



IIMA
Human Rights Office
Istituto Internazionale
Maria Ausiliatrice



Human Rights Council

Universal Periodic Review (UPR) of the United Republic of Tanzania

39th Session (November 2021)

Joint Stakeholders' Submission on:

Human Rights in the United Republic of Tanzania

Submitted by:

IIMA - Istituto Internazionale Maria Ausiliatrice delle Salesiane di Don Bosco

**VIDES International – International Volunteerism Organization for Women, Education
and Development**

(NGOs in Consultative Status with ECOSOC)

Geneva, March 2021

I. INTRODUCTION

1. This stakeholders' report is a joint submission of the above-mentioned organizations. The report highlights key concerns related to Human Rights in Tanzania in the following areas: education, birth registration, ill treatment and violence against children, child and adolescent health, the rights of women, and economic and sexual exploitation of children. Each section conveys recommendations to the Government of the United Republic of Tanzania.
2. The data and information obtained for this submission came from various sources and includes information from youth, teachers, educators, and other civil society actors living and working in Tanzania. All information concerned the period from September 2016 to March 2021.
3. IIMA is an international NGO in special consultative status with the Economic and Social Council. IIMA is present in 96 countries where it provides education to children and adolescents, youth and women, particularly the most disadvantaged and vulnerable.
4. VIDES International is an international NGO in special consultative status with the Economic and Social Council, which is present in 42 countries worldwide. It was founded in 1987 to promote volunteer service at the local and international levels to ensure the implementation of human rights to vulnerable groups, especially children and women.

I. GENERAL REMARKS AND COOPERATION WITH THE UPR MECHANISM

5. This NGO coalition welcomes the constructive participation of the United Republic of Tanzania in the 3rd cycle of the Universal Periodic Review (UPR). The present joint submission represents the follow-up to the UPR recommendations accepted by the state in 2016.
6. The implementation of recommendations is critical in order to ensure a true advancement of human rights in the State under review. Therefore, special attention should be paid by the United Republic of Tanzania to the follow up of recommendations in an effective manner and in consultation with Civil Society.

II. RIGHT TO EDUCATION

7. IIMA and VIDES commends the United Republic of Tanzania for having accepted the recommendations¹ regarding the right to education and recognizes the efforts by the State to

¹ Recommendation No. 134.103. Facilitate access to education and land rights, in particular for women and people in rural areas (Haiti); No. 134.109. Apply, in conformity with the policy of education and training adopted in 2014, legal and administrative measures in favour of the "education for all system" (Equatorial Guinea); No. 134.110. Maintain, and if possible increase, the levels of investment in education for all (Portugal); No. 134.112. Continue to implement the Education Strategy of 2012-2017 (Sudan); No. 134.115. Allocates sufficient resources to improve the geographic accessibility of schools (Bangladesh);

promote it. On the other hand, there is still need for improvement in order to ensure the enjoyment of this right especially for the most vulnerable and marginalized sectors of the population.

8. This NGO coalition welcomes the significant progress made by the Tanzanian Government in the area of education especially through the implementation of Education Sector Development Programme in Mainland Tanzania. The same applies for Zanzibar with its own Education Sector Development Programme, Technical and Vocational Education and Training Development Programme, Second Zanzibar Education Development Plan.

9. Basic education is free for all government schools from early childhood to form four. There has been a significant increase in the primary school enrollment from 8.3 million in 2015 to 10.1 million in 2018. For the secondary level, it has also increased from 1.8 million (2015) to 2.2 million (2018).² The Government also provides loans to students in higher learning institutions. However, not all children have equal access to quality education because of the persistent disparity between the urban and rural districts. This implies that children from poorer families and regions are less likely to attend school than their wealthier counterparts.

10. The coalition is also concerned with the prevalence of children and youth who are out of school. In fact, there is an elevated rate of children who drop out as they progress along the educational system. Based on the data from UNICEF-SOWC 2019, the out-of-school rate for children of primary school age is 18% for female and 20% for male. While for children of upper secondary school age it is 88% for female and 85% for male. Nevertheless, the government has made efforts to construct educational centres and in cooperation with CSOs, offer alternative education pathways for those who fail the national qualifying examinations, for school dropouts and those over of age.

11. More specifically, it is of utmost concern that a good number of girls drop-out of school or are unable to complete secondary education. Among these are 5,500 (out of 30,000) girls who stop schooling due to pregnancy per year.³ It is regrettable that there exists a discriminatory law that bans pregnant girls and teen-age mother from attending schools. Children, especially girls, who are out of school are more at risk of being exposed to early marriages and pregnancies, drug abuse, crimes, child labor, unemployment and gender-related violence. They are trapped in such a cycle of poverty.

No. 134.116. Continue its development of education to achieve a higher primary school enrolment (China); No. 134.117. Take robust measures to promote general quality education and to effectively safeguard the rights of women and girls (China); No. 134.120. Continue to prioritize the implementation of national legislation and policies to ensure that children with disabilities have access to education and that the education system is responsive to the needs of children with disabilities (Singapore);

² <https://www.worldbank.org/en/news/factsheet/2020/03/31/tanzania-secondary-education-quality-improvement-program-sequip>

³ <https://www.worldbank.org/en/news/factsheet/2020/03/31/tanzania-secondary-education-quality-improvement-program-sequip>

12. To enhance the quality of education, the State has done improvements in the curriculum and integrating culture. From time to time they conducted updating programs for teachers. Efforts were done to build schools and improve educational facilities. However, the problem of classroom congestion persists which leads to poor quality of learning and heavy workload on teachers. 300,000 children were unable to start secondary education due to lack of space over the past two years.⁴ The ratio of teacher to pupil is still high at 1:51 as of 2018.⁵ There exists an unequal distribution of teachers across schools resulting in many children remaining unattended on a daily basis due to the shortage of teachers.⁶ There is an urgent need to build more schools, improve the infrastructures and facilities, increase the number of teachers, provide textbooks and educational materials.

13. Human rights education are included in the school curriculum and teachers attend workshops on the rights of the child. The children are also sensitized on their rights and responsibilities. Indeed, the government together with NGOs have made efforts to provide HRE, yet the level of human rights awareness is low. There is no specific policy and programme on HRE. This must include HRE for teachers and law enforcers.

14. We recommend the government of the United Republic of Tanzania to:

- a. Strengthen the necessary mechanisms to ensure the access of education for all children especially those from the rural areas and marginalized sector;***
- b. Assure the quality of education in both rural and urban areas through increased budget allocation in order to guarantee improvements in infrastructures, i.e., building of more schools and classrooms; hiring and training of qualified teachers; and providing adequate textbooks and educational materials;***
- c. Address effectively the high rate of school drop-out and low completion rate of children as they progress in the educational ladder;***
- d. Officially revoke the ban and provide re-entry for pregnant girls and adolescent mothers in all schools;***
- e. Strengthen and widen the scope of the alternative education for out-of-school children and youth and drop-outs especially those in the poorer rural areas;***
- f. Qualify vocational/technical training programs so as to provide integral formation, proper skills and better opportunity for decent work for disadvantaged youth and women;***
- g. Develop a comprehensive program on Human Rights Education to better promote and protect human rights for all, especially for the most vulnerable groups and women.***

⁴ <https://www.worldbank.org/en/news/factsheet/2020/03/31/tanzania-secondary-education-quality-improvement-program-sequip>

⁵ <https://data.worldbank.org/indicator/SE.PRM.ENRL.TC.ZS?locations=TZ>

⁶ <https://www.unicef.org/tanzania/media/636/file/Tanzania-2018-Global-Initiative-Out-of-School-Children-Qualitative-Study.pdf>

III. BIRTH REGISTRATION

15. IIMA and VIDES commend the State's acceptance of Recommendation No. 136.14⁷ and the progress that it has done in improving the birth registration and certification system in Tanzania. Currently it has been decentralized in 11 out of 26 regions which resulted in an overall increase of certification of under five years old children in these regions. Nevertheless, there is still a need to sensitize the people on the importance of birth registration.

16. *We recommend the government of the United Republic of Tanzania to:*

- a. Widen and increase the scope of the decentralization of the birth registration especially in the underserved regions in order for the government to plan better health, education and other public services;***
- b. Enhance the education and conscientization programs of the larger population on the benefits of acquiring birth registration and certification for their children.***

IV. ILL TREATMENT AND VIOLENCE AGAINST CHILDREN

15. It is regrettable that Recommendation No. 136.21 has not enjoyed the support of the United Republic of Tanzania.⁸ Corporal punishment in Tanzania is still allowed under a 1930 law. It is widely accepted as a disciplinary measure in childrearing and not perceived as harmful or abusive. The government has only prohibited any excessive punishment in schools. 1 out of 2 children report experiencing physical violence at the hands of teachers.

17. *We recommend the government of the United Republic of Tanzania to:*

- a. Enact a law and/or measures to prohibit corporal punishment in homes and schools and create safe spaces for the protection of children.;***
- b. Promote government programs with Civil Society organization in educating children, parents, teachers, and community members on how to prevent violence in all its many forms and empower victims to speak out, report violence, and be guaranteed their legal rights and protection;***
- c. Strengthen the implementation of the National Plan of Action to End violence against Women and Children through concrete programs and awareness raising campaigns.***

⁷ Recommendation No. 136.14. Provide birth registration and issue birth certificates free of charge for all children under 5 years of age in order to reach universal coverage and increase public awareness of the importance of birth registration (Poland);

⁸ Recommendation No. 136.21. Prohibit all forms of corporal punishment (Sweden)-noted.