
Evaluation of Strategies Adopted by Christian Social Service Commission Child Protection Project in Ensuring Violence Free Learning Environment in Targeted Primary Schools in Kibaha District, Tanzania

Gurisha Eliakunda ¹ Rev. Dr. Victorini Salema ² Dr. Adam Chidyau ³
Mwenge Catholic University- Tanzania

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ABSTRACT: *The study evaluated the strategies adopted by CSSC project in ensuring violence free learning environment and prevention of child abuse in targeted primary schools in Kibaha District. The study was a summative evaluation which was guided by Context, Input, Process and Product model (CIPP) developed by Daniel Stufflebeam in 1971. Convergent design under mixed research was adopted whereby qualitative and quantitative data were collected at the same time and analyzed separately. The targeted population for the study included 4 schools, 4 heads teachers, 72 teachers, 783 students, a project manager and 48 school committee members hence the total of 908 participants. Probability and non-probability sampling were used in selecting respondents. The instruments for data collection were questionnaire, interview guide, focus group discussion and document analysis guide. The reliability of quantitative instruments was established through Cronbach Alpha; ($r = 0.608$ for teachers' questionnaire and $r = 0.653$ for students' questionnaire) while the reliability for the qualitative data was established through triangulation of data. Quantitative data was coded and analyzed using percentages and frequencies through statistical Package of Social Science Version 26 and presented in tables. Qualitative data was analyzed by coding contents into themes and presented in narrative form and direct quotations from respondents. Findings shows the positive response from teachers, head teachers, students and community members that project employed training, group discussions, presentation and initiation of child protection clubs in targeted primary schools. However, the findings show that the strategies employed did not managed to cover large number of teachers, students and community members in project activities conducted. The study concluded that strategies employed by CSSC child protection project in ensuring violence free learning environment in targeted primary schools were training, group discussions, presentation and formation of child protection clubs which were not able to ensure that a large number of teachers, students and community members to were involved. Study recommended that project owner should train more teachers, students, and community members to ensure adequate number of teachers, students and community members are involved in project activities.*

KEYWORDS: Christian social service commission, child protection, child violence, child abuse

INTRODUCTION

Context of Evaluation.

Violence and abuse against child are serious human right, social and public health issues in many parts of the world and its consequences may be devastating. Tracy (2021) defines abuse as any action that intentionally harms or injures another person. Someone who purposefully harms another in any way is committing abuse. There are many kinds of abuse encountered by people, these includes: Physical abuse, psychological abuse, sexual abuse, and emotional abuse. Violence is the “intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation” (World health organization 2018) No country is safe on the issue of child abuse and violence, whether rich or poor and the consequence vary according to it nature and severity (Michael, 2007). Abuse and violence against children erodes the strong foundation that children need for leading healthy and productive lives.

Abuse and violence against children is widespread, it occurs in homes, schools and in the communities. Studies on children violence and abuse against children in different places in Tanzania and campaigns, to end it have been conducted. Despite these campaigns, children still face violence in their own homes in schools and their communities (ElimuMwangaza, 2017). Tanzania since mid-1990 has developed National and sectorial policies to promote the welfare of children. It endorsed the 1996 Child Development Policy which is providing a guide to the fulfillment of children’s rights, welfare and development. It is among Nations that also ratified the United Nation Child Right Convection. It has also ratified the declaration of the World Summit for Children 1990, where world leaders and governments committed themselves to achieve a set of goals for children protection. In addition the government has ratified most key international documents that safeguard children’s rights, and both mainland Tanzania and Zanzibar have domesticated the majority of the said documents via their respective laws in the individual jurisdiction. For example, the Law of the Child Act was passed by the parliament of Tanzania in 2009 to demonstrate political commitment to upholding children’s rights. The Act provides holistic child protection from violence, abuse, neglect and exploitation. In addition, several other laws build the legal context of children’s rights in Tanzania mainland, namely: The Labour and Trafficking Laws (2008), which determine the legal age of employment and general provisions on trafficking; The Land and Customary Laws, which regulate land ownership and inheritance; and The Marriage and Sexual Offences Laws that state the legal age for marriage. Although all these laws exist but yet face serious shortcomings in terms of child protection and the promotion of the child’s best interest, for example the Labour and Trafficking Laws allows a minimum age of 14 for working or employment that goes against the ratified ILO Convention No. 138 of 1973 which prohibits the employment of children below 15. Thus, many business people in Tanzania continue to employ children to work in mines, as housekeepers, babysitters, in petty trading, on farms and in bars, where they provide cheap labour. Moreover, the Law is not explicit about trafficked persons within the country, although especially girls from rural areas are often sent to towns for domestic labour and prostitution. Girls can marry as young as 14

under the Law of Marriage Act of 1971, as young as puberty under customary law, and as young as 9 under the Islamic Restatement Act. (Tanzania – The Law Of Marriage Act, 1971)

On 27th August 2018, 13-year old Sperius Eradius died in Kagera after having received a severe beating by his teacher (Tanzania's Legal and Human Rights Centre, 2018). The Tanzania Media Women's Association,(2016) cites other incidences apart from the lethal Kagera case where children have been subjected to humiliating beatings, it was reported in 2016 a case of a girl who forced to remove her underwear before being caned by four teachers. Children are caned or beaten for being late, despite having walked for hours to get to school, or for not answering questions correctly. These all witness how serious and acute existence of child abuse and violence act in Kagera region which is among of selected region where the project is implemented.

A survey report by ElimuMwangaza, (2017) shows that majority of children (51.9%) did not know a child who has been abused or who has faced violence, also the study indicated that (45%) children knows how to report child violence once they discover it, however, 4.7% strongly disagree that they cannot report, 18.4% don't agree and 16.3% do not know whether they can report. Also, the study indicates that 48% of parents are perpetrators of violence against children. The study by Vagi, et al.,(2016) reported that nearly 3 out of 10 females (27.9%) aged 13 to 24 in Tanzania experience at least one incident of sexual violence before the age of 18. Also, both males and females 13 to 24 years of age reported that they had experience physical violence in childhood. Approximately three quarters of males surveyed (73.5%) reported experiencing physical violence prior to the age of 18 years with approximation similar percentage reported by male (71.7%) while one quarter of surveyed females (23.6%) and nearly 3 out of every 10 males (27.5%) aged 13 to 24 years reported experiences of emotional violence during childhood. Moreover, the study by Bhilwar et al., (2018) conducted among colleges students in south India findings reveled that about half (48%) of participants reported being mocked because of physical appearance, 56% of participant reported that they were beaten during their child hood of which 13.4 % require medical treatments and around 10% reported someone exposing his or her private part to them and 28% was sexually abused.

The project decided to initiate the child protection project in these regions as most people in Mwanza, Kagera and Pwani live in rural areas of subsistence farming, marry young and have many children while still young. The large family size puts pressure on young parents to meet the basic needs of their children a situation that create them to violet child right and abusive behavior. Moreover society culture in these three region exhibit behavior that child forced early marriage and early pregnancies and disciplining methods in families and households do not differ much from schools corporal punishment is common as well. Thus, Christian Social Service Commission (CSSC) decided to initiate child protection project in three regions to educate the targeted primary schools and surrounding communities the way to get rid of the behavior. The project implemented in 30 primary schools, 2 Teacher Training Colleges and their surrounding communities in these three regions. The project conduct comprehensive training on child protection and children's rights to ensure elimination of the child violence and child abuse. The Christian Social Service Commission Project aims to take up the commitment at the Lake Zone by focusing on the primary schools in Kagera and Mwanza, but also roll out the initiative in a Muslim dominated setting in Pwani. Effort is made to ensure that goals to abolish child abuse and child violence is achieved so since no evaluation has been done and the

project is ending in October 2022 then evaluator conducted summative evaluation to see the strategies employed by CSSC in offering violence free learning environment and effective structures to address and prevent child abuse in Kibaha

Purpose of Evaluation

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose was to make judgments about a program or project, to improve its effectiveness, and to inform programming decisions (Patton, 2017). The main purpose of the study was to conduct summative evaluation to find out strategies employed by the project in managing violence free learning environment and effective structures to address and prevent child abuse in Kibaha. Thus study aimed to examine how strategies employed by Christian Social Service Commission child protection project ensured knowledge of child protection was well given to teachers, head teachers, students, ward education officers and community members as targeted participants by the project and the extent in which they have involved in project activities. Project commenced in 2019 and will end in October 2022. Therefore the study conducted summative evaluation to see how these strategies employed eliminated the problem of child abuse and violence against children in targeted primary schools.

Evaluation Questions

What strategies are adopted by CSSC project in ensuring violence free learning environment and prevention of child abuse in targeted primary schools in Kibaha District?

Significance of Evaluation

Abuse and violence of children are serious human right, social and public health issues in many parts of the world and its consequences may be devastating (Hillis et al 2016). Abuse and violence against children is widespread, it occurs in homes, schools and in the communities.

This summative evaluation is important since the information collected from teachers, students, head teachers, community members, ward and village leaders gave out clear picture of the extent to which the objectives of the project are achieved. The study gives information Christian Social Service Commission and other education stakeholders on how strategies employed succeeded in creating violence free learning environments in targeted primary schools and surrounding communities, which will enhance students' academic improvement. The study is a literature for other relevant evaluation studies and research studies in the context of violence against children. The findings are important to government and education stakeholders in emphasizing on creating effective strategies which will protect children from any kinds of violation and take effective measures to protect children from the perpetrators. Moreover, the study adds body of knowledge on models of child protection and give information on solutions which may be used to deal with the challenges hindering the implementation of child protection project.

Conceptual frame work

Conceptual frame work is a tool in the monitoring and evaluation of any educational project or program (Ogula, 2002). This study was guided by context, input, process and product (The CIPP modified framework by evaluator)

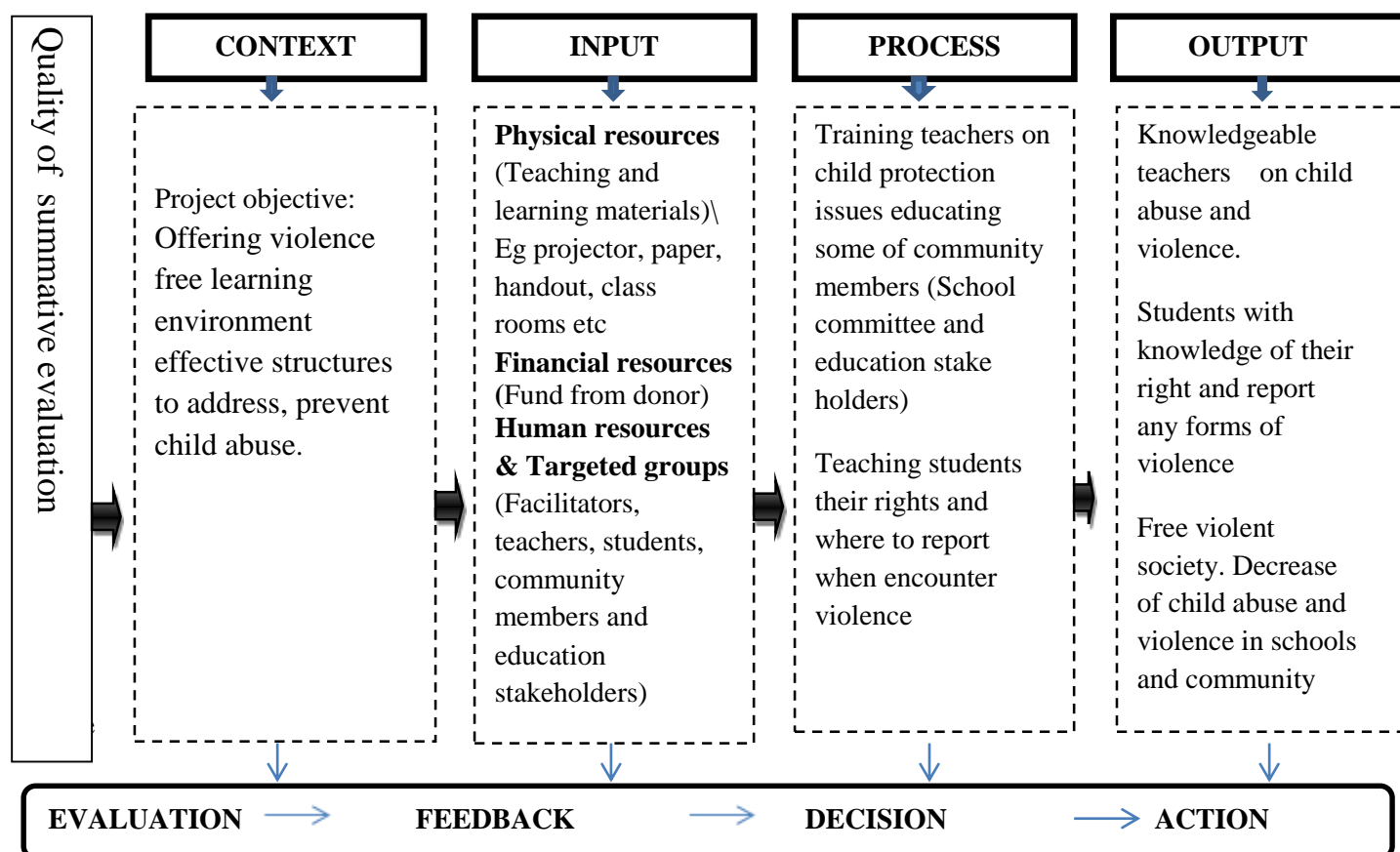


Figure 1: *Conceptual Frame Work*

Source: Modified CIPP Model by Evaluator (2021).

Figure shows how the four components of the process of evaluation proceeded from context input process and product. In context shows the project objective which is derived from the situational analysis and need assessment. The input evaluation stages indicate the various resources which are human resources and targeted groups; this means facilitators, teachers, pupils, community members and education stakeholders. The evaluator was based on looking if these targeted participants were available as suggested by the project plans and was willing to cooperate with the project implementers, physical resources which were teaching and learning materials, classrooms, projectors etc. These were evaluated to see their adequacy, quality and availabilities for the project to carry out its activities. Process evaluation based on looking how facilitation of teaching students, teachers, community members and ward and village leaders was employed to ensure adequate child protection knowledge was implemented. The outputs evaluation stage based on looking on amount of skills and knowledge head

teachers, teachers, students, community members and ward and village leaders they possessed after the project activities which enhanced elimination of the problem of child abuse and child violence in targeted primary schools and surrounding communities. The evaluation process looked upon if the project input were adequately processed to yield the desirable output which meets the demands of the stated project objective. The feedback from one evaluation stage enabled the evaluator to know what to decide and action to be taken before moving to evaluate next stage.

Review of Related Empirical Studies

Nigri et al. (2021) conducted a study on Prevention and contrast of child abuse and neglect in the practice of European pediatricians. The study employed a cross-sectional, descriptive, online survey. A sample of 50 Nation European pediatric members who belonged to four different medical settings: hospital, family care, university centers and private practice were involved in the study. Questioners were used as data collection instruments. Findings revealed that European pediatricians consider the training on child maltreatment currently provided by medical school curricula and pediatric residency courses to be largely insufficient and continuing education courses were considered of great importance to cover educational gaps.

The study by Nigri et al. (2021) however showed that, physical violence was recognized by pediatricians mostly during occasional visits with a significant correlation between detecting abuse during an occasional visit and being primary care pediatricians. Findings also showed reluctance by pediatricians to report cases of maltreatment to the competent judicial authorities.

The study shows that there is insufficient training on child maltreatment provided by medical curricular and Physical violence was mostly identified while pediatricians' reluctance to report cases of maltreatment. However, the study does not show level of understanding of pediatricians which could enhance children violence free environment, yet the study employed only questionnaires as a data collection tool, this may affect the validity and reliability of the findings as the use of only one data collection instrument does not allow data triangulation.

Therefore current study evaluated strategies employed by CSSC child protection project in creating violence free learning environment by employing questionnaires, interview guide, focus group discussion and document analysis guide.

Campo and Favero (2020) conducted a study on Effectiveness of Programs for the Prevention of Child Sexual Abuse in United State and Canada . This is evaluation of child violence and abuse prevention programs. The study employed a systematic literature search by identify Journal articles focused in prevention programs such as child sexual abuse, prevention, effectiveness, efficacy, and evaluation program. Second, manual reviewing of issues from relevant peer-reviewed journals like aggression and Violent Behavior, Child Abuse and Neglect, Child Welfare, Education and Treatment of Children. The findings of the studies, in general, are very promising and encourage continuing with the type of intervention, almost unanimously confirming its effectiveness. Prevention programs encourage children and adolescents to report the abuse experienced and they may help to reduce the trauma of sexual abuse if there are victims among the participants.

Moreover Campo and Favero (2020) shows that some evaluations have not considered the possible negative effects of this type of programs in the event that they are applied inappropriately. However study employed documentary reviews, but do not tell how the documents were sampled, proper sampling is necessary to obtain reliable and valid findings, moreover the use of documentary review as only single source of information limit triangulation of findings which may affect validity and reliability of findings. Therefore, the current study employed varieties of data collecting instruments which are questioners, interview guide, documents analysis guide and focus group discussion to evaluate strategies employed by Christian Social Service Commission child protection project in Kibaha District by collecting data from teachers, head teachers, students and community members. Sikubwabo (2021) conducted a study on understanding the effect of domestic violence on learning effectiveness among primary school learners: A case of Rubavu District Rwanda. The study was carried out in 35 primary schools located in the district. This study adopted the correlational research design with targeted population comprised of 14423 primary school learners, from whom a sample of 390 participants was chosen using stratified random sampling. The data was collected by means of a structured questionnaire with five-point Likert scales. The findings revealed that domestic violence perpetrated by parents has a significant effect on learning effectiveness among primary school learners.

The study by Sikubwabo (2021) however recommended that there should be collaboration between local leaders, police, school managers and the affected children to apprehend and punish the perpetrators. It was also recommended that each primary school should hire a counsellor to help the affected learners. However the study investigated the effect of domestic violence on learning effectiveness among primary learners did not inform the extent to which domestic violence affects children learning environment. Moreover, study employed only questioners as only data collecting instrument which may limit triangulation of data hence may affect findings. Thus, current study evaluated strategies employed by Christian Social Service Commission child protection project in creating violence free learning environment using questioners, interview guide, documents analysis guide and focus group discussion as data collecting instruments.

Reuben et al. (2022) conducted a study on the effects of community-based child protection mechanisms on sexual violence against children in Rombo District, Tanzania. The aim of the study was to examine the effects of community-based child protection mechanisms on sexual violence against children. The study employed mixed methods approach using interviews and focus group discussions to collect data. A study sample of one hundred and fifty-eight (158) participants. The study findings indicated that Community-based Child Protection Mechanisms have a contribution towards ending sexual violence against children. The interventions made parents more vigilant, willing and ready to report sexual violence against children also community-based child protection mechanisms have improved access to services on sexual violence against children and have increased proper handling of cases reported to community-based child protection mechanisms. Therefore, the study recommended that the government and Civil Society Organizations should invest in community-based child protection mechanisms in terms of the provision of financial resources and skills development in order to combat sexual violence against children. However the study employed mixed method approach, but employed qualitative data collecting instruments only which are

interview and focus group discussion and types of sampling procedures used to obtain participants were not indicated which may rather doubt the findings., thus the current study employed convergent design with stratified random sampling and convenience techniques to sample participants and probability and non-probability sampling procedures was employed to evaluate strategies employed by CSSC project to see the extent project offered violence free learning environment.

Khamis (2019), conduct a study on child policy implementation in preventing child abuse and violence in Unguja Island, Zanzibar. The aim of the study is to evaluate the child policy implementation in preventing child abuse and violence, at the Ministry of Labour, Elder, Empowerment, Women and children (MLEEWC) in Zanzibar. The case study design was employed. Saturated and purposeful sampling was used to select the sample of 46 respondents. Interviews were administered during data collections. The findings reveled that despite the tangible efforts made by the Government and other supportive Agencies on preventing child abuse cases and violence, the problem of child abuse and violence persist in Zanzibar.

Moreover the study by Khamis (2019) shows that for effective implementations, the Government has to create an enabling environment as one of the critical requirement for protecting children. However the study seems to evaluate the child policy implementation in preventing child abuse but did not tell types of evaluation conducted and why the policy failed to eliminate child violence in Zanzibar, thus the current study carried out summative evaluation to see how strategies employed by Christian Social Service Commission eliminated child abuse and violence in order to offer violence free learning environment in Kibaha.

The reviewed empirical studies revealed that there is an effort made to prevent child abuse and child violence. Most of the studies employed single data collecting instrument which do not allow triangulation of data to ensure accuracy of validity and reliability (Nagri et al 2020, Campo and Favero (2020) and Sikubwabo (2021). Some of studies evaluated policy and effectiveness of Programs for the Prevention of Child Sexual Abuse without indicating type of evaluation conducted which may affect way of making decision for policy makers and project owners (Khamis (2019 and Campo and Favero (2020). Others employed mixed approach while employing qualitative data collecting instruments only (Reuben et al.2022).

Most of reviewed studies employed either qualitative or quantitative paradigm with single data collecting instruments while others employed mixed approach with only qualitative data collecting instruments which limit triangulation of data for accurate validity and reliability of findings. Others do not indicate type of sampling procedures employed to obtain participants which may bring doubt for the results obtained while others were evaluative studies which do not state the type of evaluation conducted which may affect way of making decision for policy makers and project owner, Therefore the current study was summative evaluation study which employed convergent design under mixed approach and interview guide, questionnaire, focus group discussion and documents analysis guide was employed in data collection while probability and non-probability sampling procedures was used to obtain the participants to evaluate strategies employed by Christian Social Service Commission to create violence free learning environment in targeted primary schools in Kibaha district.

EVALUATION METHODOLOGY

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data analysis (Creswell & Creswell, 2018). The study has employed convergent design under mixed methods approach. The purpose of using this design is to collect both quantitative and qualitative data simultaneously and compare the results to obtain a more complete understanding of how the strategies created violence learning environment. The evaluator mixed the two databases by merging the results during interpretation to ensure that the two data sets conform. Convergent design helped in interpreting the findings of two databases to see if there is convergence between two sources of information. The design enabled the evaluator to collect of large amount of data for a short period of time from variety of respondents. (Creswell and Creswell, 2018). Targeted population was 908 participants included 4 primary schools, 783 pupils, 72 teachers, 4 Heads of schools, 48 community members from school committee members and a project manager.

The probability and non-probability sampling procedures were employed by the study in which direct inclusion was used to get head teachers, teachers and the project manager, stratified simple random was used to get students and convenience technique was used to get school committee members. The sample for the study included 4 primary schools, 4 heads teachers, 69 sixty nine teachers, 123 one hundred twenty three students and 32 school committee members hence the total of 228 participants. The instruments for data collection were questionnaire, interview guide, focus group discussion and documents analysis guide. Questionnaire was used to collect quantitative data while interview guide was used to collect qualitative data. The reliability of quantitative data was established through Cronbach Alpha; ($r=0.608$ for teachers' questionnaire and $r=0.653$ for students' questionnaire) while the reliability for the qualitative data was established through Triangulation of data. Quantitative data was coded and analyzed using percentage, mean and frequencies through Statistical Package of Social Science Version 26 and presented in tables. Qualitative data was analyzed by summarizing, coding contents into themes and presented in narrative form and direct quotations from respondents. The research findings were summarized into descriptive statistics in relation to evaluation questions.

EVALUATION FINDINGS AND DISCUSSIONS

The findings show how Christian Social Service Commission child protection project ensured violence free learning environment in targeted primary schools together with surrounding communities. Also indicate how head teachers, teachers, students and community members have been participating in the project activities for effort to eliminate child violence and child abuse. Evaluation study involved project manager, head teachers, teachers, students, school committee members, and ward and village leaders as they are targeted participants by the project. The study indicated strategies employed by the project ensured violence free learning environment, so the table 1 indicates the responses from students who strongly agree, agree, undecided, disagree and strongly disagree on how the project employed the strategies to eliminate child violence and child abuse in primary schools under the project. To arrive at these information 123 students were responded by using questionnaires.

Table 1. Students' responses on strategies adopted by CSSC project ensuring violence free learning environment (n = 123)

Key: SA=Strong Agree, A= Agree, U= Undecided, D= Disagree, SD = Strong Disagree

ITEM	SA		A		U		D		SD		MEAN
	f	%	f	%	f	%	f	%	f	%	
i) CSSC child protection project educate students on issues of child violence and abuse through training.	74	60	25	20.3	4	3.3	4	3.3	16	13.0	4.47
ii) The Project educates students on how to identify child violence and abuse	79	64.2	33	26.8	2	1.6	4	3.3	5	4.1	4.47
iii) The Project educates students to be able to deal with violence and abuse	75	61.0	39	31.7	3	2.4	5	4.1	1	8	4.1
iv) The Project teaches students where to report when violence and abuse happen to them	75	61.5	41	33.3	1	8	3	2.4	3	2.4	4.4
v) The Issues of child violence and abuse were effectively taught and students were actively involved	74	60.2	36	29.3	4	3.3	5	4.1	4	3.3	4.3
vi) The Project emphasizes the formation of child protection clubs as a ways of making students learn more on how to deal with child violence and abuse	58	47.2	46	37.4	5	4.1	8	6.5	6	4.9	4.15
vii) The Project provides materials to students to teach them how to deal with child violence and abuse	25	20.3	26	21.1	8	6.5	22	17.9	42	34.1	2.7
viii) Head teachers and teachers cooperate well with project implementers to ensure the project succeeds	52	42.2	37	30.1	7	5.7	15	12.2	12	9.8	3.8
ix Training on child abuse and violence against children is frequently done in the school	24	19.5	35	28.5	11	8.9	30	24.4	23	18.7	3.0
x) In spite of the introduction of the Christian Social Service Commission child protection project the problem still exists	38	30.9	21	17.1	7	5.7	15	12.2	42	34.1	2.99

Source: Field data July 2022.

Data in table 1 indicate that most (80.3%) of students agree and strongly agree that CSSC child protection project through training educate students on issues of child violence and abuse. This means that most of the students have information that project conducted training which equipped students with knowledge and skills on how to deal with child abuse and child violence. This was supported by study by Ruben et al. (2021) that training was among the strategies employed by the community based

child protection mechanisms in rising awareness. This implies that training made people aware and they increase more knowledge and skills among people thus, the training conducted by the project enhanced students' awareness on child protection issues and express their problems and made them to be free from abuse and violence in schools and in the families they live. In other side most (91%) of students agreed and strongly agree that the project educates students on how to identify child violence and abuse. This response from students indicated that most of students know how to identify people who want to violate their right in that way abled to deal with the situation. This was supported by one of the head teachers who said that;

Most of the students managed to identify whenever someone tried to do bad things to them, and they even dared to report to any teacher or to their parents. This was opposite before the project started in which children were not able to identify whether certain action done to them was evil and not good to them, sometimes they found those actions as part of their life that is why before the project rate of reporting was very low compared to now” (Interview with head teacher from school “X” on 3rd June 2022)

This means that through educating students most of them are capable to identify any kind of action that may violate their rights and possession of that ability enabled them to work out with that situation immediately which enhanced favorable environment to live well.

Also data in table 1 indicates that most (92.7%) of the students agree and strongly agree that the project educates students to be able to deal with violence and abuse against them. This implies that most of students know what to do incase in schools or at home there is any indication that their rights are violated. One of the committee members in a focus group discussion said; *“Children are normally taught to say “No” whenever they find that someone asked them to do an action that may harm their body”* (Focus group discussion with group “A” on 17th June 2022). This indicated knowledge and skills possessed by students on how to protect their rights obtained from project training enabled students to deal with violence against them. Project training created awareness to children which enabled them to deal with any action that may violate their rights and encouraged them to find ways to solve by giving report to teachers or their parents. Also data in table 1 revealed that most (94.8%) of students agree and strongly agree that the project teaches students to reports any action that violates their rights. This means that most of students know that they have right to report to their teachers or parents any violence action against them. It was supported by the project manager who said that” *Students are taught to report to teachers as well as to the ward or village leaders sometimes to the committee formulated to deal with child violence issues..”* (Personal interview on 22nd June 2022).

This is an indication that children have no fear to report to teachers, head teachers, parents or ward and village leaders whenever someone violate their rights, This is due to fact that the training build confidence to children not to afraid to report bad action that may harm them.

Data in table 1 also indicated that most (89.5%) of students agree and strongly agree that the issues of child violence and abuse were effectively taught and students were actively involved. This implies that most of students who involved in project activities has adequate knowledge as they were well taught by

the project on how to protect for themselves. It was supported by one of the head teacher who said that; *“The project insisted 25% of students to be involved to the training and during the training participatory techniques were employed which were discussion, presentation and playing games which ensured students active learning”* (Interview with head teacher in school C on 23rd June 2022).

This is an indication that project implementers applied competence based techniques in their training which equipped well the trainee with the knowledge of child protection as they were actively engaged in training activities. Active engagement of participants in the project training encouraged active learning. This was supported by Kimario and Otieno (2022) who said that the use of different teaching and learning methodologies such as discussion, exhibition, group work and practical activities are the learner centered approach which enhanced well students subject understanding encouraged in Arusha city Tanzania.

Also data in table 1 indicate that most (84.5 %) of students agreed and strongly agree that the project emphasized the formation of child protection clubs as a ways of making students learn more on how to deal with child violence and abuse. It implies that most of students accept that formulation of child protection clubs in their schools as among of the strategies which employed by the project to ensure continuation of educating more students about elimination of child abuse and violence against them. This is an indication that project has good plan to eliminate child violence in targeted primary schools. It was reported by the one of head teacher who reported that; *“We have child protection club although it is not so active but students they normally meet every Thursday to discuss some issues encounter concerning child violence but also the club engages in productive activities like gardening”*(Personal interview with head teacher of school “Y” on 16th June 2022). Also from documents analysis it was found a club file in school “X” which shows the list of names of students who are the members of the clubs and some information indicating what they normally discuss when they are in club sessions.(Document analysis from school “X” on 23rd June 2022).

This means that formulation of child protection clubs enable students to discuss various issues concerning child abuse and use time to teach more other students who did not attended the training but also use club time sessions to engage in some of production activities like making garden for vegetables which equip students well even after school life.

Data in table 1 revealed that some (52.0%) of students disagree and strongly disagree that project provides materials to students to teach them how to deal with child violence. It implies that some students have no information on availability of materials provided by the project for them to read. This is because some few materials provided by the project are found to be kept to the head teachers’ office which make difficult for students to know if these materials are available and also it is difficult to access them.

Data in table 1 shows that majority (72.3%) of students agree and strongly agree that head teachers and teachers cooperate well with project implementers to ensure the project succeeds. It means that majority of students observed high cooperation between head teachers, teachers and project implementers that is why even through head teachers and teachers, schools managed to conduct school based training to teachers and students who did not attended the training, also they emphasized teachers to initiate child protection clubs in schools which educate students more on how to deal with child abuse. This indicate

that the cooperation between head teachers, teachers and project implementers were good. In addition minority (48.0%) of students agrees and strongly agrees that training on child abuse and violence against children is frequently done in the schools. This implies that minority of students observed that Christian Social Service Commission child protection project conducted few training a year and few students were selected to attend the training as every year 25% of students per school were participated. It was supported by project manager who said that; “...*Different groups of participants including teachers, head teachers, ward leaders and students in each year participated in training and the training was conducted three times a year except the year 2022...*” (Interview on 22nd June 2022).

In addition data in table 1 shows that minority 46.3% of students agree and strongly agree with the concept that in spite of the introduction of the Christian Social Service Commission child protection project the problem still exists. This students response indicate that still there is problem of child abuse and violence against children in schools and in a communities as there are minority number of students still suffer with the problem in schools as well at home as it needs more time and more effort to educate them. It was supported by one of the parent who is among of the committee members who said that; “*The child violence still exists but has been reduced to some extent, so we thank the project owner to introduce this project in our school*” (Focus group discussion with group “C” on 22nd June 2022)

This implies that the project has not able to eliminate the problem at 100% but it reduced the problem, it is true that the problem still exist but the situation is not like it was before the introduction of the project. There is a need for the project to work more hard and use more time to educate parents, teachers and students and insist ward and village leaders to take serious measure to any person who will be violating child right. Use media to educate people and outline the effect of violence to child on education context and health wise as well.

Also study sough to know if clubs, workshops, discussions, games and group exercise were strategies employed by the project to ensure project achieve its objective as it was planned by the project, so the table 2 indicate the responses from teachers who agreed, disagreed and those who said that they are not aware on the application of the clubs, workshops, discussions, games and group exercise as the strategies employed by the project. Study involved teachers because are among of the targeted group in the targeted primary schools therefore to arrive at these information 69 teachers were approached by using questionnaires.

Table 2. Responses of teachers as Clubs, workshops, discussions, games and group exercise were strategies employed by the project to ensure project objective achievement. (n = 69)

	Frequency	Percent
Yes	48	69.6
No	13	18.8
Not aware	8	11.6
Total	69	100.0

Source: Field data July 2022.

Table 2 revealed that majority (69.6%) of teachers responded that clubs, workshops, discussions, games and group exercises were strategies employed by the project to ensure objective achievements, few (18.8%) teachers responded that these were not strategies employed in implementing the project objective and very few (11.6%) of teachers responded that they do not know if clubs, workshops, discussions, games, group discussion and group exercises were employed as strategies for project to implement its objectives as some of them were new teachers. This implies that project employed the strategies that will enhance participants' well interaction with the taught concept that will ensure project objectives. Project manager reported that;

Our aim is to ensure that child protection education is penetrating to all students, teachers, community members and ward and village leaders, thus we decided to use teaching strategies such as discussions, games, group exercises and lecture to ensure maximum involvement of every member attended the training for maximum understanding of the intended content. (Person Interview on 20th June 2022).

This implies that, project owner wanted concept of child protection to be understood to every targeted individuals that is why used active strategies which enhanced participants' active learning. This active learning ensured well understanding of what project wanted to communicate with teachers, head teachers, students and community members. Study by Indicated that...

From the training manual it was revealed that group discussions, group exercise and presentation were employed as the strategies in teaching participants during the training (Document review analysis guide on 17th June 2022). This implies more that project used interactive teaching strategies to ensure that the intended concept of eliminating child abuse and violence against children is clear to every participant. Interactive teaching strategies ensure maximum participants' participation as a result memory retention is guaranteed, this was useful to project as it encouraged students, teachers, head teachers and committee member to participate and guarantee well sustainability of the project activities hence able to achieve its objective.

Study wanted to know more from students if clubs, workshops, discussions, games and group exercise were strategies employed by the project to ensure project achieve its objective as it was planned by the project, so the table 3 indicate the responses from students who accepted, not accepted and those who said that they are not aware on the information that clubs, workshops, discussions, games and group exercise as the strategies employed by the project. To arrive at these information 123 students were responded by using questionnaires.

Table 3. Responses of students as clubs, workshops, discussions, games and group exercise were strategies employed by the project to ensure project objective achievement (n= 123)

	Frequency	Percent
yes	100	81.3
No	21	17.1
Not aware	2	1.6
Total	123	100.0

Source: Field data July 2022.

Table 3. Shows that most (81.3%) of students agreed that clubs, workshops, discussions, games and group exercise were strategies employed by the project to ensure project achieve its objectives, few (17.1%) of students responded that clubs, workshops, discussions, games and group exercise were not strategies employed by the project and very few (1.6%) of the students are not aware of the strategies employed by the project to ensure its achievement. This implies that most of students who participated to the project activities witnessed the way project conducted its activities and indicate that project educate head teachers, teachers, students and school committee members through using active participation which are good way of ensuring that participants acquire adequate knowledge and skills actively on how to protect children. One of head teacher reported that;

“Project implementers insisted that each school to initiate child protection clubs which will enhance students to discuss more about child protection also will enhance more students to have more knowledge about child rights....” (Personal interview with head teachers from school “Y” on 23rd June 2022).

Project insisted students to use discussion as the means of sharing any challenges they face when encounter violation of their rights which equipped them to find solutions to move out from the challenges. This also implies that the school based workshops conducted to those teachers who did not attended the training was the continuation of the implementation of the strategies suggested by the project. This was supported by school committee members in focus group discussion from group “B” who reported that;

Every project school were directed to inform the remaining teachers and students through in door workshops which were supposed to be conducted through making discussions on matters pertaining children based on to their rights, project insisted every head teacher to ensure every teacher participate effectively to ensure this knowledge and skill is well Christian Social Service Commission child protection project ensuring that all students learn on concept of child protection so as to create violence free learning environment in schools and at home. (Focus group discussion with group member “B” on 17th June 2022).

This is an indication that the project valued interactive way of teaching project participants as they enhance maximum participation and active learning which ensured effective achievement of the project objective.

The study aimed to know from teachers' extent to which the project created violence free learning environment in targeted primary schools in Kibaha district. The information obtained informed how the strategies employed created violence free learning environment. Questionnaires were employed to collect information from teachers as they are among targeted group of participants by the project. The obtain response from teachers were organized and presented in table 4.

Table 4. Responses of teachers with regards to creation of child violence free learning environment in targeted primary schools (n = 69)

	Frequency	Percent
Yes	46	66.7
No	15	21.7
Not aware	8	11.6
Total	69	100.0

Source: Field data July 2022.

Table 4. shows that majority (66.7%) of teachers responded that the project created violence free learning environment to their schools few (21.7%) responded that project did not create violence free learning environment to their schools very few (11.6%) responded that are not aware whether the project created violence free learning environment as they are new teachers to their schools therefore they fail to comment situation existed before and the present situation. This response indicated that majority of teachers find that the number of child violence events has been reduced compared to before the project has started. One of head teacher among the project schools reported that;

Before the project start, there were several cases reported on child violence, even students attendance was not good, pregnancies cases were reported several times but after the project introduced training, child protection clubs, these has raised awareness to students, parents and teachers which reduced these evil actions." (Personal Interview with head teachers in school "B" on 22rd June 2022).

This implies that, there are some changes which observed in these targeted primary schools and surrounding communities as some students who were not properly attending the school due to child labor problem and some faced early childhood pregnancies. Moreover prepared school log book which keep records for child violence and abuse events in among of the project schools verify the decrease of the child abuse events in schools and outside schools as recorded events before are observed to be in high rate compared with after project implementation (Documents analysis on 16th June 2022). This implies there is creation of violence free learning environment in targeted primary schools which enhance good students learning.

Some participants in focus group discussion said that; *"Although child abuse still exists in some families but the situation has been reduced not like before. This enhances even good performance of students in school."* (Focus group discussion with group "C" on 20th June 2022).

Also study by Duque et al., (2021) indicate that; inclusion of students and teachers' voices in the resolution and prevention of conflicts reduces violence in schools in Kigali, Rwanda. This evidence that violence free learning environment can also be reduced in schools when students and teachers are well involved which may enhance students' good performance.

Generally, study findings revealed that Christian Social Service Commission child protection project conducted training to teachers, students, head teachers, community members, ward and village leaders which equipped them adequately with the knowledge of how to protect children. Moreover, the project insisted school based training to teachers and students who did not attend the official training conducted by the project implementers. Not only that but also project employed clubs, group discussions and presentation as the means of ensuring that intended knowledge reach to the teachers, head teachers, students, community members and village and ward leaders. Through the use of these strategies project managed to eliminate child violence and able to create violence free learning environment in targeted primary schools and surrounding communities.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation study draws the conclusions, that strategies employed by CSSC child protection project in ensuring violence free learning environment in targeted primary schools were training, group discussions, presentation, group exercises and child protection clubs. Also it is concluded that in some extent project managed to create violence free learning environment through the use of employed strategies in targeted primary schools in Kibaha district. Moreover, the training was not conducted to all teachers, students and community members which created some of teachers, students and community members not well participating in project activities. Not only that but also the child protection clubs were not effective as few students were included and they do not meet frequently to discuss the issues on child abuse and child violence.

Basing on the conclusions, the study recommends the following; Project owner should ensure that adequate numbers of teachers attend training so as to ensure large number of teachers, students and community members acquire child protection knowledge. Head teachers should ensure that school based training are conducted and well supervised to ensure those who will not attend the training get adequate information about child protection knowledge. Initiated child protection clubs should be well supervised by teachers and formulated based in class level to ensure all students engagements and should conduct meetings every week as per shown in school time table.

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