show that both Tanzania Mainland and Zanzibar have made progress in integrating violence prevention and response into broader education and child protection systems, but financing remains fragmented, underfunded, and highly dependent on external actors. In Tanzania Mainland, national efforts are relatively more institutionalised through costed strategies and cross-sectoral budgeting embedded within the NPA-VAWC. Resources are mainly directed toward training, awareness raising, and strategy implementation. However, because budgets are not ring-fenced for school violence prevention, it is difficult to track actual expenditures and ensure consistent implementation. At district and school levels, implementation is constrained by unreliable internal revenue collection, delayed disbursements, and limited direct allocations to schools. As a result, schools often repurpose capitation grants or rely on NGOs and local actors to meet essential safeguarding needs, such as sanitary supplies, counselling support, and referral services.

In Zanzibar, financing mechanisms appear even more constrained by competing government priorities and weaker domestic fiscal ownership. While national-level funding exists, operational support is often limited to logistics and administrative costs rather than dedicated financial resources for prevention activities. At district and school levels, there is greater reliance on development partners and philanthropic actors, with donor funding effectively serving as the backbone of violence

prevention programming. Unlike Tanzania Mainland, where some district systems channel donor support through government structures, Zanzibar stakeholders noted that many resources are managed directly by external partners, thereby weakening institutionalisation and sustainability. Nevertheless, Zanzibar demonstrates relatively stronger visibility of gender-responsive and wellbeing-oriented interventions, particularly through menstrual hygiene support, WASH infrastructure, and girls' welfare initiatives supported by foundations and development partners. Across both contexts, what is working well is the strong engagement of development partners, NGOs, and private sector actors in providing infrastructure, training, hygiene materials, and awareness programmes. However, implementation bottlenecks persist due to weak domestic financing, absence of ring-fenced budgets, fragmented coordination, overreliance on donor funding, and inadequate school-level allocations for comprehensive safeguarding systems.

Recommendations

Tanzania Mainland and Zanzibar should strengthen domestic financing mechanisms for school violence prevention by establishing clearer, ring-fenced budget lines within education and child protection sectors. In Tanzania Mainland, priority should be placed on improving predictability of district-level disbursements and ensuring that school-level safeguarding interventions receive direct operational funding rather than relying on repurposed capitation grants. Zanzibar should prioritise increasing domestic ownership of interventions currently sustained through development partners by gradually integrating prevention and response costs into recurrent government budgets. Across both contexts, stronger financial tracking systems are needed to measure actual expenditure on school-based violence prevention and improve accountability.

Both governments should also institutionalise coordination frameworks that better align government, donor, and private-sector investments to reduce duplication and improve sustainability. Development partner support should increasingly focus on strengthening long-term government systems, including referral pathways, school counselling services, case management, and monitoring mechanisms, rather than short-term project-based interventions alone. In addition, schools should receive dedicated safeguarding resources, including funding for psychosocial support, teacher training, menstrual hygiene management, and inclusive WASH facilities, particularly for vulnerable girls and children with disabilities. Private-sector engagement should further evolve from ad hoc corporate social responsibility activities toward structured partnerships that support sustainable child protection outcomes in schools.

4.5 Findings for Call to Action Point 5: Generate and use evidence

4.5.1 Incident Reporting and Trend Monitoring

Table 23: Incident Reporting and Trend Monitoring

Level	Key Finding	Assessment
National – Tanzania Mainland	Evidence is generated through multi-sectoral systems grounded in the NPA-VAWC framework.	Existing
District – Tanzania Mainland	Districts use the DCMS (District Case Management and Monitoring System) to collect VAC cases.	Existing
School – Tanzania Mainland	Schools have different reporting systems, such as suggestion boxes, incident registers (black books), help line (number 116), and counselling records, but reporting is inconsistent, and analysis is limited.	Partially Existing
National – Zanzibar	The NPA-VAWC framework has helped facilitate multi-sectoral coordination in reporting cases of VAC.	Existing
District – Zanzibar	Systems such as CPIMS and PRIMEO manage all cases related to VAC.	Existing
School – Zanzibar	Schools have different reporting systems, such as suggestion boxes, incident registers (black books), help line (number 116), and counselling records, but reporting is inconsistent and analysis is limited.	Partially Existing

National level

In *Tanzania Mainland***,** evidence is generated through multi-sectoral systems grounded in the NPA-VAWC framework, police gender and children's desks, Social Welfare Management Information System, and the national child helpline (116). As one national official noted:

> *"The strength of the NPA-VAWC framework is that information does not remain in one ministry; it is consolidated and reviewed across sectors".* **(KII–MoCDGEC–Officer)**

However, gaps remain in disaggregation, particularly for disability and school-level characteristics. Respondents at the ministerial level from the Mainland indicated that the MoEST has developed and implemented the District Case Management and Monitoring System (DCMS) and the Child Protection Management Information System (CPIMS), which collect data on violence-related incidents from Districts and the national level.

In Zanzibar, the NPA-VAWC framework has also helped facilitate multi-sectorial coordination in reporting cases of VAC. In particular, Zanzibar has integrated the case management and information system CPIMS and PRIMEO framework supported by UNICEF (KII–MoCDGEC–Officer). Evidence generation is deeply rooted in district child protection units and Shehia structures, as emphasised by one actor at the ministerial level who explained that,

> *"No case should remain at the Shehia level; every incident must move upward to the district and national level".* **(KII–MoEVT1–ZNZ)**

Although Zanzibar has a violence case identification, management, and evaluation system, it is worth noting that it is not a standalone DCMS like in Tanzania Mainland; instead, UNICEF supports

the CPIMS and PRIMEO child protection case management and information system. This suggests the need to develop a standalone case management system in Zanzibar.

District level

In *Tanzania Mainland*, participants reported on the use of DCMS for collecting all cases related to VAC (such as sexual, physical and neglectful abuse, child labour, etc.). About 36% of surveyed district officers and 88% of NGO participants indicated that there are district officers who analyse VAC related data, including data from schools, and share it with the respective ministries and institutions. Districts compile reports on VAC from various sources within the community and schools. A district officer from Tanzania Mainland observed that,

> *"Some councils use these reports to adjust their annual plans…".* **(KII–PO–RALGSD)**

Data collection relies heavily on administrative records rather than prevalence surveys, and the extent to which the system captures school-related VAC is not well established. A social welfare officer stated,

> *"We only know what is reported to us; many cases never reach the system".* **(KII–MoCDGWSG–Officer1)**

In *Zanzibar,* about 89% district officers and all NGO respondents indicated that there is someone at the district who analyses data on VAC in the community and in schools and shares it with the respective ministries and institutions for further planning and interventions.

School level

In both Tanzania Mainland and Zanzibar, schools maintain incident registers and counselling records, but analysis is limited. One head teacher shared,

> *"We record cases and refer them, but we are rarely told what the data is later used for".* **(KII–SSEO–D10)**

Although there is evidence of reporting VAC through different channels, including number 116, guidance and counsellor teachers, and the suggestion box, reporting is often inconsistent due to fear of retaliation and inadequate infrastructure that lacks trust and confidentiality. This was emphasised by one teacher who noted that,

> *"Where there is no trained counselling teacher, children fear reporting".* **(KII–PSEO–D10)**

For the few cases reported and channelled to the district level, there appears to be no feedback to the school level, thereby weakening intervention efforts at the school level. Also, the use of ledger books (black books) to record VAC incidents in schools raises concerns about the security and confidentiality of the information.

4.5.2 Ethical School Violence Data Collection

Table 24: Ethical School Violence Data Collection

Level	Key Finding	Assessment
National – Tanzania Mainland	There is evidence of data collection on the prevalence and forms of VAC, but not as regularly as every 3 – 5 years.	Partially Existing
District – Tanzania Mainland	There was evidence that district officials had participated collecting VAC data, but the data were not solely related to school violence.	Partially Existing
School – Tanzania Mainland	Schools have participated in data collection activities on the prevalence and forms of violence in schools, but regular school-based survey programmes are limited.	Partially Existing
National – Zanzibar	Data on the prevalence and forms of VAC are collected, but not every 3–5 years as per the standards.	Partially Existing
District – Zanzibar	As in Tanzania Mainland, district officials in Zanzibar had participated in collecting VAC data, but the data were not limited to school violence.	Partially Existing
School – Zanzibar	Schools and madrasas have participated in data collection activities on the prevalence and forms of VAC in schools, but regular school-based survey programmes are limited.	Partially Existing

In the United Republic of Tanzania, though not regular, there is evidence on data collection on the prevalence and forms of VAC. For instance, the first VACS was conducted and reported in 2009 (UNICEF et al., 2011), and the second was completed in 2024 (URT, 2024). Apart from government reports, in between, there have been several empirical studies on VAC in Tanzania, including a study on corporal punishment in primary schools in Tanzania (Hecker et al., 2014), the state of violence against school children in Tanzania (HakiElimu, 2020), and bullying among secondary school students in Tanzania (Onditi, 2023).

The findings of this study indicated that participants were aware of, and some participated in, different data collection efforts to estimate the prevalence of VAC. For instance, 34% of district officials from Tanzania Mainland and 56% from Zanzibar reported participated in national VAC data collection.

In schools, 64% of teacher participants in Tanzania Mainland and 72% in Zanzibar confirmed that their schools have participated in data collection activities on the prevalence and forms of violence in schools using methods that adhere to ethical standards. An education officer from Zanzibar emphasised that,

> *"Even when a child reports through the school, confidentiality is maintained, and the case is handled carefully".* **(KII–MoEST2–ZNZ)**

Although national surveys provide comprehensive data on VAC, these studies use household survey designs, leaving gaps in important VAC issues within and through schools. This suggests a need for an independent or holistic national VAC survey that includes both school and community contexts.

4.6. Evidence-Based Scale-Up of Prevention Initiatives

Table 25: Evidence-Based Scale-Up of Prevention Initiatives

Level	Key Finding	Assessment
National – Tanzania Mainland	Scale-up decisions are largely based on NPA-VAWC monitoring and evaluation plans. However, scaling up initiatives largely depends on donor funding.	Partially Existing
District – Tanzania Mainland	Districts support the implementation of interventions that work in practice, but scaling up depends on the availability of funds.	Partially Existing
School – Tanzania Mainland	Implementation of initiatives to inform replication and scale-up is limited in schools.	Partially Existing
National – Zanzibar	Through the NPA-VAWC, the government has a robust monitoring and evaluation framework for violence-prevention initiatives, but it is highly donor-dependent.	Partially Existing
District – Zanzibar	Intervention initiatives, such as positive discipline, are evident, but scaling up is constrained by insufficient funding.	Partially Existing
School – Zanzibar	The interventions in schools are uneven and rely more evidence generated by donor and NGOs'.	Partially Existing

In both Tanzania Mainland and Zanzibar, scale-up decisions are based primarily on implementation experience and donor-driven, evidence-based evaluations. In supporting scaling up through implementation experience, a ministry official explained,

> *"We expand interventions that appear to work in practice, even when formal evaluations are limited".* **(KII–MoEST1)**

Another official from the police force insisted:

> *"We use the incidents we encounter every day to conduct an annual evaluation. We do not wait for donors; when they come forward, we do not refuse them either".* **(KII-NPGD-OFFICER)**

It was further found that 80% of participants at the ministerial level in Tanzania Mainland and 75% in Zanzibar agreed that the government has robust monitoring and evaluation for violence prevention initiatives through the NPA-VAWC. This informs planning and the scaling up of activities. In addition, 60% of the officials agreed that the donor-funded monitoring and evaluation inform decisions for replication. For example, a recent intervention programme – KUWAZA by C-Sema (Suubi et al., 2024), funded by OAK Foundation, aimed at advocacy and raising awareness among children, teachers, parents, and the community around harmful norms perpetuating sexual violence against children (SVAC) in Zanzibar. Overall, the KUWAZA SVAC programme made substantial progress in raising awareness, changing attitudes, and improving behaviours around SVAC.

In addition to the reported uneven donor-led randomised trial evaluations, funding was identified as a barrier to scaling up the interventions due to donor competing interests and priorities. As one ministerial official stated,

> *"Positive alternative discipline programme showed results in Zanzibar, but due to inadequate funding, we could not continue to all schools".* **(KII–MoCDGEC2–ZNZ)**

At the school level, only about 17% and 6% of teachers in Tanzania Mainland and Zanzibar, respectively, agreed that the ministries use outcomes of violence prevention initiatives to make changes in schools. One of the head teachers from Zanzibar emphasised that,

> *"We learn some of the interventions from neighbouring schools rather than from formal reports".* **(KII–SSEO–D10)**

This indicates that the interventions are uneven and rely more on evidence generated by donors and NGOs.

Analysis for Call to Action Point 5

The findings show that both Tanzania Mainland and Zanzibar have made important progress in generating and using evidence for preventing violence against children (VAC) in and through schools through the National Plan of Action to End Violence Against Women and Children (NPA-VAWC) and multi-sectoral coordination mechanisms. In Tanzania Mainland, stronger institutionalised systems are evident through the District Case Management and Monitoring System (DCMS), Child Protection Management Information System (CPIMS), police gender and children's desks, and the national child helpline (116), which collectively support data collection and reporting across sectors. Zanzibar similarly demonstrates strong coordination through CPIMS, PRIMEO-supported systems, district child protection units, and Shehia structures that ensure cases are escalated from the community to the national level. However, Zanzibar still lacks a standalone district case management system comparable to the Mainland DCMS, which limits consistency and integration across reporting systems. Across both contexts, evidence generation remains heavily dependent on administrative reporting systems and donor-supported initiatives, while regular, comprehensive school-focused VAC surveys remain limited. Existing national VAC surveys and studies provide useful insights, but they do not sufficiently capture the realities of violence occurring specifically within and through schools.

At district and school levels, implementation bottlenecks are more pronounced. Tanzania Mainland districts reported lower levels of data analysis capacity than Zanzibar, where most district officials confirmed the presence of dedicated personnel responsible for analysing VAC data and sharing findings with ministries for planning purposes. Nevertheless, in both settings, underreporting remains a major challenge due to fear of retaliation, weak confidentiality mechanisms, and limited trust in reporting systems. Schools in both Tanzania Mainland and Zanzibar maintain incident registers and counselling records, but analysis and utilisation of the data are weak, with little feedback provided back to schools after cases are referred. Concerns about confidentiality are especially notable when schools continue to use ledger books to record incidents. Furthermore, the scale-up of evidence-based interventions remains inconsistent and highly donor-dependent in both Tanzania Mainland and Zanzibar. While initiatives such as positive discipline and the KUWAZA programme in Zanzibar have shown promising results, inadequate domestic financing, limited formal evaluations, and weak dissemination of findings to schools constrain sustainability and nationwide expansion of effective interventions.

Recommendations

The Government of Tanzania and the Revolutionary Government of Zanzibar should strengthen integrated, and school-sensitive VAC data systems by improving data quality, disaggregation, confidentiality, and feedback mechanisms at all levels. Zanzibar should consider developing a standalone district case management system similar to the Tanzania Mainland DCMS to improve harmonisation and coordination of VAC reporting and monitoring. Both Mainland and Zanzibar should strengthen school-level reporting systems by replacing insecure ledger books with

confidential digital or standardised reporting mechanisms and by ensuring that schools receive timely feedback on reported cases to support local prevention and response efforts. Capacity building for teacher counsellors, school administrators, district officers, and child protection actors should also be prioritised to improve data analysis, ethical reporting, and the use of evidence in decision-making.

In addition, both governments should institutionalise regular national and school-based VAC surveys that specifically capture violence occurring within and through schools, while complementing existing household-based VAC studies. Stronger domestic financing and government ownership are needed to reduce overreliance on donor-funded evaluations and interventions. Evidence-based programmes that have demonstrated positive outcomes, such as positive discipline approaches and community awareness initiatives, should be systematically evaluated, documented, and scaled up using clear national learning and replication frameworks. Strengthening coordination between ministries, schools, local government authorities, and NGOs will also be essential to ensure that evidence generated at all levels informs planning, budgeting, and implementation of sustainable violence prevention interventions.


MKUTANO WA
WALIMU NA
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05

Discussion

5.0 Discussion

The Safe to Learn (StL) benchmarking and diagnostic assessment indicates that both Tanzania Mainland and Zanzibar have made significant progress in strengthening systems to prevent and respond to Violence Against Children (VAC) in and around schools. Across the five StL Call-to-Action areas, the findings reveal a consistent pattern in national policy commitments and promising institutional attention to child protection, alongside persistent implementation gaps at the district and school levels. While both contexts have established legal frameworks, safeguarding structures, and multi-sectoral coordination systems, implementation remains constrained by limited financing, uneven capacity, weak monitoring systems, and heavy reliance on development partners (Turner et al., 2022).

The findings also highlight important contextual differences between Tanzania Mainland and Zanzibar. Tanzania Mainland shows a comparatively stronger institutionalisation of systems and national-level operational frameworks, whereas Zanzibar demonstrates stronger community-linked implementation approaches through *Shehia* structures, religious leaders, and local governance mechanisms (Omar, 2017). Collectively, the findings underscore the need to move beyond policy formulation towards sustained, decentralised, and adequately financed implementation to ensure that all children experience safe, inclusive, and violence-free learning environments. The following subsections provide a detailed discussion of the five Call-to-Action Points.

5.1 Implementing Laws and Policies

Both Tanzania Mainland and Zanzibar have established comprehensive legal and policy frameworks to address violence against children in schools. National commitments are evident through the National Plan of Action to End Violence Against Women and Children (NPA-VAWC), education sector reforms, child protection legislation and school safety guidelines. Tanzania Mainland has demonstrated stronger operationalisation through initiatives such as SEQUIP (MoEST, 2021); school discipline management systems, district-level multi-sectoral committees and structured guidance for school safeguarding. Zanzibar, on the other hand, has shown stronger legislative positioning through the Children's Act and Education Act, alongside clearer integration of guidance and counselling systems and inclusive support for children with disabilities (Omar, 2017).

Despite these achievements, implementation remains uneven across governance levels. In Tanzania Mainland, corporal punishment is regulated rather than explicitly prohibited, which continues to reinforce social acceptance of violent discipline (Mohammed, 2024; Nkuba et al., 2018). Similarly, the Law of Marriage Act and the Islamic Family Law continue to perpetuate VAC in both Tanzania Mainland and Zanzibar. At the district and school levels, referral pathways and safeguarding systems often rely heavily on individual teachers and school leaders, who have limited professional skills. In Zanzibar, stronger legal provisions are undermined by low awareness among teachers and district officials, inadequate counselling services, and legal loopholes that still permit 'reasonable punishment' by parents and guardians (Omar, 2017). In both contexts, the absence of ring-fenced financing for StL, weak decentralised coordination, and inconsistent enforcement continue to limit the translation of national policy commitments to practical protection outcomes for children.

5.2 Prevention and Response in Schools

The findings indicate that both Tanzania Mainland and Zanzibar have integrated child protection, life skills, and violence prevention into their school curricula and teacher education systems (TIE, 2023). Reforms associated with the competence-based curriculum and the Education and Training Policy 2014 (2023 edition) have broadened the focus on child safeguarding through subjects such as Civics, Health Education and Life Skills. Tanzania Mainland has established more formal institutional mechanisms, including the Safe School Package, Teachers' Service Commission structures, child protection committees and school infrastructure guidelines. Similarly, Zanzibar demonstrates

stronger community-linked prevention approaches through School Management Committees, *Shehia* structures, and community-based monitoring systems. Furthermore, donor-supported initiatives such as *Shule Bora, SEQUIP, KUWAZA, Waache Wasome, and Whole School Approaches* (MoEST, 2021; Suubi et al., 2024) contribute to safer and more inclusive school environments.

Implementation capacity remains inconsistent in the two contexts. In Tanzania Mainland, for example, teachers reported that violence-prevention content and extracurricular activities targeting VAC compete with examination-oriented priorities, limiting effective delivery (Kakuru, 2020). Safeguarding training often depends on donor support and is irregular, while underreporting persists due to fear, stigma, and the normalisation of violence in the community (Bihagara, 2025). Furthermore, Zanzibar faces additional challenges, including a shortage of qualified counsellors, limited psychosocial services, weak referral pathways and cultural norms that perpetuate VAC (Suubi et al., 2024). In both contexts, there are no comprehensive safe recruitment and vetting systems for teachers, which creates significant safeguarding risks. These systemic gaps are further compounded by weaknesses in school-level safeguarding measures. School-based reporting mechanisms, such as suggestion boxes, student clubs, and counselling systems exist but are constrained by inadequate teachers and students training, high workloads, and limited operational budgets. In addition to these challenges, physical safety remains uneven, particularly in schools lacking perimeter fencing, adequate WASH facilities and secure infrastructure.

5.3 Shifting Social Norms and Behaviour Change

Tanzania Mainland and Zanzibar have made significant progress in transforming social norms related to violence against children through national advocacy campaigns, community dialogue and multi-sectoral awareness initiatives. The NPA-VAWC has contributed to reframing violence prevention from the national to the village level through child protection committees. In particular, Tanzania Mainland has institutionalised dissemination systems through government communication units, legal literacy campaigns, and school-based awareness activities involving teachers and community actors. Programmes such as Positive Parenting, Men as Allies, Safe Schools and Ujana Salama have shown promising results in challenging harmful gender and violence norms (Garces-Davila et al., 2024; MoEST, 2021).

Zanzibar exhibits comparatively stronger engagement of religious and community structures, including *Shehia*, *Imams*, *Madrasa* systems, Children's Parliament, and peer ethics clubs which are used to raise awareness of harmful social norms that promote VAC (Suubi et al., 2024). These structures have enhanced local ownership of child protection messages and improved acceptance of discussions on sensitive issues such as early marriage, sexual violence, and harmful disciplinary practices (Omar, 2017; Suubi et al., 2024).

Implementation challenges persist in both contexts. Many interventions are short-term, project-based and donor-funded, resulting in uneven geographic coverage and limited sustainability. In addition, access to child protection information remains limited in rural areas and among children with disabilities (Magesa, 2024). Furthermore, the existence of the laws that condone corporal punishment and early marriage undermines the behavioural change initiatives in both contexts.

5.4 Investing Resources Effectively

This assessment highlights that investments in violence prevention and response are increasing in Tanzania Mainland and Zanzibar; however, financing remains fragmented and inadequate, and the implementation of the VAC programmes is heavily reliant on development partners. In Tanzania Mainland, VAC prevention activities are relatively more institutionalised through cross-sectoral budgeting linked to the NPA-VAWC and education sector strategies. Resources have been allocated for training, awareness-raising and systems strengthening, while district structures provide mechanisms for coordination and implementation. However, since funding is not specifically ring-

fenced for expenditure on school-related violence prevention, tracking, and accountability, ensuring this in StL school environment remains challenging. Schools frequently depend on capitation grants, NGOs, or community actors to finance essential safeguarding activities such as counselling, sanitary supplies and referral support.

In Zanzibar, although the budget for VAC prevention is recognised in the NPA-VAWC framework, the implementation of the programmes largely depends on development partners due to financial constraints. This appears to limit long-term institutionalisation and sustainability (Omar, 2017). Zanzibar also demonstrates a visible investment in gender-responsive initiatives, particularly menstrual hygiene management, girls' welfare, and WASH infrastructure. In this context, development partners, NGOs, private sector actors, and community-led groups such as *boda boda* (motorbike riders) and community fishing groups continue to play a central role in financing school safety programmes, infrastructure improvements, teacher training and awareness campaigns. Nonetheless, weak domestic financing, delayed disbursements, fragmented coordination, and insufficient school-level allocations continue to undermine the development of comprehensive and sustainable safeguarding systems.

5.5 Generating and Using Evidence

Tanzania Mainland and Zanzibar have strengthened their systems for generating and utilising evidence on violence against children through multi-sectoral reporting frameworks linked to the NPA-VAWC. Tanzania Mainland demonstrates comparatively stronger institutionalised data systems through the District Case Management and Monitoring System (DCMS), Child Protection Management Information System (CPIMS), police gender and children's desks and the national child helpline (116). These systems support cross-sectoral reporting and trend monitoring from the community to the national level. Zanzibar similarly exhibits strong coordination through CPIMS, PRIMEO-supported systems, district child protection units and *Shehia*-level referral mechanisms, which ensure that incidents are coordinated from communities to central authorities (Omar, 2017).

Despite these advances, significant gaps remain in the utilisation of evidence and in feedback systems. In both contexts, data collection is stronger than data analysis and practical use at the district and school levels. Schools routinely maintain incident registers and counselling records; however, analysis is limited, and feedback to schools following case referrals remains weak. Underreporting continues to undermine the reliability of evidence due to stigma, fear of retaliation and limited confidence in confidentiality systems (Bihagara, 2025; Cagney, 2024).

Furthermore, evidence generation at the school level remains heavily dependent on donor-supported projects and administrative reporting systems with limited school-specific violence surveys and insufficient formal evaluation of interventions. Although promising practices such as positive discipline initiatives and the KUWAZA programme have generated useful lessons (Sbi et al., 2024), the limited dissemination of findings and inadequate domestic financing continue to constrain nationwide scale-up and sustainability.

Overall, the findings demonstrate that Tanzania Mainland and Zanzibar have established a robust foundation for preventing and responding to violence against children in and around schools. However, to achieve a sustainable impact, there is a need for stronger decentralised implementation, dedicated financing, improved accountability systems, enhanced capacity among teachers and frontline workers, and a more systematic use of evidence in decision-making. Therefore, future efforts should prioritise the institutionalisation of safeguarding systems, stronger inter-sectoral coordination, the expansion of community-led prevention approaches, and increased investment in school-level child protection mechanisms to ensure that every child can learn in a safe, inclusive, and supportive environment.

5.6 Best Practices

This section synthesises key lessons and best practices emerging from the StL benchmarking and diagnostic assessment conducted in Tanzania Mainland and Zanzibar.

5.6.1 Call to Action Point 1: Implement Laws and Policies

Tanzania has established a strong policy and legal foundation for preventing and responding to violence in schools. In Tanzania mainland, child protection is anchored in national frameworks such as the NPA-VAWC, the Law of the Child Act, the National Child Development Policy and the Education and Training Policy. These frameworks provide a basis for integrating violence prevention in education planning, school governance and child safeguarding systems. A notable practice is the use of the "Black Book" to document disciplinary actions, which promotes transparency and helps regulate punishment practices within schools.

In Zanzibar, legal and policy commitments are similarly reinforced through the NPA-VAWC, the Zanzibar Children's Act and education-sector safeguarding mechanisms. Schools have introduced practical, locally relevant approaches, including "Tea Meetings" in which staff discuss ethical conduct and child protection issues. The formalisation of Children's Councils at the *Shehia* level further strengthens child participation and community accountability. The use of Tea meetings and Children's Councils at the *Shehia* level shows that legal and policy implementation are most effective when national commitments are translated into school- and community-level systems.

5.6.2 Call to Action Point 2: Strengthen Prevention and Response at the School Level

Tanzania Mainland and Zanzibar demonstrate promising school-level practices that make prevention and response more accessible to learners. Child protection and violence prevention have been integrated into curricula as cross-cutting themes, helping learners understand their rights, personal safety, and available reporting channels. The Safe School framework has also supported a more holistic understanding of school safety by linking protection with infrastructure, hygiene, nutrition and referral systems.

A particularly effective practice is the appointment of both male and female guidance and counselling staff, which provides learners with gender-sensitive options for disclosure and support. In Tanzania Mainland, teachers are required to sign the Teachers Service Commission Code of Conduct after orientation, to reinforce professional accountability. In Zanzibar, new staff attend the Institute of Public Administration, where they are introduced to public service ethics and their responsibilities in child safeguarding. Zanzibar's *Shehia* Squads and School Management Committees also extend protection beyond school boundaries by monitoring risks in the surrounding community.

5.6.3 Call to Action Point 3: Shifting of Social Norms and Behaviour Change

In Tanzania Mainland and Zanzibar, efforts to shift harmful social norms are integrated into the NPA-VAWC. In particular, awareness campaigns delivered through mass media and education-sector planning have helped challenge harmful traditional and social norms around VAC.

At the community level, the use of norm champions is a strong practice in the effort to address harmful social norms around VAC. Religious leaders, traditional elders, and custodians of initiation rites, for example, have helped address sensitive practices such as rites of passage (*jando* and *unyago*) in culturally acceptable ways. This has helped move initiation rites practices to school holidays, leading to an increase in school attendance. At the school level, student-led clubs, suggestion boxes and Safe School seminars have empowered children to report violence and take proactive roles in their own safety. Evidence from schools also suggests behavioural shifts, including adjustments to initiation rites during school holidays to reduce disruption of learning.

5.6.4 Call to Action Point 4: Invest Resources Effectively

An important best practice is mainstreaming child protection into government planning and budgeting. In both Tanzania Mainland and Zanzibar, integrating of violence prevention into national plans such as the NPA-VAWC, helps ensure that child protection is treated as a core government responsibility rather than a short-term project. Government investment in staff salaries, operational costs, and field activities demonstrates a commitment to prevent and respond to VAC.

Development partners have played a critical role in complementing government initiatives in preventing VAC in schools. For instance, programmes such as Safe Schools, BOOST, SEQUIP and KUWAZA have provided practical support targeting VAC prevention in schools. Furthermore, community and private-sector contributions also offer useful lessons, such as building school gates, speed bumps and WASH infrastructure.

5.6.5 Call to Action Point 5: Generate and Use Evidence

Tanzania demonstrates several important practices in generating and using evidence to strengthen child protection in schools. The multi-sectoral coordination framework under the NPA-VAWC, and the existence of one-stop centres enable education, social welfare, police, legal, and health actors to share experiences and use evidence from multiple sources. This improves the likelihood that violence trends are identified, referred to, and addressed in a timely manner.

The national child helpline 116 is a particularly important source of ethical and survivor-centred evidence. It allows children and families to report violence confidentially, including cases that may not be captured through school-based systems. In Zanzibar, *Shehia*-based reporting structures embed evidence generation within local governance, making violence prevention a shared responsibility of schools and communities. Tanzania's two rounds of Violence Against Children Surveys, conducted in 2009 and 2024, provide an explicit national evidence base for tracking progress over time. In addition, systems such as the District Case Management and Monitoring System and the Child Protection Management Information System support case identification, management, data storage and national-level analysis.

5.7 Cross-Cutting Challenges

This section synthesises key cross-cutting challenges emerging from the Safe to Learn benchmarking and diagnostic assessment conducted in Tanzania Mainland and Zanzibar.

5.7.1 Call to Action Point 1: Strengthen Policy and Legislative Frameworks

Despite the existence of robust national policies and legal commitments to child protection in Tanzania Mainland and Zanzibar, significant implementation gaps continue to undermine the realisation of safe learning environments. A recurring challenge across both contexts is the disconnect between national-level commitments and operational capacity at subnational levels. District authorities, who are central to implementation, often lack the financial resources, technical training and institutional awareness required to operationalise national frameworks effectively. Tanzania has endorsed international commitments such as the Safe Schools Declaration: however many district and school level actors remain unfamiliar with its practical implications, resulting in limited preparedness to protect schools during emergencies or conflict situations.

Another major challenge concerns the persistent discrepancy between policy and practice regarding corporal punishment. While Tanzania Mainland and Zanzibar formally prohibit violence against children through various policy instruments, corporal punishment remains deeply embedded within school and household disciplinary practices. In many schools, disciplinary approaches continue to rely on punitive methods due to entrenched social norms, weak enforcement mechanisms, and insufficient teacher training on positive discipline alternatives.

In addition, there is limited institutional readiness to address violence against children (VAC) in a systematic and sustainable manner. Existing interventions are often fragmented and heavily donor-driven, with few districts maintaining dedicated long-term programmes focused on school-related violence prevention. In Tanzania Mainland and Zanzibar, this has resulted in inconsistent implementation, uneven service delivery, and weak accountability structures at the local level.

5.7.2 Call to Action Point 2: Strengthen Prevention and Response Mechanisms in Schools

Efforts to prevent and respond to violence in and through schools continue to face structural and institutional barriers. One of the most significant challenges is the limited prioritisation of child protection within the curriculum. In Tanzania Mainland and Zanzibar, violence prevention and child safeguarding are treated as cross-cutting themes rather than standalone learning areas. Consequently, the topics are frequently overshadowed by examinable subjects such as Mathematics and English, limiting sustained engagement with issues of safety, rights, and wellbeing among learners and teachers alike.

Training systems for teachers and school focal persons also remain fragile and uneven. Capacity building on violence prevention, referral pathways, and Mental Health and Psychosocial Support (MHPSS) is largely dependent on short-term donor-funded workshops. This creates significant disparities in competencies across districts and schools. In Zanzibar, for example, some schools benefit from NGO-supported psychosocial initiatives, while others operate without trained personnel capable of identifying abuse, providing counselling, or facilitating referrals for vulnerable children.

Weak transparency and accountability mechanisms further undermine prevention efforts. School codes of conduct are frequently treated as internal administrative documents rather than public accountability tools. In many schools in Tanzania Mainland, for instance, code of conduct books are kept in the head teachers' offices rather than displayed openly for teachers, parents, and students to access.

Furthermore, vetting systems in the recruitment of educational personnel are not enforced. Teacher recruitment processes continue to prioritise academic qualifications without mandatory child protection screening or criminal background checks related to child abuse offences. This systemic weakness increases the risk of hiring individuals who may pose a threat to children's safety in schools.

5.7.3 Call to Action Point 3: Promote Social Norms and Behaviour Change

Although awareness-raising efforts on violence prevention have increased considerably, transformative social and behavioural change remains constrained by several systemic challenges. One major limitation is the predominance of one-way communication approaches. National campaigns in Tanzania Mainland and Zanzibar often rely on mass dissemination through media and public messaging, communication approaches are rarely adapted to local languages, low-literacy populations, or children with disabilities.

Another cross-cutting concern is the project-based nature of many interventions. Most evidence-based programmes operate in short donor funding cycles and are implemented only in selected districts or schools. When funding ends, activities frequently cease due to limited government ownership, and insufficient funding and local institutionalisation. This challenge is particularly visible in Zanzibar, where many school-based awareness and behaviour-change initiatives depend heavily on development partner support.

School environments themselves also present barriers for effective counselling and psychosocial support. Many schools lack safe, confidential, and child-friendly spaces for guidance and counselling services. In rural schools of Tanzania Mainland, counselling sessions are often conducted in shared offices or open environments where privacy cannot be guaranteed.

Capacity and professional skills limitations among frontline actors further weaken social norm transformation efforts. District officials, teachers, and school counsellors frequently lack specialised in-service training for facilitating sensitive discussions around gender norms, violence, sexuality and harmful traditional practices.

In addition, inadequate school infrastructure heightens protection risks. In many rural schools in Tanzania Mainland and Zanzibar, the absence of safe and gender-segregated WASH facilities exposes learners particularly girls and younger children to risks of harassment, privacy violation, and child-to-child abuse.

5.7.4 Call to Action Point 4: Invest Resources Effectively

The effectiveness and sustainability of investments aimed at ending violence in and through schools are constrained by persistent financing and resource allocation challenges. A major issue in Tanzania Mainland and Zanzibar is the lack of dedicated, transparent budget lines for school-based violence prevention.

Heavy dependence on external financing further threatens sustainability. In Zanzibar, development partners play a dominant role in financing child protection and violence prevention programmes, while government institutions primarily coordinate implementation. Although this support has expanded programmes, it also creates a lack of sustainability and vulnerability when donor priorities shift, or projects conclude.

At the school level, critical safeguarding functions remain severely under-resourced. Existing support from governments and private actors often prioritises visible infrastructure investments such as WASH facilities, sanitary products, uniforms, or classroom construction. While this support is important, it rarely addresses deeper systemic drivers of violence, including weak disciplinary systems, inadequate psychosocial services, and poor case management structures.

Investment patterns are also unevenly distributed geographically- rural districts often receive limited programmes compared to urban or donor-prioritised areas; and thematically - In Zanzibar specifically, investments are heavily concentrated on girls' hygiene and menstrual health management, leaving other critical areas such as boys' protection needs, teacher capacity-building, and psychosocial support comparatively neglected.

5.7.5 Call to Action Point 5: Strengthen Evidence Generation and Use

Although important systems for data collection and case management exist, substantial weaknesses continue to limit the effective generation and utilisation of evidence on violence against children in schools. One major challenge is the over-reliance on administrative and case-based reporting systems. While these systems capture reported incidents, they do not provide a comprehensive understanding of the prevalence of violence, particularly for underreported forms such as bullying, psychological abuse, cyber violence, and peer-to-peer violence.

Data disaggregation also remains inadequate in both Tanzania Mainland and Zanzibar. Existing datasets are rarely broken down in terms of disability, age, geographic location, or school type. Consequently, vulnerable groups including children with disabilities, learners in informal settings and children in remote rural areas remain largely invisible within national evidence systems.

Weak feedback mechanisms further reduce the usefulness of collected data. Schools regularly generate violence-related information but receive minimal analytical feedback from higher administrative levels.

Another challenge concerns the limited use of rigorous evaluation to guide programme scale-up. In many cases, decisions to replicate interventions are based on anecdotal success stories, donor

preferences, or pilot experiences rather than robust evidence of effectiveness or cost-efficiency.

Finally, institutional and technical constraints continue to affect case management systems such as the District Case Management System (DCMS) and Child Protection Information Management System (CPIMS). In Tanzania Mainland, district-level personnel managing these systems often have high workloads and limited analytical skills, while schools still rely heavily on manual ledger books for recording information. In Zanzibar, a standalone DCMS has yet to be fully established, whereas UNICEF continues to support integrated systems through CPIMS and PRIMEO platforms. Notably, the available evidence is not fully nationally representative across all regions of Tanzania Mainland and Zanzibar, despite assessment samples being sizeable, limiting the broader generalizability of findings.





06

Overall Recommendations

6.0 Overall Recommendations

The findings of the Safe to Learn Benchmarking and Diagnostic National Exercise and Assessment in Tanzania demonstrate notable progress in reducing violence against children (VAC) in schools and communities while also highlighting persistent implementation gaps, institutional capacity constraints, fragmented financing systems, and emerging risks associated with technology, disability inclusion and safeguarding mechanisms. To sustain progress and strengthen child protection systems across Tanzania Mainland and Zanzibar, the following recommendations are proposed for key stakeholder groups.

6.1 Government and Policymakers

6.1.1 Harmonise Legal and Policy Frameworks

The Government of Tanzania should prioritise harmonising of child protection laws and education policies across Tanzania Mainland and Zanzibar, particularly regarding corporal punishment. Zanzibar has adopted a more prohibitive approach, whereas Tanzania Mainland continues to regulate corporal punishment, creating inconsistencies in implementation and enforcement. A unified rights-based legal framework aligned with international child protection standards should explicitly prohibit all forms of violence against children in school settings. In addition, national policies should be translated into clear operational guidelines at district and school levels to ensure consistent implementation across diverse contexts.

6.1.2 Strengthen Decentralised Implementation Systems

District authorities should be empowered to serve as the primary drivers of implementation through enhanced institutional capacity and improved multi-sectoral coordination. This requires strengthening the technical and operational competencies of District Education Officers, Social Welfare Officers, Community Development Officers, and Health Officers. Formal coordination platforms should also be established at district and ward levels to facilitate integrated responses to violence against children. Localised referral systems and safeguarding protocols should be developed to reflect community realities and improve service delivery.

6.1.3 Institutionalise Sustainable Financing

The Government should establish sustainable domestic financing mechanisms dedicated to child protection and school safety to reduce reliance on donor support. There should also be the integration of ring-fenced budget lines for violence prevention into the ministries of education, social welfare and local government budgets. Child protection budget tags should also be introduced to improve expenditure tracking, transparency, and accountability. Furthermore, intergovernmental fiscal transfers should be strengthened to ensure districts have adequate resources to implement safeguarding interventions effectively.

6.1.4 Institutionalise School-Based Safeguarding Systems

Safeguarding systems should be mandatory and institutionalised, and should function in all schools rather than relying on individual commitment or donor-supported initiatives. Every school should have trained safeguarding focal persons, functioning counselling systems, and accessible reporting mechanisms. Safeguarding indicators should be incorporated in school inspection frameworks, teacher performance assessments and Education Management Information Systems (EMIS). Strong referral linkages should also be established between schools, social welfare services, police units and health facilities to ensure timely support and follow-up for survivors of violence.

6.1.5 Reform Teacher Training and Professional Development

Teacher recruitment, training, and professional development systems should be strengthened to enhance competencies in violence prevention and child protection. Child protection, psychosocial support, safeguarding principles and positive discipline approaches should be integrated in all Teacher Training College curricula. Mandatory child protection vetting mechanisms should be introduced during teacher recruitment. In addition, accredited Continuous Professional Development (CPD) programmes should be institutionalised and implemented to strengthen the long-term capacity building of teachers, counsellors and school leaders.

6.1.6 Strengthen Social Norm Change and Community Accountability

Addressing violence against children requires long-term transformation of harmful social norms and attitudes. The Government should scale up evidence-based social and behaviour change interventions that engage parents, teachers, religious leaders, traditional leaders and community influencers. Community dialogue platforms, school councils and faith-based initiatives should be strengthened to promote positive parenting and non-violent discipline practices. Moreover, children, parents and community members should be actively involved in school governance and accountability systems to enhance ownership and sustainability.

6.1.7 Improve Data Systems and Evidence Use

The Government should strengthen data systems and evidence utilisation to support informed decision-making and effective programme implementation. Regular school-based violence prevalence surveys should be undertaken and institutionalised in both Tanzania Mainland and Zanzibar to complement administrative data systems. Existing systems such as DCMS and CPIMS should be extended to the school level and strengthened through targeted training and technical support. Data systems should also be improved and disaggregated by gender, disability, location, and school type, and enhanced to integrate education, welfare, police, and health databases.

6.1.8 Promote Children's Rights in the Digital Space

Emerging risks associated with technology and emergencies require proactive policy responses. There is a need to strengthen efforts to create a safe and inclusive digital environment that protects children's rights while enabling them to benefit from digital technologies and online opportunities. A comprehensive national framework should be developed to address online child safety, cyberbullying, and technology-facilitated violence. In addition, the Safe Schools Declaration should be translated into operational protocols to guide the protection of schools during emergencies, civil unrest, and other crisis situation

6.2 Development Partners and NGOs

6.2.1 Align Investments with National Systems

Development partners and NGOs should prioritise long-term institutional strengthening rather than fragmented parallel programmes. All interventions should align with national and sub-national safeguarding frameworks that support the gradual integration of donor-funded activities in government planning, budgeting and reporting systems. This will improve sustainability and strengthen government ownership of violence prevention initiatives.

6.2.2 Strengthen Community-Based Prevention

Development partners should continue investing in community-based interventions that challenge harmful social norms and strengthen protective environments for children. Programmes focusing

on positive parenting, peer-led violence prevention, community dialogue and life skills education should be expanded, particularly in underserved rural and high-risk urban communities in Tanzania mainland and Zanzibar.

6.2.3 Support Frontline Workforce Capacity

NGOs and development partners should strengthen the capacity of frontline implementers responsible for safeguarding and response services. This includes supporting training for teachers, counsellors, safeguarding focal persons, social welfare officers and community-based child protection actors. Technical assistance should also focus on strengthening referral systems, case management processes and improving inclusive safeguarding approaches for vulnerable groups.

6.2.4 Invest in Mental Health and Psychosocial Support

Development partners should support the establishment of confidential and child-friendly counselling spaces within schools and train counsellors in trauma-informed approaches. This is critical so as to strengthen school-based mental health and psychosocial support systems. Mental health and psychosocial support services should be integrated into broader violence prevention and safeguarding programmes.

6.2.5 Strengthen Monitoring, Evaluation, and Learning

Development partners should be requested to prioritise robust Monitoring, Evaluation, and Learning (MEL) systems to generate evidence on programme effectiveness, scalability, and sustainability. All pilot interventions should include clear evaluation frameworks to guide replication and scale-up decisions. Evidence generated through these interventions should be evaluated to inform future policy reforms and investment priorities.

6.2.6 Promote Inclusive Programmes

Programmes should adopt more inclusive approaches that respond to the needs of all children. This includes strengthening disability inclusion, ensuring interventions target both girls and boys, expanding support to early childhood education settings, and addressing online safety and digital risks affecting children and adolescents.

6.3 Researchers and Academia

6.3.1 Conduct Nationally Representative and Longitudinal Research

Nationally representative, longitudinal studies are needed to assess trends, measure intervention effectiveness over time, and generate evidence to support policy and programme improvements across Tanzania Mainland and Zanzibar. It is recommended that future studies should address the geographical and sampling limitations identified in the current assessment by expanding research coverage beyond the six regions included in the study.

6.3.2 Strengthen Research on Early Childhood Violence

Given the limited evidence on violence affecting pre-primary children, future research should examine the prevalence, forms, drivers and prevention strategies related to violence in early childhood education settings. Such studies would provide important insights into age-appropriate safeguarding interventions and preventive approaches.

6.3.3 Prioritise Disability-Inclusive Research

More evidence is needed to understand the specific forms of violence experienced by children with

disabilities, barriers to reporting and accessing services, and the effectiveness of inclusive safeguarding interventions. Future research should adopt disability-inclusive methodologies to ensure adequate representation of children with disabilities.

6.3.4 Expand Research on Technology-Facilitated Violence

The rapid expansion of digital technology use among students requires targeted research on online risks affecting children. Future studies should examine cyberbullying, online sexual exploitation and abuse, problematic digital behaviours, and digital safety literacy among students, teachers and caregivers. Findings should be evaluated to inform national online child protection policies and school-level response strategies.

6.3.5 Strengthen School-Based Violence Measurement Systems

Researchers and academic institutions should support the development of dedicated school-based violence measurement systems that complement existing household-based surveys such as VACS. This should include the design of standardised tools capable of capturing violence in schools and the integration of school-specific indicators into national data systems.

6.3.6 Evaluate Implementation Effectiveness and Scalability

There is a need for stronger research and for implementing operational evaluations to assess the effectiveness, scalability, and sustainability of violence prevention interventions. Future studies should examine positive discipline models, safe school programmes, district-level coordination systems, referral pathways and financing approaches to identify best practices for national scale-up.

6.3.7 Promote Collaborative Knowledge Translation

Academic institutions should strengthen collaboration with government agencies, development partners, and civil society organisations to ensure research findings directly inform policy and practice. Researchers should also support the production of policy briefs, district-level evidence summaries, and practical implementation guidance to improve knowledge translation and inform evidence-based decision-making.

6.3.8 Promote Engagement of Children and Survivors

Children and survivors are essential partners in advancing the Safe to Learn agenda. Their voices need to be actively recognized and amplified, ensuring they are engaged as meaningful contributors rather than treated merely as research participants or beneficiaries.





07

Conclusion

7.0 Conclusion

The findings of this study reveal that Tanzania has made considerable and commendable progress in developing a comprehensive national policy framework in institutionalising commitment to address school-based violence. There is clear evidence of strategic alignment with global commitments, such as the Safe to Learn Call-to-Action, supported by multi-sectoral coordination and emerging child protection mechanisms. However, the present assessment reveals a persistent disconnect between national policy design and sub-national implementation. The foundational elements of a high-functioning system are present; however, they remain operationally fragile due to systemic bottlenecks, including institutional resource gaps, contradictory legal norms, and a heavy reliance on fragmented, donor-dependent financing.

The transition from national policy to district-level practice is frequently obstructed by inadequate funding and a lack of technical expertise among district actors, who serve as the vital link to schools. Furthermore, legal and social contention regarding corporal punishment remains a significant hurdle, as deeply embedded cultural norms continue to legitimise certain forms of violence despite policy reforms. While administrative data collection systems exist, the lack of regular national surveys and robust evaluation data limits the stakeholders' ability to make evidence-based decisions at the local level. These challenges indicate that current efforts, while well-intentioned, often remain reactive rather than being embedded in a formal, system-wide framework.

The approach to prevent school-based violence in Tanzania must evolve from a collection of fragmented activities into a sustained, child-centred system. This needs to involve moving from mere awareness to genuine behavioural change requiring a paradigm shift toward deliberate institutionalisation. As such, strengthening decentralised governance, harmonising legal frameworks across jurisdictions, and investing in sustainable domestic financing to reduce external dependency are deemed necessary. When safeguarding measures are directly embedded into the core national planning and budgeting frameworks, Tanzania can bridge the implementation gap and ensure a safe, inclusive, and violence-free learning environment for every child.

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