

**ASSESSING SIGNIFICANCE OF COMMISSION FOR HUMAN RIGHTS
AND GOOD GOVERNANCE MANDATORY ROLES IN PROMOTING
PEACEFUL CONFLICT MANAGEMENT IN PUBLIC SECONDARY
SCHOOLS: CASE OF LINDI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES
(M.Ed-APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

I, **Sydney G.V. Mkuchu**, the undersigned, do certify that I have read and hereby recommend for acceptance by the Open University of Tanzania (OUT) a dissertation titled: Assessing Significance of Commission for Human Rights and Good Governance Mandatory Roles in Promoting Peaceful Management of Conflict in Public Secondary Schools: Case of Lindi district, in partial fulfilment of the requirements for award of the degree of Masters of Education in Administration, Planning and Policy Studies (M.Ed-APPS) of the Open University of Tanzania

.....

Dr. Sydney G.V Mkuchu

(Supervisor)

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DECLARATION

I, **Constantine Biseko Luguli Mugusi**, do hereby declare that this dissertation is my own original work and to the best of my knowledge, it has not been submitted, and will not be presented, to any other University, for a similar or any other degree award.

Signed

Date.....

DEDICATION

To my heroine and wise mother, the humble late Nyegoro Magesa Masasa (Nyamagesa), the poorest peasant widow at the Divine Land of Ukara, who scratched land, scotched by the equatorial burning sun, shivered in the chilly breeze of the shores of lake Victoria (Ukara) and braved the conventional rains of the interculustrine, for a living and produces for investing in the education of her son.

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ABSTRACT

This study assessed the significance of Commission for Human Rights and Goodgovernance (CHRAGG) mandatory role in promoting peaceful management of onflicts in public secondary schools. The research problem was that despite several national and international efforts and the presence of CHRAGG, there was an escalation of violent conflicts in secondary schools. The study was carried out in four public secondary schools in Lindi district, Lindi region. The specific objectives were to explore students' and teachers' perceptions on the causes of violent conflicts in secondary schools; to examine CHRAGG's legal and resources capacities in promoting peaceful management of conflicts in secondary schools and to inquire into the roles of CHRAGG in promoting peaceful management of conflicts in secondary schools. Research questions were framed to respond to the three specific objectives. The study used a descriptive design and applied qualitative and quantitative research approaches. The instruments used to collect data were questionnaire, interview, focus group discussion (FGD) and documentary review. The findings showed, students and teachers perceived causes of violent conflicts as; inadequate social services, poor education, inadequate infrastructure, students' and teachers' moral misconducts, maladministration and violation of hunman rights, poor communication and corporal punishments. Findings showed that CHRAGG had legal capacity, but limited financial and human resources capacities to perform its mandates. It was also found that CHRAGG has significant role in promoting paceful management of conflicts in secondary schools. The study recommends review of legal, administrative and instructional policies. It also recommends adequate funding for the CHRGG and the education sector.

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ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
AU	The African Union
CHRAGG	The Commission for Human Rights and Good Governance
CCR	Centre for Conflict Resolutions
CP	Penal Code
CPA	Criminal Procedure Act
CRC	Convention for the Right of the Child
DEO	District Education Officer
ETP	Education and Training Policy
ESCCO	Economic, Social and Cultural Council
FGD	Focus Group Discussion
GN	Government General Gazatted Notice
HBUB	Haki za Binadamu na Utawala Bora
ICC	International Coordinating Committee for the Promotion and Protection of Human Rights
ICCPR	International Covenant on Civil and and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICHR	International Council on Human Rights
ICHRP	International Council on Human Rights Policy
JMT	Jamhuri ya Muungano wa Tanzania
LHCR	Legal and Human Rights Centre
LSRP	Legal Sector Reform Programme

MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
NHRIs	National Human Rights Institutions
OAU	Organizations of African Unity
PMO-RALG	Prime Ministers Office-Regional Administration and Local Government
PSC	Peace and Security Council
RAS	Regional Administrative Secretary
REO	Regional Education Officer
TIE	Tanzania Institute of Education
TSD	Teachers Service Department
TUM	Taasisi ya Ukuzaji Mitaala
UDHR	Universal Declaration of Human Rights
UN	The United Nations
UNDP	The United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
URT	The United Republic of Tanzania
WDC	Ward Development Committee
WEO	Ward Executive Officer

CHAPTER ONE

1.0 BACKGROUND INFORMATION AND PROBLEM SETTING

1.1 Introduction

This chapter provides background that contextualizes the research problem. It presents the research problem, the justification for the study, objectives of the study, research questions, justification and significance of the study, conceptual framework, and limitations of the study and organization of the study.

1.2 Background to the Research Problem

Violent conflicts have become a contemporary issue in the education system (Munn, Johnston, Sharp and Brown, 2007 and Poipoi, 2011). Violent conflicts have not spared Tanzania secondary schools. There is reported evidence of riots in secondary schools (Murata, 2010), strikes (Kalulunga, 2009), destruction of property and beating up of teachers (Abebe, Gbesso, and Nyawalo, 2006), demonstrations (Godwin, 2011), protests (Mayom, 2012), and road blockage (Murata, 210). Similarly the world has an experience of a series of students bullying (Yahaya, Ramli, Hashim, Ibrahim and Rahman, 2009). The major actors in violent actions and reactions to conflicts are students, teachers, school administrators and law enforcement institutions.

The use of stern disciplinary measures like suspension and expulsion of students from schools (Skiba and Peterson, 1999, Cornell, 2003; Skiba, Peterson and Williams, 1997), charging students with criminal offences (Coben, Weiss and Mulvey and Dearwater, 1994) and threats of stern measures have not been helpful in

preventing violent conflicts in secondary schools. In this study stern corporal disciplinary measures are; strokes of the cane, suspension, expulsion, rustication, closure of school, compensation of damages and hazardous hard labour, spanking, slapping, pinching, paddling, denying meals, forceful pushing or pulling of students or teachers and hazardous outdoor light labour. Hatrick (2012) mentions some disciplinary measures, which fall short of being labeled stern as; detaining students at school beyond regular hours, denial of privileges, assigning students hazardous work, and temporary removal of students from class, in-school restriction and transfer of students to another school for adjustments.

The escalation of violent conflicts, which CCR (2009), refers to as direct conflicts have made states and the international system to think of several interventions for peaceful conflict management. The United Nations (UN) Security Council spends more than 75 percent of its time and money resolving conflicts and performing humanitarian duties (Eckhard 1992). The UN-General Assembly has adopted the programme on a culture of peace (UN, 1999). The UN had earlier in November 10, 1998 proclaimed the period 2001-2010, as the “International Decade of a Culture of Peace and Non Violence for the Children of the World. In 1997, Year 2000 was proclaimed, the International “Year for Culture of Peace”.

The Convention for the Right of the Child (CRC) of 1989 (UN, 1989) advocates peace, tolerance, equality of sex and friendship among all people. Article 29 of the CRC that recalls the preamble to the Universal Declaration of Human Rights (UDHR) of 1948 (UN, 1948), provides for education that shall prepare children to

have the spirit of understanding peace. The two core international human rights instruments, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1966 (UN, 1966) oblige state parties to promote rights that are essential for peace. The 1990 World Declaration on Education for All, points to learning processes in schools that promote social justices, acceptance of differences and peace (Fountain, 1999). The Future Global agenda for children, spearheaded by UNESCO (Fountain, 1999) makes commitments to education and learning process for peace.

In the African context, the Constitutive Act of the African Union (AU) entered into force in 2001 (Heyns and Killander (2007), obligates member states to promote peace, security and harmony. The 2002 Kampala Declaration acknowledges the role of National Human Rights Institutions (NHRIs) in conflict management, especially peace building. Article 11 of the African Charter on the Rights and Welfare of the Child (ACRWC) of 1990 (OAU, 1990) refers to child education that fosters respect for human rights and fundamental freedoms and affirms reference to other international human rights instruments.

Kessler (2006) says that the Government of Tanzania has since 1961 adopted policies that focus on promoting a culture of nonviolent conflicts amongst its nationals. Kessler further mentions that the Ujamaa political culture founded by Nyerere (1967)) advocates, strong attachment to the moral principles of peacefulness and unity that underlie Tanzanian national identity. He further observes that the use of Kiswahili as a unifying culture and the nation's ambition in the development of

unified national culture, from a diverse of almost more than 120 tribal cultures (Mayer, Bonnes, 2011) as the tenets that have helped Tanzania enjoy the culture of non violent conflicts.

The Tanzania Government has enacted a number of legislation, including the Education Act (Cap. 353, R.E. 2002) that puts a framework on grievances handling and zero tolerance disciplinary policies as preemptive interventions to violent conflicts in schools. Section (52) (1) of the Education Act establishes District Appeal Boards that hear and determine appeals from decisions of school managers and school committees/boards. Section 52 (3) of the Education Act establishes Regional Appeal Boards that hear and determine appeals from District Appeal Boards. The finality of the appeal chains according to the provision of the Education Act and its regulations is the minister responsible for educational matters. A party aggrieved by the decision of the minister can seek judicial review from the High Court established under Article 108 of the Constitution of the United Republic of Tanzania (URT) of 1977 (Cap. 2, R.E. 2002), hereinafter referred to as the Constitution. Although Section 13 of the Law of the Child Act (Act No 21 of 2009), hereinafter the Child Act, prohibits torture and inhuman punishments, the same allows for reasonable and justifiable correction and does not exclude all forms of corporal punishment from such correction.

The Education (Expulsion and Exclusion) of Pupils from Schools Regulations (Government Notice-GN No. 295, R.E. 2002), hereinafter the Expulsion Regulations and the Education (Corporal Punishment) Regulations (GN No. 294, R.E. 2002),

hereinafter the Corporal Punishment Regulations, provide for suspension and expulsion of students from schools and corporal punishment on serious breach of school discipline or for grave offences. Refusal to accept corporal punishment may lead to the expulsion and exclusion of pupil from school.

The offences mentioned in the Corporal punishment Regulations are crimes such as drug abuse, offence against morality and destruction of school property. Offences against morality that include rape, indecent assault, abortion, sodomy and drug abuse are provided under Chapter Nine of the Penal Code (Cap. 16: R.E. 2002), hereinafter, the PC. Preferring charges against students under the penal offences means that the procedures laid down in the Criminal Procedure Act (Cap. 20, 1985, R.E. 2002) hereinafter the CPA will be followed in the investigation of crimes and the conduct of criminal trials. The power to investigate crimes is a prerogative of the Tanzania Police Force established under the Police Force and Auxiliary Services Act (Cap. 322, R.E. 2002), hereinafter the Police Force Act. The police could also apply reasonable force as an intervention to violence in schools as by the procedures provided under the CPA and the Police Force Act.

Some requisites precedent to peace in schools, such as respect for human rights and adherence to the principles of good governance, culture of peace, duties of citizens, conciliation, dialogue, mediation and peacebuilding generally have been introduced in both primary and secondary school curricula in the syllabi through Elimu ya Siasa (Taasisi ya Ukuzaji Mitaala-TUMI, 1990), Uraia (Jamhuri ya Muungano wa Tanzania-JMT, 1993 and JMT 2006), Civics (URT, 1996 and URT, 2005), General

Studies (URT, 1997) and Civics Pedagogy for Teachers College (URT, 2007). The Education and Training Policy (ETP) of 1995, (URT, 1995), makes general statement of the aim of education as to cater for human dignity and human rights that are some of the aspects of peace-building.

Despite such legislative, policy, instructional and administrative actions, violent conflicts in Tanzania secondary schools have escalated in the recent past (Murata, 2010, Kalulunga (2009), Godwin, (2011). It is now a growing behaviour among school students and teachers that conflicts could only be resolved by an action of violence. Violent conflicts in secondary schools are on the rise while there exists, several institutions that are mandated to promote peaceful management of conflicts. One such insititutions is the Commission for Human Rights and Good Governance, hereinafter referred to as CHRAGG, which has constitutional, statutory and regulatory mandates of promoting peaceful management of conflicts. The CHRAGG is an independent national focal point for the promotion and protection of human rights and good governance in Tanzania (Maloka, 2005).

The CHRAGG was established in 2000 under Article 129 (1) of the Constitution and enabled by the CHRAGG Act (Cap. 391, R.E. 2002), hereinafter the Act. It is a union independent department of the government, which became operational on July 1, 2001 and was officially inaugurated in March 15, 2002 by the President of the United Republic of Tanzania (URT). The powers and functions of CHRAGG, which is both a human rights commission and an ombudsman are provided under Article 130 (1) of the Constitution and amplified in various provisions of the Act, confers on

CHRAGG with a fairly broad conflict management mandates.

The functions of CHRAGG provided under article 130 of the Constitution and in the Act, include among others, to promote human rights and duties and; to act on the promotion and enhancement of peacebuilding techniques like conciliation and reconciliation. CHRAGG has been mandated by the Act and provisions of the law under the Paris Principles (UN, 1993) to promote human rights and principles of good governance. Article 130 (1) (h) of the Constitution and sections 6 (1) (n) and 28 (4) of the Act provide CHRAGG with explicit mandate to promote and enhance conciliation, reconciliation and mediation. The functions provided under the Constitution and the Act expressly construe that the CHRAGG has legal capacity to promote peaceful conflict management in secondary schools.

Reports of CHRAGG submitted to the National Assembly shows that it has made public meetings in all wards, some villages and several secondary schools in Tanzania (JMT: 2006, JMT, 2007, JMT, 2008 and JMT, 2010) advocating the culture of respecting human rights. According to an interview published in CHRAGG Newsletter (CHRAGG, 2009), CHRAGG in Lindi has sensitized over 1,340 students and 37 teachers in seven secondary schools in Lindi District on human rights in general and particularly on the right to education and duties of the citizen.

The CHRAGG's peaceful management of conflicts mandates aim at changing people's attitudes towards respect for human rights and promoting tolerance,

understanding, respect and dignity, all of which as Maloka (2005) explains, when denied, can heighten the potential for violent conflicts. This means that CHRAGG has national prerogatives to promote ratified regional and international instruments as well as national legislation and policies on peaceful management of conflicts. CHRAGG also has powers to investigate any person involved in breach of peace in secondary schools and thereafter recommend remedial measures to the appropriate authority. This study assessed the significance of CHRAGG's mandates in the promotion of peaceful management of conflicts in secondary schools.

1.3 Statement of the Research Problem

The Tanzania secondary school education sector has inherent contradictions amongst its major parties. The primary parties that have incompatible values, interests, goals, purposes and needs that may be pursued by violent conflicts are students, teachers, school management and the government. The UN system has made efforts through promulgation of plan of action on culture of peace (UN, 1999), the UDHR (UN, 1948), universal binding conventions like the ICCPR and the ICESCR (UN, 1966), the CRC (UN, 1989) and Education for All (Fountain, 1999) that mandates states to protect schools and students from violent conflicts. The international efforts to ensure peaceful co-existence at secondary schools are supplemented by regional efforts like adoption of the African Constitutive Act (Heyns and Killander, 2007) and the ACRWC (OAU, 1990).

At the national level, several constitutional and statutory actions : the Constitution; the Act, the Child Act; the Education Act, the Police Force Act; the CPA and the

CPAE; policy actions (URT, 1995); regulatory interventions like the Corporal Punishment Regulations and the Expulsion Regulations and curriculum, syllabi and instructional measures (TUM, 1990, JMT, 1993, JMT 2006, URT, 1996, URT 2005, URT, 1997 and URT, 2007) have been taken to address the aspect of peace in secondary schools and the education sector in general. The national focal institution with mandates to oversee the implementation of international human rights standard under the Paris principles in Tanzania as a subject to international law is the CHRAGG. It is a NHRI and an ombudsman created for the purpose of promoting human rights and principles of good governance, which are among the requisites for peace.

Despite the existence of CHRAGG as a National focal and overseer institution with mandates in peaceful management of conflicts, available evidence proves increasing spades of violent conflicts in Tanzania secondary schools (Murata, 2010, Merali, 2009, Kalulunga, 2009, Nyenyembe, 2008, Babyegeya, 2002, Godwin, 2011 and Abebe, Gbesso and Nyawalo, 2006). The Significance of CHRAGG mandates in promoting peaceful management of conflict in secondary schools is not clearly known. This study assesses the signifinance of CHRAGG mandatory roles in the promotion of peaceful conflicts management in public secondary schools, the case of Lindi district.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the significance of CHRAGG's

legal and resources capacities in promoting peaceful management of conflicts in public secondary schools with the Case of Lindi district.

1.4.2 Specific Objectives

The specific objectives of this study were to:

- i) Explore the perceptions of students and teachers on causes of violent conflicts in secondary schools.
- ii) Examine CHRAGG's legal and resource capacities in promoting peaceful management of conflicts in secondary schools
- iii) Inquire into the roles of CHRAGG in peaceful management of conflicts in secondary schools.

1.5 Research Questions

The research sought to answer the following questions:

- i) What do students and teachers perceive as the causes of violent conflicts in secondary schools?
- ii) Are the legal and resources capacities of CHRAGG viable in promoting peaceful management of conflicts in secondary schools?
- iii) What are CHRAGG roles in peaceful management of conflicts in secondary schools?

1.6 Justification and Significance of the Study

This study assessed the significance of CHRAGG's mandates in promoting peaceful management of conflicts in public secondary schools, using Lindi district as a case

study. The aim of the study was to locate the mandatory roles of CHRAGG in promoting peaceful management of escalating violent conflicts in secondary schools using its available resources capacities.

The findings of this study are expected to help policy makers and executives in the education sectors, schools, education institutions, legislators and other education stakeholders to understand the mandatory roles of CHRAGG in conflict management in secondary schools. This research was also helpful in reviewing capacities of CHRAGG in transforming violent conflicts into constructive conflicts in secondary schools and the education sector in general. The findings of this study are expected to provide procedural, technical and substantive knowledge in the field of conflicts transformation, peacebuilding, peace education and conflict management interventions in secondary schools. The knowledge was expected to shed light on current legal and administrative frameworks on conflicts management in secondary schools.

1.7 Conceptual Framework

Conflicts at secondary schools are seen in this study as natural (Galtung, 1999). But the management interventions determined whether conflicts are constructive or destructive (Ageng'a and Simatwa 2011, Deutsch and Coleman, 2000 and Kriesberg, 1998). Interaction between and amongst students and teachers at school brings either real or perceived divergence in values, goals, purposes relationship and interests. The way conflicts, which are neither good nor bad (Raman and Zhimin, 2010) are managed at secondary schools may manifest into violent behaviour like students'

strikes and demonstrations, corporal punishments and arson. Violent conflicts often erupt because of failure or delay in appropriate management of conflicts (Ikoya and Akinseinde (2009). The significance of CHRAGG in promoting peaceful management of violent in secondary schools is not well known.

This conceptual framework is a narrative presentation of variables to be studied and their relationships and between and among variables as shown in Fig 1. Sources of conflicts, violent behaviour manifestation, conflict management legal framework, and legal and resources capacities of CHRAGG were studied as dependent variables. CHRAGG, students, teachers and schools were studied as independent variables. Peaceceful management of conflict and promotional mandates of CHRAGG were considered as background variables.

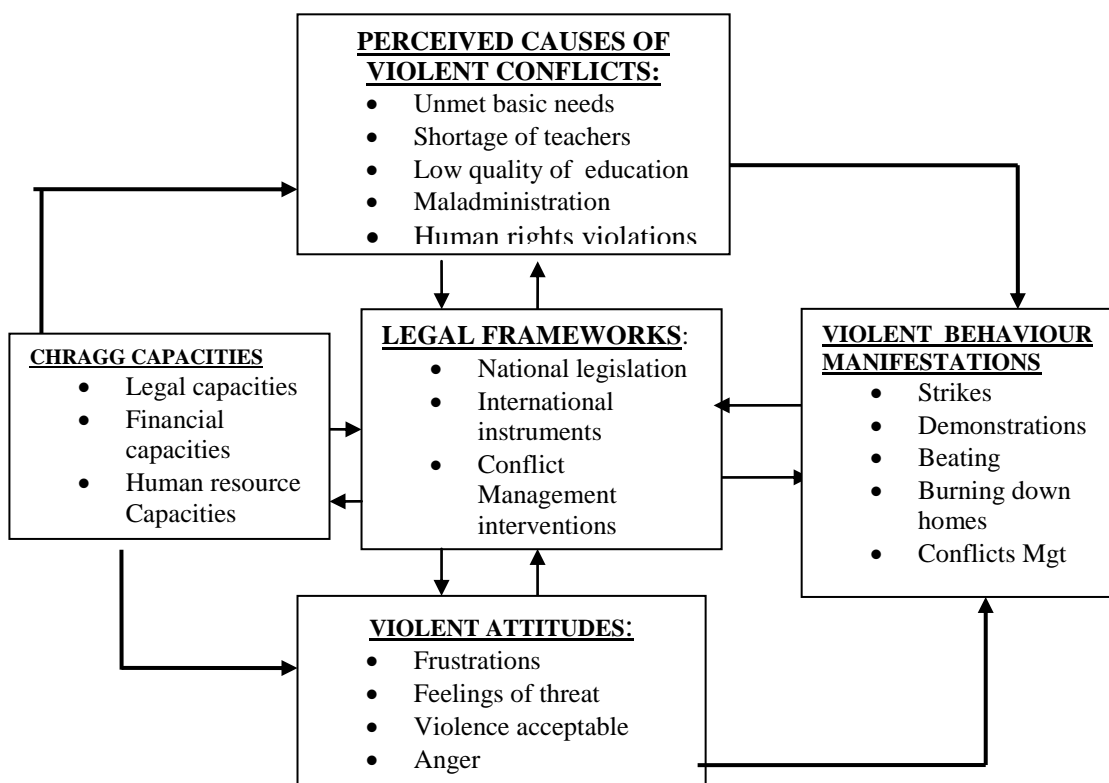


Figure 1.1: Derived Model for Conflict Management

Source: Researcher (2012)

1.8 Limitation of the Study

This study had the following limitations:

1. The CHRAGG selectively responded to questions, perhaps on suspicion that the research findings might likely spoil its credibility and international moral standing.
2. Violent conflicts were considered as a delicate issue hence scared off respondents, especially teachers and school authorities from providing useful information, though they cooperated. Respondents might have thought that they were being investigated and that they would be penalized after the release of the report, if they expressed certain views.
3. Teachers and educational administrators perceived this research on the negative side that it sought to make secondary schools ungovernable, as it might come out with findings that critique their status quo interventions in conflict management.

1.9 Organization of the Study

This study has five chapters which are: Background information and problem setting; review of related literature; research design and methodology; results, analysis and discussion of the findings and summary, conclusion and recommendations. Every chapter is divided into sub-titles that suit to the three objectives and three research questions of this study.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains presentations of what is already known about violent conflicts, conflict management, peacebuilding, and mandates of NHRIs (Saunders, Lewis, & Thornhill, 2009), CHRAGG in particular in promoting peaceful management of conflicts in secondary schools. It starts by giving an overview of the Tanzania education system. It gives evidence of existence of violent conflicts in secondary schools. It reviews the available legal frameworks on conflicts management at secondary schools and gives a conclusion of the existence of knowledge gap that has warranted the carrying out of this study.

2.2 Tanzania Secondary School Education System

The Tanzania education system, according to the Tanzania Education Training Policy (ETP) of 1995 (URT, 1995) is a cross-cutting sector. The sub-system of the level of schooling hierarchy is based on 2-7-4-2 -3+ structure (URT, 1995). This means two pre-school years and seven years for primary schooling. Six years is for secondary school education, which is four years leading to Ordinary Level (O-Level) ending up in Form Four, followed by two more years of secondary education leading to the Advanced Level (A-Level), ending up in Form Six and tertiary education is three years plus (a minimum of 3 years of university education).

Principally there are two ministries directly dealing with the sector of education; the Ministry of Education and Vocational Training (MoEVT) and the Prime Ministers

Office-Regional Administration and Local Government (PMO-RALG). MoEVT deals with policy and planning (URT 2012), while the PMO-RALG through local governments operates policies set by the central government through its structures that run from the Regional Secretariats (RS) to councils. The councils have a structure that goes down to hamlets (vitongoji), the smallest units of village governments (URT, 2012). On the other hand, there is a public-private partnership in the leadership and management of the education sector.

The general policy administrator of the education sector is the MoEVT, which currently has a minister, two deputy ministers, a permanent secretary, commissioner of education and directors, one being the director of secondary education (URT, 2012). It should be noted that, some functions of the MoEVT have been decentralized to other corporate entities and government agencies, especially in areas of education regulations. For example, the National Examination Council of Tanzania (NECTA) established in 1973 (Cap.107, R.E. 2002) administers all national summative examinations of secondary schools and teachers colleges. The Tanzania Institute of Education (TIE), established in 1973 under the TIE Act (Cap. 142, R.E. 2002) oversees curriculum design and implementation.

The PMO-RALG goes from the ministry down to the Regional Secretariat (RS). The RS is politically headed by the Regional Commissioner (RC). The chief executive officer of the RS is Regional Administrative Secretary (RAS) who is an accounting officer. The Regional Education Officer (REO) sits in the office of RAS as an advisory expert on education matters in the region's local government authorities.

On the other hand, there is the structure of the local authority that its levels of leaderships trim down from full councils (the real government of local authorities), chaired by politically elected chairperson, the mayor, to hamlet headed by elected hamlet chairperson. The daily running and supervision of education matters in local authorities is under city, municipal or district directors. At the ward level, education matters are supervised by the ward executive officers (WEO) under policy directives of Ward Development Committee (WDC) headed by a councilor. The ward education co-ordinators sit in the office of the WEO. At village levels, the village executive officers (VEO) receive the directives of Village general assemblies on school management. Village assemblies are advised by village executive committees. It should be noted that full councils approve every policy and implementation strategies at every council.

However at the apex of education sector, there is the President, who is under Article 33 of the constitution, the head of state and government and in-charge of all affairs in the URT. Executive functions of the secondary education sector are done by public servants on behalf of the President. The Chief Secretary, under Section 4 of the Public Service Act enacted in 2002 (Cap. 298, R.E. 2002), hereinafter the Public Service Act is the chief executive officer and head of the public service. The execution and supervisory roles of the day to day functions and affairs of the government is under the Prime Minister as provided under Article 52 of the constitution. It should be noted that, the legislature, which is a creature of Article 62 (2) of the constitution has powers to legislate on education matters and approves budget and policies of the government.

To sum up, the secondary education sector is headed by the President. But led and operated by the Prime Minister, cabinet, ministries responsible for education sector. In addition the other players are the National Assembly (which approves policies and budgets), permanent secretaries (who form technical advisory committee of the Government), the regional secretariat and local government authority's full councils. Moreover there are the ward executive secretary and the ward education coordinator, village general assemblies with the expertise of village executive committees, school committees and boards, school heads and teachers and students.

2.3 Understanding Conflict and Violent Conflict

It will be difficult to assess the significance of CHRAGG in promoting peaceful management of conflicts in secondary schools without being conversant with the conceptual and literal meaning of conflicts and violent conflicts. To some, conflict and violent conflict mean the same. To the extreme end, the term violent conflict refers to war.

The Oxford Advanced Learner's Dictionary (Wehmeier and Ashby, 2000) defines conflict as a series of disagreements, opposing ideas, opinions, feelings or wishes. A similar understanding is provided by the CCR (2009) which notes that conflict start with the contradiction, when parties conceive an incompatibility in their goals, issues, intentions and needs. The definition of CCR is not far from the one by Fisher and Jeong (2000) who define conflict as a relationship between two or more parties (individuals or groups) who have or think they have incompatible goals. According to Schmidt and Kochan (1972) conflict is a struggle between parties and is

characterised by overt expression of hostility and/or intentional interference in the goal attainment of the opposing party. Darling and Walker (2001) also view conflict as a situation in which it becomes impossible for two or more individuals operating within a unit to exist together.

The etymological definition of conflict is provided by King as cited by the CCR (2009) that the word “conflict” is derived from the Latin word “confligere”, meaning to “strike together, which implies that a conflict is associated with confrontation”. The etymological definition by King shows partly how people have perceived conflicts as negative, violent, catastrophe, destruction, chaos accompanied by bloodshed. But, Wehmeier and Ashby (2000), CCR (2009) and Galtung (1996) perceive conflict as natural, normal and inevitable part of life.

Warioba (2008) cites Rahim (1983) who defines conflict as the existence of opposition or dispute between two persons, groups or institutions. Babyegeya (2002) sees conflict to be common and a universal phenomenon resulting from communication breakdown that renders meeting of the minds difficult.

Conflicts may appear in one or more forms. There may be a conflict which according to Galabawa (2000) occurs when the subordinates view on the productivity standards or performance indicators become incompatible or totally contrary to the view of their supervisors. A conflict may also be cognitive. Warioba (2008) refers to this kind of conflict as inter-individual conflict and occurs where the conflicting parties have different ideas on solving a particular problem. There are affective conflicts

which occur when the emotions and experiences are different. The conflict may be of contesting procedures.

The meaning of conflict, types of conflicts, underlying reasons of conflicts and the parties-primary, secondary and spoilers imply that conflict as a social and political phenomenon cannot be totally eliminated, prevented, or resolved. Conflicts become negative only when, the misunderstanding proceeds to violent conflicts. Violence manifests itself where a conflict is suppressed or where the aggrieved party is denied opportunity to express reasons for the conflict, or what scholars like Galtung (1996) calls negative peace. In the school situation, this means that incompatibilities between the interests, needs, motives and goals of students and teachers at schools are given the impression of peace.

The CCR, which has handful publications on peace issues, has the perception that direct violence has been used as a resort to resolve structural and cultural conflicts. Structural violence is built into political, social and economic systems. The CCR (2009) then broadly defines violent conflicts as anything which inflicts sufferings, harm, damage, pains, and sometimes death, psychological, emotional, and physical effects. In the school context according to this understanding of the CCR, violent conflict is perceived as physical action by students to destroy school property, beating up teachers and students and psychological pains, like trauma of suspension and expulsion.

The scope of understanding of structural violence is extended by Burton and Azar (1990) who speak of frustration of human needs as the generator of conflicts. This

means that violence is likely to occur if students are denied basic needs like food, water provision and good accommodation. Galtung (1996) and Nathan (2000), focus on injustices that are a subset of structural violence as the primary reasons for violent conflicts. Annan (2001) mentions inequity, inequality, injustices, ineffective and unfair law enforcement and insecurity as structural risk factors that fuel violent conflicts.

Violence may be intertwined into cultural belief systems. Cultural violence, in the wording of CCR (2009) is where people, be students or teachers, are made to believe that violent behaviour like strike, riots, beatings and destruction of property is normal, acceptable or a good way of dealing with conflicts. In cultural violence, structural violence is accepted as normal, good, just and natural. This research hastily admits that structural violence, which is often more difficult to see, is more extensive and causes more sufferings, and destruction than direct violence.

Conflict management perspective on human rights put forth by Galtung and Wirak (1977) provides an important theoretical explanation in this regard. The explanation is based on human right needs theory as provided by Burton (1990), developed by Max-Neef (1991) and first applied by Azar in his analysis of social conflicts (Miall and Ramsbothan 1999). Burton focuses on the question of how the frustration of human needs generate conflicts. Human needs are listed by Burton (1990) as food, shelter, identity, recognition and personal growth, while in his theory Max-Neef (1991) clusters human needs into understanding, freedom, leisure, identity, protection, creation, affection, participation and subsistence.

2.4 Causes and Forms of Violent Conflicts in Secondary Schools

In the words of Munn, Johnston, Sharp and Brown (2007) a powerful message currently permeating public life is that violence in schools is on the increase and escalating rapidly. They say that media reports tend to convey an image of a school in which teachers are beleaguered and young people are out of control.

The kinds of conflict which occur in schools are more expounded by Babyegeya (2002). He observes that some conflicts lean on line of power, which Babyegeya (2002) relates to offensive and defensive behaviour of parties in the misunderstandings. The research carried out by Ageng'a and Simatwa (2011) in Kenya public secondary schools, which categorized conflicts as interconflicts between students and students, teachers and students, teachers and teachers and students and school authorities, found that causes of conflicts were poor cooked food, discipline, school fees, poor academic performance, entertainments, frequent absenteeism of students, strictness of schools heads, drug abuse and irresponsibility of teachers. These findings are similar to the one by a research carried out by Raman and Zhimin (2010) in public school in Nairobi that causes of conflicts were dictatorial treatment and failure to provide resources for effective learning.

In a school setting, Babyegeya (2002) has the view that conflicts tend to erupt explosively and distractively when students are suppressed. Types of suppressions which Babyegeya does not mention may take the forms of unilateral coercion as explained by Nowak (2011) and punitive measures that enhance teachers' dominance over students as presented by Wamocha, Nasongo and Murilo (2011).

Babyegeya lists the causes of conflicts in schools as insufficient resources, nature of authority (authoritarian or bureaucratic), absence of team work and the defensive nature of authorities. In secondary schools, as it is in other organizations, violent conflicts may be caused by human rights violation, injustices as put by Nathan (2002), and/ or inequality, injustices and unfair law enforcement as viewed by Annan (2001).

Generally, violent conflicts in secondary schools are said to be caused by insufficient resources, absence of teamwork, defensive nature of authority (Babyegeya, 2002) and frustration of human needs as it was the case of Mahiwa (Murata, 2010) and Loleza (Nyenjembe, 2008) secondary schools. They might also occur due to violation of principles of good governance and misdemeanor of teachers and students, as it was in the case of Nzondahaki secondary school (Merali, 2009). Other causes are said to be demand for high quality of education such as demand for adequate qualified and performing teachers (Mfunguo, 2011, Kalulunga, 2009, and Mayom, 2010). It has also been observed that some students engage themselves in violence to resist corporal punishments that may take the form of demonstrations, riots, destruction of property, beating up of teachers, burning down of businesses, blowing up houses, blocking passages and the like as it is fully reported by Merali (2009), Murtaza (2010), Kalulunga (2009), and Nyenyembe (2008).

2.4.1 Situation of Violent Conflicts In Secondary Schools in the World

Globally, the UN-has adopted several programmes and proclamations aimed at protecting the child of the world against violence (UN, 1999). Eckhard (1992) says that the UN Security Council spends more than 75 per cent of its time and money

resolving conflicts and performing humanitarian duties. Researchers like Ndura-Ouegraogo and Amster (2009) say that the International Year for Culture of Peace was one of the cornerstones to the spreading of culture of peace to nations and nationals. The CRC of 1989 (UN, 1989) advocates peace, tolerance, equality of sex and friendship among all people. Article 29 of the CRC provides that “the education of the children shall prepare them to have the spirit of understanding peace. This CRC article recalls the preamble to the UDHR of 1948 (UN, 1948) that advocates freedom, justices and peace. The two core international human rights instruments, the ICCPR of 1996 (UN, 1966) and the ICESCR of 1966 (UN, 1966) oblige states to promote rights that are essential for peace. The 1990 World Declaration on Education for All, points to learning processes in schools that promote social justices, acceptance of differences and peace (Fountain, 1999). The Future Global agenda for children, spearheaded by UNICEF (Fountain, 1999) makes commitments to education and learning process for peace.

Farrell, Meyer, Kung and Sullivan (2001) discuss key issues in developing and evaluating school-based violent prevention in the United States. They say that prevalence of conflict in schools may be partially explained by the nature of social environment and co-existence of students from diverse backgrounds. Skiba, Boone, Fontanini, Wu and Stressell (n.d), speak of the overall increase of youth violence, particularly school homicide and weapon carrying in the US in the last fifteen years.

Skiba, Peterson and Williams (1997), made a study in Mid-Western US on students discipline. Their study findings showed that zero-tolerance disciplinary measures

had taken toll as preemptive measures to escalation of violence. The study found that low socioeconomic students appear to be at greater risk for receiving a variety of harsh disciplinary practices, including suspension, expulsion and corporal punishment. The increase of violence in America has made according to this study, some district authorities to decree threats for automatic expulsion.

Skiba and Peterson (2000) write on the increase of school violence despite the increase of ‘zero tolerance’ procedures and policies in America. Such incorelation of ‘zero tolerance’ and increase of violence forced the Clinton administration to stress on the importatnce of teaching students alternatives in resolving conflicts. Cornell (2003) speaks of school shooting in USA, which he says has generated the misperception of an epidemic of school violence. Yahaya, Ramli, Hashim, Ibrahim and Rahman (2009) have identified prevalence and type of bullying and intervening programmes at school in Batru Pahat, Joh secondary school in Malaysia.

2.4.2 Situation of Violent Conflicts in Secondary Schools in African Countries

Media and research reports have findings that show escalation of violent conflicts in African secondary schools. The violent action to conflict is linked to a range of causes and takes several forms, from riots, demonstration, sexual abuse, looting of shops, and engagement with the police force. Okotoni and Okotoni (2003) analyse the causes and the ways conflicts are manifested in schools in Nigeria. They mention the types of conflicts as those between staff and students, management and staff, communities and school and inter-personal conflicts, which they say are fetter to the administration of schools. They mention the cause as non involvement of students in

school administration and abuse of office by school administrators. Mfunguo (2011) reports riots at Kgari Secheles Senior secondary school in Botswana resulting from not being taught because teachers were on strike. During the strike students looted shops, broke into houses and stole and blocked roads. The violence was resolved by police intervention and several students were reported to have sustained injuries.

Violence among students is also evidenced by Mayom (2010) who reports that over 6000 students at Rumbek's Senior Secondary School in Southern Sudan protested over classroom shortage, lack of teachers, food and weak school management. Harber and Davies (1998) cite the Independent paper (1991) in which boys at St. Kizito School near Meru in Kenya attacked girls who had refused to take part in the riot. Lechleitner (2011) reports violent conflict in a church run Bugema Adventist Secondary School in Luwero, Uganda. In the Bugema school violence, police intervened and shot to death two students. The riot was said to have been caused by cancellation of a week-end music programme by school authority without explanation. The study of Akumu, Judith and Julias (2011) on the impact of violent conflict on secondary school students' wastage in Mount Elgon district in Kenya, found that violent conflicts increased trends of grade drop-outs rates, grade repeater rates, cohort wastage rate and low completer rate between the years 2005 and 2008.

2.4.3 Situation of Violent Conflicts in Tanzania Secondary Schools

Though not directly addressed to secondary schools, some scholars give general evidence of a growing culture of violent interventions and reactions to conflicts in Tanzania. Hirschler (2004) who has done research on political and economic reform

related violent conflict says that violent conflicts in Tanzania have increased in the last few years. This means that there are also changed interactions between stakeholders in secondary education sector.

The media more often, reports frequent violent conflicts in secondary schools. Murata (2010) had posted in his blog (mjahimurata.blogspot.com) news reports published by a daily Kiswahili newspaper “Nipashe”, of a rampage of 400 A-level students of Mahiwa secondary school in Lindi District. The cause of the riot, which is described by the paper as a rebellion, was due to unavailability of water services and electricity at the school. The source of this conflict fits in the human need theory provided by Burton (1990). In the course of the riots, students destroyed dry water hoses/pipes, the residential quarter of the school head and other property worth million of shillings. The destruction of property by students reflects the broad definition of violent conflicts by CCR (2009). The Regional Education Officer (REO), Director of Lindi District Council, Regional Police Commander (RPC) and District Education Officer (DEO) were called in to help end the violence. Later the school authority suspended the students who had rioted and were sanctioned to compensate the damages.

These unilateral interventions to conflicts may be what Annan (2001) calls inequality, injustices and unfair law enforcement that fans violent conflicts. While the immediate causes of the Mahiwa violence is not clearly stated, it seems the violence was caused by the irresponsiveness of the government to provide basic human needs like water, one of the causes of violence described by Burton (1990),

CCR (2009) and Annan (2001), as in conformity with a theory of human needs developed by Max-Neef (1991), as one of the causes of violent conflicts.

Merali (2009) reports in the government owned Kiswahili Daily, “HabariLeo” of violent conflict at Nzondahaki Secondary School in Mbeya Region. Form one to form three students went on a riot, smashed windows and injured two teachers. The reason for the riots was an allegation by students that school authority violated the principles of good governance by making secret a report on schools’ project. They also accused the headmistress of using abusive language. The students who refused to participate in the strike were attacked, indicating that violent conflicts may occur among students themselves, the inter-students category explained by Ageng’a and Simatwa (2011).

Kalulunga (2009) reports in “Tanzania Daima” daily Kiswahili newspaper that the Catholic Church owned Consolata secondary school students at Ileje district in Mbeya region went on strike and destroyed school property. The reason for the strike was said to be the failure of the school authority to provide Kiswahili and Geography teachers. Nyenyembe (2008) reports in the same newspaper that 320 Form Six students at Loleza girls’ secondary school, in Mbeya, went on strike for an expression of inadequate food ration and standing in queues for five hours, from 06 to 9: 30 pm before they got the food ration. The violence at Consolata and Loleza secondary schools tells us that violent conflict may occur even in religious owned and girls’ schools.

2.5 Peacebuilding in Secondary Schools

The term “peacebuilding” is said to originate from Johan Galtung’s work, three approaches to peace: peacekeeping, peacemaking and peacebuilding (Galtung, 1970). Boutros-Ghali (1992), CCR (2008), Galtung (1996,) and Kiihns (1997) say that peace building is related to activities intended to prevent, particularly communities emerging from wars, to re-enter into conflicts. Boutros-Ghali (1992) sees peace building as an action aimed at identifying and supporting structures that will solidify peace in order to prevent a relapse into conflicts. At the school setting, this might mean to have structures and activities that will tend to prevent a school to re-enter into violent conflicts that it had experienced.

Scholars like Miall, Ramsbothom and Woodhouse (1999) construe peace building to involve working programmes designed to address the structural causes of conflicts, the grievances of the past and building sustainable relationships in order to promote long-term stability and justices. Some of the methods involved in peace building activities may include economic restructuring, institution building and education, building a right culture, political reform and strengthening relationships.

The programmes that address structural causes of conflicts as propounded by Galtung (1985) are geared to handling the grievances of the past and building sustainable relationships in order to promote long-term stability and justices. The view is also expressed by Bush (2001) who refers peace building to initiatives which foster and support sustainable structures and processes which strengthen the prospects for peaceful co-existence and decrease the likelihood of the outbreak,

reoccurrence or continuation of violent conflicts. This process, in the view of Bush, typically contains both immediate and long-term objectives. The conception of Bush shortened, is that peace-building is a twofold process requiring both the deconstruction of the structures of violence and construction of the structures of peace.

Galtung (1996), the founder of peace studies, suggests two different concepts of peace: negative peace and positive peace. He calls the mere absence of violence as negative peace. On the other hand, positive peace is a stable social equilibrium in which the surfacing of new disputes does not escalate into violence and wars. Hence the task of peace building is to promote positive peace, emphasizing removing violence as a tool for conflict resolution.

The CCR (2008) which say peace-building is a relatively recent concept, refers peace-building to medium to long-term process of building war affected communities that have emerged from a period of violent conflict through identifying and supporting structures to consolidate peace in order to avoid relapse into conflicts.

Kiihns (1997) says that, firstly, peace-building is a political understanding and not a developmental or humanitarians one; secondly, its priority is not the ending of a conflict as such, but to prevent the resumption of violence; thirdly, the time dimension of post-conflict peace-building is short and medium, whereas development and nation building is long-term. In peace building activities, Kiihn (1997) suggests that special attention should be attached to the roles and obligations

of the parties to a conflict. Since the cooperation of the parties is essential to the success of peace building, increased effort should be made to secure their consent and support for the activities.

It has been generally agreed that, peace building can take place in all stages of conflicts namely; the situation without obvious tension; tension stage; open conflict stage and the post conflict situation. Notable exception is that that preventive diplomacy seeks to resolve dispute before violence break-out; peace making and peace keeping are required to halt conflicts and pervasive peace once it is attained (UN; 1992). In summation, peace building is the process of establishing positive peace, which is an alternative to structural violence as put by Galtung (1996).

Reports have documented occurrences of violent conflicts in academic institutions in Tanzania, including secondary schools. The report of the Working Committee of the University for Peace says that Tanzania is witnessing school violence associated with destruction of institutional property and the beating up of teachers (Abebe, Gbesso and Nyawalo, 2006). Due to the widespread of violence, the report urges for the introduction of peace education in the school curricula. In the view of the University for Peace, peace education aims to build a culture of peace through learning.

The incentive for proposal for education for peace and the draft of the curricula guide by the University for Peace (Abebe, Gbesso, Nyawalo 2006) stemmed from a resolution passed on the International Conference on “Strategies for Peace with

Development in Africa: the Role of Education, Training and Research” held in Addis-Ababa, Ethiopia, from 12th to 14th June, 2006 under the auspices of the African Union and University for Peace-African Programme.

The Hague Agenda for Peace and Justice for 21st Century is one of the the international community commitments in peace promotion. They articulate the mission in these terms:

A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justices non-violently, live by international standards of human rights and equity, appreciate cultural diversity and respect the earth and the other. Such learning can only be achieved with systematic education for peace” (UN Document: ref A/54/98).

Countries like Uganda have already piloted peace education; and guidance and counseling in secondary schools in northern Uganda. The aim has been to achieve a culture of peace so as to prevent new wars, building peaceful schools, transforming cycles of revenge to reconciliation, preparing youth to become lifelong peace building practitioners and linking peace to community building (Ssenkumba, 2010). The expectation of peace education that Jongman (1998) calls a form of preventive diplomacy is that, when citizens are sufficiently literate in non-violence, they would behave in a manner that can enhance positive peace as expressed by Galtung (1996).

Kunder (1998) says that peace process generally includes approaches such as institutional building and mechanism to uphold accountability. This means that in

order to have peace in secondary schools, all institutions dealing with the education sector should be included in the process of peaceful conflict management peace. On the other hand, when human rights violation causes violent conflicts, the main objective of activities by both human rights and conflict management actors according to Galtung (1996) is to reduce the level of structural violence through the transformation of the structural, systematic conditions that give rise to violent conflicts in a society, secondary schools included.

2.6 Conflict Management Interventions in Secondary Schools

It is difficult to speak of transforming violence into peace in secondary schools in exclusion of conflict management. Conflict management which is regarded as a term, a discipline and an approach, is a broad area that includes mediation (Rubin and Jones, 2007 and Bogdanoski, 2009), conciliation (Lawyers and Jurists, 2012 and Wade, 2004). Some scholars have linked conflict management to the requirements in the skills of effective communication (Wade, 2004), problem solving (UN, 1999) and negotiation (Perlevliet, 2002) with a focus of interest (Bogdanoski, 2009).

Mayer and Boness (2011) say that conflict management addresses the more realistic question of dealing with conflict constructively, bringing opposing sides together (dialogue and negotiation) in a cooperative processes, and how to design a practical, achievable and cooperative system for the constructive management of differences. Hamad (2005) conceptualizes conflict management to encompass every action taken by parties in conflict that should include initiation of conflict, escalation, ensuing complications, containment, resolution and transformation. According to Perlevliet

(2002), conflict management can offer alternative and innovative methods of addressing violent conflicts over issues and can also enhance the capacity of conflicting parties towards peacebuilding. Prebble and Stewart (1981) say that conflicts can either bring people together or tear people apart.

Thomas (1972) as cited by Warioba (2008) suggests five strategies to handling conflicts, these include; avoiding or ignoring the conflict, compromising the needs, to let parties compete ending up winning-losing situation, accepts the demands and collaboration. Ignoring means that the conflicting party does not satisfy the concern of others, while competing means that each party in the conflict stress own positions. Compromising is where the conflicting parties find a middle ground, while collaboration entails that the concerns of both parties are satisfied. Accommodating means that each party foregoes own concerns in order to satisfy the concern of others.

Conflicts management practitioners generally prescribe peace as a basis for justices, arguing that cessation of violence and resolution of conflicts is a pre-condition for the establishment of viable and enduring system of justices (CCR, 2009). They utilise more cooperative approaches with a view to maintaining or restoring relationships between parties and reaching mutually agreeable outcomes. Conflicts management practitioners are primarily concerned with a process that facilitates dialogue between the parties agreement. They aim to make negotiation process as inclusive as possible in order not to alienate any party that has the potential to derail the process, irrespective of that party's human rights record. Experience indicates that any process that does not include all stakeholders is less likely to hold firm.

2.7 Culture of Peaceful Management of Conflict in Secondary Schools

Culture or value is about the mind set, values and beliefs in a myriads of elements that could either be qualitatively measured and, or quantified. One of the aspects of the culture of peace is the respect for human rights, whose standards have been set in the International Bill of Rights: The UDHR of 1948 (UN, 1948), ICCPR of 1966 (UN, 1966) and the ICESCR of 1966 (UN, 1966).

The CCR (2009) lists elements of culture of peace to include respect for human rights; conforming in disagreements; recognizing conflicts as an opportunity for transforming conflict constructively; bringing conflicting parties to a dialogue; believe in a web of reciprocity relationship; fulfillment of basic needs; democracy; social justices, which has been explained by Annan (2001), Galtung (1996) and Nathan (2000). Self reliance, which cuts off dependence is said to be a creator of culture of violence. The culture of peace centres on eliminating the causes of violent conflicts which some of them are mentioned by Fisher, Abdi, Ludin and Williams (2000), Jeong (2000), Burton (1990), Annan, (2001), Galtung, (1996) and Nathan (2000) as moral differences, which includes: injustices, human rights violations, unfulfilled human rights needs, unsolved prior differences and identity.

The UN General Assembly (UN, 1999) defines the culture of peace as a set of values, attitudes, traditions and modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiations among individuals, groups and nations. The bases of a culture of peace which formed parts of the UN resolution on a culture of peace

(UN, 1999) are mentioned as full respect for and promotion of human rights and fundamental freedoms; commitment to peaceful settlement of conflicts, respect for and promotion of the right to development; respect for the promotion of equal rights and opportunities for women and men; respect for the promotion of the rights of everyone to freedom of expression, opinion and information and adherence to the principles of freedom, justices, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.

2.8 CHRAGG's Mandates in Promoting Conflict Management in Schools

National Human Rights Institutions (NHRIs), which CHRAGG is one of them, are amongst state institutions that provide safeguard against violent conflicts at schools. NHRIs stand afoot to ensure that persons get their redress against injustice (CCR, 2004). NHRIs are strategically placed at the national level to push through mandatory persuasion of the implementation of human rights principles adopted at international systems. In the school context the international instruments include the ICCPR (UN, 1966), ICESCR (UN, 1966), CRC (UN, 1989), ACRWC (OAU, 1990).

The NHRIs also ensure that the national legislation adhere to international standards. Some of the statutes that regulate conflict management in schools are the Education Act, the Expulsion and Exclusion Regulations, the Corporal Punishment Regulations, the Police Force Act and the CPA. Competencies, responsibilities, composition and guarantee of independence are prescribed in the principles relating to the status and functioning of NHRIs for the protection and promotion of human

rights (ICC, 1991).

Mandates of NHRIs, in the framework of the Paris principles as written by Lumina (2006) include preparation of advisory reports, drawing government attention to situation of human rights violation, the promotion of public awareness and national legislation in conformity with international human rights standards. The NHRIs also conduct systematic reviews of government's human rights policies, recently known as National Human Rights Plans of Actions (UN, 2002) in order to identify the shortcomings and recommend improvements. The institutions have national and international obligations to raise community awareness of human rights through human rights publications, including in secondary schools.

The preamble to Constitutive Act of the African Union-AU (AU, 2000), adopted in Lome, Togo on July 11, and entered into force in May 26, 2001 speaks of the AU determination to take all necessary measures to strengthen common institutions and states among its objectives, the promotion of peace, security and human rights on the continent. Peace in secondary schools, forms part of the national and African peace initiative. The 2002 Kampala Declaration acknowledges the role of NHRIs in peace building and conflict resolution. While the Kampala resolution obliges state parties to ensure that individuals in that state conform to peacebuilding and conflicts management standards, secondary schools cannot be left outside this perview. Article 29 (b) of the Declaration calls upon African NHRIs to, among other things; devote greater attention to issues concerning peace, conflict resolution, democracy and development.

As rightly commented by Hamber and Kibble (1998), NHRIs have the role to play in pre-conflict, conflict and post-conflict situations. In conflict prevention, NHRIs can assess human rights situation in the country and schools form part of institutions in states, to identify indicators of potential or looming conflicts, such as early warning mechanisms and help critical possible outbreak of violence.

Applying conflict management strategies to human rights concerns in secondary schools, allow for conflicts to be constructively transformed before they escalate to violent conflicts. The application of conflicts management and peacebuilding approaches to human rights complaints or disputes in secondary schools is designed to reconcile the diverging needs of complainants, whether being students or teachers. It also aims to facilitate dialogue between parties in conflicts at secondary school settings and focusing on creating safe grounds for negotiating substantive issues.

The CHRAGG as a NHRI has been given mandates, powers and functions by the constitution to promote peace through mediation, conciliation, reconciliation and dialogue. The mandates of CHRAGG extend to handling grievances and settling conflicts in secondary schools. Article 130 (1) (h) of the Constitution and sections 6 (1) (n) and 28 (4) of the Act provide CHRAGG with explicit mandates to apply conflicts management and peacebuilding techniques in settlement of conflicts brought before CHRAGG, including those occurring in schools.

The CHRAGG, acting under the virtual of Section 36 of the Act has made rules, the CHRAGG Mediation, Conciliation and Negotiation Rules of 2006” to regulate the

conflict management functions provided under Article 130 (1) (h) of the Constitution and sections 6 (1) (c, f, g, and n), 15 (2) (a) and 28 (4) of the Act. Article 130 (1) (h) of the Constitution states that “the CHRAGG shall discharge the following functions: to take necessary action in order to promote and enhance conciliation, reconciliation among persons and various institutions appearing before the Commission”. Section 6 (1) (n) of the Act is almost similar with Article 130 (1) (h) of the Constitution and adds the aspect of mediation, a purse building approach to conflicts settlement. The section states; “the Commission shall carry out the following functions :(a)....(n) to take such measures as may be appropriate for the promotion and development of mediation and reconciliation amongst the various persons and institutions who come or are brought before the Commission”.

The CHRAGG could also use its advisory functions provided under Article 130 (1) (g) of the Constitution and Section 6 (1) (j) of the Act, to bring conflicting parties in secondary schools together for dialogue that proceeds to negotiation and conciliation as mandated under Article 130 (1) (g) of the Constitution and sections 6(1) (n), 15 (2) (a) and proviso to Section 28 (4) of the Act. The CHRAGG (Complaint Handling Procedures) Regulations (GN No. 144 of 2003), hereinafter Complaint Regulations and CHRAGG (Enquiries Procedures) Regulations (GN No. 145 of 2003) hereinafter the Enquiries Regulations are framed to provide procedures for the constitutional and statutory roles of the CHRAGG in peacebuilding and conflict management. The CHRAGG may mediate, promote dialogue, conciliate or reconcile parties to secondary schools conflicts under the powers given to it under Article 130 (1) (h) of the Constitution and sections 6 (1) (n), 15 (2) (a) and 28 (4) of its enabling Act.

The CHRAGG has also powers under Article 130 (1) (f) to investigate the complaints where settling the conflicts through mediation and dialogue has failed as expressly provided under Section 15(2) (a) of the Act. In case of violent conflicts in secondary schools, CHRAGG has constitutional and statutory powers to intervene, by just informing the local government authorities or MoEVT for logistics purposes. The CHRAGG has mandates to investigate any person, be it student, a teacher or a school authority, involved in violent conflicts and recommend remedial measures to appropriate authorities. Rule

Rules 4 (1) of the Complaint Regulation provides persons who may lodge a complaint before CHRAGG and includes: any individual on own interests or on behalf of another person who is incapacitated to act, person acting as a member of or in the interest of group or class of persons, any person acting in the public interest. A person who may lodge complaints is also provided under Section 15 (1) of the Act. The CHRAGG has powers to start an investigation on its own initiatives or “sua motto” as commonly known by lawyers. So far CHRAGG is the only inquisitorial institution in Tanzania entrusted with the authority to investigate and inquire into human rights abuses and maladministration in a non-adversarial manner.

The CHRAGG’s educational and research mandate provided under Article 130 (1) (a) of the Constitution and sections 6 (1) (a) (d) of the Act serve a peace building function by transforming peoples’ violent attitudes by promoting tolerance, understanding, respect and dignity which as Maloka (2005) explains, when denied, heighten the potential for conflicts. Both the constitution and the Act mandates

CHRAGG municipal powers to promote ratified regional and international instruments and as well as national legislation and policies on peacebuilding.

The International Council on Human Rights Policy ICHRP (1991) sets minimum core standards to assess the performance of NHRIs. The core standards referred to by the UN system as benchmarks are the conditions that are considered by the International Coordinating Committee of National Institutions for the Protection and Promotion of Human Rights, abbreviated as ICC, during the NHRIs accreditation and re-accreditation of NHRIs (ICHRP, 2005).

In 2000, the ICC (2002) published Performance and Legitimacy benchmarks to be used to assess the effectiveness and success of NHRIs. One of the benchmark parameters listed by the ICHRP (2005) is the mandates of NHRIs. The mandates of NHRIs should be expressed in the constitution or enabling statutes. The CHRAGG has in this case the mandate to advocate and apply peaceful conflict management interventions in secondary schools conflicts. Article 130 (1) (h) of the Constitution and Section 6 (1) (n) of the Act provide that mandate.

Mambo (2008) has done desktop research that proves that the CHRAGG conforms to the international core standards of NHRIs. However his useful library research findings are silent on assessing significance of the mandates of CHRAGG in promoting peaceful management of conflicts. CHRAGG's mandates in promoting peace, though not at a school setting were tested in the famous Nyamuma case (HBUB/S/1032/2002/2003/MARA). In this landmark case, CHRAGG used

arbitration techniques in resolving the violent conflict occasioned by maladministration of police and district authorities. The government refused in express to comply with the arbitral recommendations issued by CHRAGG pursuant to Section 17 (1) of the Act. *In the case of Legal and Human Rights Centre and Thomas Ole Sabaya and 4 Others* (Misc. Land Application No. 22 of 2005), which was filed to enforce the recommendations of CHRAGG in the Nyammuma case, the High Court, however, ruled that CHRAGG lacked jurisdiction to enforce its own award, as they were not binding judicial decision. But on appeal, the Court of Appeal (Civil Appel No. 88 of 2006) overruled the decision of the High Court and ordered the case for full trial in the High Court before another judge. The ruling construed means that awards under Section 17 (1) of the Act, CHRAGG's recommendations are awards under the Arbitration Act (Cap. 15, R. E.2002), hereinafter the Arbitration Act, enforced by courts without there being a requirement to file for full trial. The arbitral award in the Nyamuma case and decisions of the Court of Appeal thereafter could be applied to violent conflicts on maladministration and abuse of powers in secondary school (Merali, 2009).

2.9 Other Legal School Conflicts Management Frameworks

The Education Act and its regulations, as well as circulars made therefrom provide for conflict management mechanisms in primary and secondary schools. The Education Act establishes appeal boards to hear and determine appeals from school managers and school heads. Section 52 (1) of the Education Act establishes District Appeal Boards that hear and determine appeals from decision of school managers and school committees/boards. Section 53 (1) establishes Regional Appeal Board

that hears and determines appeals from District Appeal Board. The finality of the appeal under the Education Act and its regulations is the minister responsible for education matters. A party aggrieved by the decision of the minister can seek judicial review from the High Court established under Article 108 of the constitution.

The Expulsion Regulations made under the Education Act, empowers heads of school to suspend and rusticate a pupil from school for a period not exceeding twenty one days. The Board established under the Education Act has prerogatives to confirm or reject the recommendations made by the head of school. The aggrieved party is given 45 days from the date of the decision of the board to appeal to what it refers to as relevant authority. The Corporal Punishment Regulations allows the administration of corporal punishment to students for serious breaches of school discipline or for grave offences committed whether inside or outside the school. The nature of the offence must be deemed by the school authority to have brought or capable of bringing the school into desrepute.

Neither the Education Act nor the Expulsion Reuglastions and the Corporal Punishments Regulations consider mediation, conciliation, and dialogue during the process of disciplinary procedures. The legislation is too legalistic and authoritative, that may leave room to aggrieved students to resort to violent action to conflicts as an expression of discontent of discipline administrative procedures. The dispute handling procedures under the Education Act, however, do not deny the aggrieved party the right to file a complaint before CHRAGG. On part of teachers, the Government School Board (Establishment) Order (GN No. 304, R.E. 2002),

hereinafter the Schol Board Order, empowers school boards to ensure that teachers abide by the code of professional conduct as stipulated in the Teachers Service Regulation of 1989. The Board has power to suspend any teacher on disciplinary grounds, misconduct or inefficiency or any act likely to cause disharmony in the school and inform the Commissioner immediately of such action. The Board also has power to suspend or dismiss a pupil from school for guilty of offences warranting such punishment.

The Teachers Service Regulations, repealed and replaced by the Public Service Regulations (G.N. No. 168 of 2003) made under the Public Service Act. The Code of Professional Conduct for teachers is attached to the Public Service Scheme (G.N. No. 169 of 2003). Therefore teachers now fall under the appointment and disciplinary authority of the Teachers' Service Department (TSD), which is one of the public service schemes as provided under Section 7 (3) of the Public Service Act. Unlawful assembly and riots and other offences against public tranquility are crimes under Chapter Six of the PC. They attract a sentence of up to life imprisonment if found guilty by a competent court of law. Therefore the police force and other state law enforcement apparatuses cannot be sidelined in secondary school conflict management procedures through the Police Force Act and its General Police Orders (PGO) and CPA . The two legislation, empower the police to apply reasonable force where necessary in the administration in the management of violent conflicts.

2.10 Critical Conclusive Analysis of Related Literature

The UN (1999), promulgations on the culture of peace and non violence for the children of the world, centres on post-violent peacebuilding, peace making and

peacekeeping. The promulgation can hardly be fitted in the context of peaceful management of conflicts in secondary schools context. The promulgation pays less attention to the causes of violent conflicts in schools, though speaks of the general causes of inter-state or civil wars violent conflicts. Even the ICCPR and ICSECR (1966) as well as the CRC (UN, 1989) advocates peace by recalling the UDHR (UN, 1948) which is framed to prevent another international war and does not directly address, peaceful management of conflicts at the school setting.

Boutros Boutros- Ghali (1992) and Koffi Annan (2001), as well as renowned peace and security scholar, Johan Galtung (1996, 1977) their works fall short of assessing the mandatory roles of NHRIs in peaceful management of conflict in the education sector. They rather emphasise post-war conflict peacebuilding, which means peace making and peace building after adverse effects of intrastate and or interstate wars. The CCR (2004, 2007, 2008, and 2009) has carried out enormous research, but useful as it has been in the field of peace, has not assessed the significance of the mandates of an individual NHRIs and CHRAGG in promoting peaceful management of conflicts in secondary schools.

Bush (2001), Kiihns (1997), UN (1992), Schmidt and Kochan (1992), Darling and Walker (2001), CCR (2008, 2009), Galtung (1969, 1985, 1996), Galtung and Wirak (1977), Warioba (2008), Babyegeya (2002) and Galabawa (2000) provide the definition of conflicts, but do not provide students, and teachers, perceptions on causes of violent conflicts in secondary schools. The study by Warioba (2008) at local authorities however likens violent conflicts to conflicts. Babyegeya (2002)

generally analyses conflicts in relation to school as an organization, and does not examine the available legislative frameworks on conflicts management mechanism in schools nor provide perceptions of the causes of violent conflicts among teachers and students in secondary schools.

A bebe, Gbesso and Nyawalo (2006) have come up with a draft proposal of curriculum for education for peace relative to the Africa education systems, but they have not assessed significance of the roles of NHRIs in promoting peace and transforming violent conflicts into constructive conflicts in secondary schools. Maloka (2005) speaks of building the capacity of CHRAGG in conflict management and peacebuilding, but does not assess the extent to which CHRAGG has been significant in promoting peaceful management of conflicts in secondary schools.

Skiba, Peterson and Williams (1997), Farrel, Meyer, Kung and Sullivan (2001), Skiba and Peterson (2000), Cornell (2003), Yahaya, Ramli, Hashim, Ibrahim and Rahma (2009) and Akumu, Judith and Julias (2011) contextualize school violence in the US and other developed world focusing on bullying, homicide, gun carrying and shooting. The findings on the causes of school violence in Nigeria (Okotoni and Okotoni, 20003), Botswana (Mfunguo, 2011), Southern Sudan (Mayom, 2010), Kenya (Harber and Davies, 1998 and Uganda (Lechleitner, 2011) could not perhaps fit in the context of Tanzania secondary schools.

Media reports by Merali (2009), Murata (2010), Nyenyembe (2008), and Kalulunga (2009) have overlooked perceived causes of violent conflicts; nor assessed the

significance of CHRAGG in promoting peaceful management of violent conflict in secondary schools. The study by Mambo (2008), who used desktop and documentary review, concentrates on studying the conformity of the constitution and the Act to the Paris Principles.

Most of CHRAGG reports (JMT, 2006, JMT, 2007, JMT 2008, and JMT 2010), including those submitted in the National Assembly does not indicate that CHRAGG has carried out a comprehensive research to assess its own significance mandatory role in peaceful conflict management. The UN indicators, published in 2000 by the ICHRP (2005) are used to assess NHRIs for accreditation and reaccreditation purposes and not assessing practical significant mandatory roles of the NHRIs in peaceful conflict management in secondary schools.

This study assessed the significance of CHRAGG's mandatory roles in promoting peaceful conflict management in public secondary schools using Lindi district as a case study. The CHRAGG assessment was made by: exploration of the perceptions of students and teachers on causes of violent conflicts in secondary schools; examination of legal and resources capacities of CHRAGG in promoting peaceful conflict management in secondary schools and inquiry into the CHRAGG's roles in promotion of peaceful management of conflicts in secondary schools.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains discussions of the methodologies that were used in carrying out the study. The data collected and analysed were intended to assess the significance of CHRAGG mandatory roles in the promotion of peaceful management of conflict in public secondary schools, using Lindi district as a case study. It describes the study location and justification of its selection, research design, study population, sample size and sampling techniques, data collection methods and procedures, validation of data collection instruments, data processing and analysis and ethical issues.

3.2 Study Location

This study was carried out in the administrative district of Lindi in Lindi region. Lindi region is one of the 30 regions that form the United Republic of Tanzania. The region is bordered by Mtwara region in the South, Coast region in the North, Morogoro region in the West and the Indian Ocean in the East. The region has, according to the population and household census of 2002 (URT, 2002), a population of 991,306.

The region is divided into five administrative districts of Kilwa, Lindi, Nachingwea, Ruangwa and Liwale and six local government authorities. Lindi district comprises two local authorities, the Lindi municipal and Lindi district councils. The district had in 2002, had a population of 257,313 people, about 32.5% of the population of the

region.

According to available statistics, by August 2012, Lindi region had a total of 120 secondary schools (Table 3.1) out of the country total of 4,528 secondary schools (JMT, 2012). This means that, the number of secondary schools had increased by 74 percent, from 89 in June 2007 (URT, 2007) to 120 in August 2012).

Table 3.1: Public Secondary Schools and Students by council in Lindi Region

Council	I-IV			V-VI			Govt Schools		
	Gvt	Priv	Total	Gvt	Priv	Total	Males	Females	Total
Kilwa	26	0	26	0	0	0	3343	2927	6270
Lindi DCc	23	4	27	1	0	1	3769	1995	5764
Lindi MC	9	1	10	1	0	1	2078	1402	3480
Liwale	16	0	16	1	0	1	3000	1994	4994
Nachingwea	27	0	27	0	0	0	3875	2761	6636
Ruangwa	14	0	14	1	0	1	2717	1786	4503
Total	115	5	120	4	0	4	18782	12865	31647

Source: Regional Education Officer's Report (2012)

Table 3.2 Number of Teachers in Lindi District Public Secondary Schools

Authority	Requirements	Present	Deficit
Lindi District Council	320	176	144
Lindi Municipal Council	163	138	25
Totals	483	314	169

Source: Field Data, 2012)

The Lindi district had by the time of this study, a total of 39 secondary schools, that is 34 public and five private secondary schools. The number of students in the district by August 2012 was 9244 in public schools, of whom 3397 (37%) were girls (Table 3.1). Field data showed that the district had a total of 9950 students in both

public and private schools. The number of students in private schools was 861; of these 312 were girls (Appendix VIII). Public secondary schools had 314 teachers in total, as shown in Table 3.2.

Moving budget proposal in the National Assembly the Minister for Education and Vocational Training, Dr Shukuru Kawambwa indicated that by June 30, 2012, Tanzania had a total of 4,528, secondary schools (JMT, 2012) , an increase of 262 schools from June 30, 2011 (JMT, 2011) and out of the total of 4528, private secondary schools were 1020. The total number of secondary school students by June, 2012 according to the minister were 1,884,272, (1602, 752 in public schools), 1,802,810 were O-level students. The total number of teachers in secondary schools was 65,025; out of which 51,458 were employed in public secondary schools (JMT, 2012). The records released in the National Assembly by the Minister showed that there was an increase of 12,879 teachers from 52,146 in June, 2011. The increase in the number of students, schools and teachers is said to be due to the implementation of Secondary School Development Programme (SEDP)-Phase I and II.

3.3 Justification for the Selection of the Study Area

The researcher decided to select Lindi as the study area because; CHRAGG has zonal offices in Lindi that cater for Southern regions of Lindi, Mtwara and Ruvuma. Therefore Lindi District is closer to the services of CHRAGG than other districts in the Southern Regions. Reports also show that some of the secondary schools in Lindi have experienced violent conflicts. It is in record that CHRAGG has visited secondary schools in the Southern Regions, a majority of the schools being in Lindi

district (CHRAGG, 2009). Mahiwa, one of secondary schools in Lindi District has a reputation of violent conflict (Murata, 2010).

3.4 Research Design

This is a case study descriptive research that studied secondary schools to determine the significance of CHRAGG in promoting peaceful conflict management in public secondary schools, the case of Lindi district. This study applied a mixture of qualitative and quantitative research approaches. In the explanations of Johnson and Christensen (2004), a mixed design uses both qualitative and quantitative approaches, either each for one part and, or both concurrently. Litthman (2009) says that in most cases qualitative research uses words in data analysis and interpretation. A qualitative approach will inquire the behaviour and value of the study population. Quantitative design will deal with the operating empirical variables, prediction and testing.

3.5 Population

3.5.1 The Target Population

The population of this study was public secondary schools and CHRAGG whose significance mandatory roles in peaceful management of violent conflicts were being assessed. The sample unit of this study was Lindi district. The population from which the samples were drawn, involved teachers and students from four public secondary schools, two from each Lindi district council and Lindi municipal council and CHRAGG. The total population from which the samples were drawn included 3,304 students and 314 teachers (Appendices VII and XIV). The sample were 88/314

(28%) teachers in Lindi district and 194/3,304 (06%) students of the district total. The female student sample was 74/194 (38%). The sample of girls was smaller compared to male students because A-level students at Lindi comprised of boys only and Mahiwa had not registered female students in Form Five.

3.5.2 Sample Size

The information relating to the objectives of this study were collected from a sample size of 289, students being 194/289 (68%), and teachers 88/289 (31%), from four public secondary schools: Lindi, and Mkonge secondary schools were from Lindi municipality and Mahiwa and Mnolela secondary schools were from Lindi district council. There were four (4) headteachers, two (2) DEOs and CHRAGG Executive Secretary. The sample frame of the respondents was a total of 9,244 students, 314 teachers, and 39 heads of school.

3.5.3 Sampling Techniques

The samples of the population were obtained by purposeful and simple random techniques. Purposive technique which is referred to by other scholars as judgemental, is a kind of sampling where the researcher reasoned from whom participants useful information was obtained (Amin, 2005). Purposive sampling was used for obtaining specific information at a minimal costs and time (Kothari, 2004). Leaders of students' government, students with outstanding performance in civics and general studies and class leaders were purposively selected. The rationale for using purposive sample was built on the grounds that leaders and outstanding performers were key informers in providing conflict management information in

schools. Other student samples were obtained from every class by gender by simple random sampling, where every student had a chance of being selected. On the part of teachers, heads of school, civics and general study teachers, discipline masters/mistress, and school guidance and counseling teachers were purposely selected. The DEOs and CHRAGG Executive Secretary were also purposely picked.

3.6 Data Collection Methods and Procedures

3.6.1 Primary Data Collection Instruments

Primary information is first hand data that have not been previously collected (Kothari, 2004). This information was obtained by the usage of questionnaires and structured interview administered to the respondents. Data on the students' and teachers' perceptions on the causes and forms of violence and solutions to violent conflicts were obtained by using questionnaires and focus groups discussions (FGD). The FGD was conducted to ten students at Mahiwa Secondary School. One school was picked because of limited time and resources, but as well as on the assumption those students' views on violent conflicts were similar. The data on the viability of CHRAGG legal and resources capacities in promoting peaceful conflict management were obtained through a combination of questionnaire and review of legislation, financial reports and to some extent through the review of literature.

3.6.1.1 Questionnaires

Structured and open ended questionnaires were used to obtain primary data from students and teachers and CHRAGG chief executive officer. The questionnaires for

the students and teachers were self administered, whereas that of the CHRAGG executive officer was administered by e-mail addresses. The questionnaires for students and teachers are attached as Appendix I and II respectively, while that of CHRAGG's executive secretary is attached as Appendix III. The questionnaires were used because they were perceived to be less expensive and produced quick results. The questionnaires were also free from bias and were easily administered to a large sample of over 200 respondents. Structured questionnaire are simple to administer and relatively cheaper to analyse (Kothari, 2004).

3.6.1.2 Interview

Herbert (2009) cites Kahn and Cornel (1957) that interviews are conversation with purpose. Interview was used because it has considerable flexibility to restructure questions (Kothari, 2004). Hebert (2009) say interview guide assist the interviewer to remain focused during inquiring detailed information. The non structured interview and structured interview were administered to four school heads and two DEOs. School heads provided detailed information on students' academic performance trends and the scenarios of conflicts at their schools. The interview schedules for school heads and DEOs are attached as Appendices IV and VI respectively. Non structured interview method was used to obtain detailed information from the two DEOs on the number of students and teachers.

3.6.1.3 Focus Group Discussion (FGD)

A session of FGD was conducted to one group of students from Mahiwa High school in Lindi district council. The Mahiwa High School was purposely selected for

FGD because the school had an experience of escalated violent conflict (Murata, 2010). The group was composed of 10 students, involving females and males from forms three, four and six. The respondents were selected by students themselves. The FGD was guided by predetermined key questions as discussion guidelines. The session took one and half hours. The FGD helped the researcher to obtain information on all specific objectives of the study. The FGD guideline of key questions is attached as Appendix IV.

3.6.2 Secondary Data

Krishnaswami (2002) as cited by Warioba (2008) defines secondary data as sources which have been collected and implied for another purpose. It consists of readily available documents and already compiled statistical statements and reports whose data may be used by the researcher for the studies. The secondary information from which data were obtained for this study included legislation, financial and human resource reports, official circulars, CHRAGG strategic plan and human rights status reports, CHRAGG annual reports, budget speeches and students statistics reports.

3.7 Validation and Reliability of Data Collection Instruments

The instruments developed were validated internally in order to determine their clarity and relevancy to the objectives of the study. Questions were discussed with the supervisor and thereafter given to an expert in human rights to assess the relevance of the questions with the specific objectives of the study. The pilot study to assess reliable consistency of the instruments was done to 20 students and four (04) teachers at Ndumbwe Secondary School, in Mtwara district in Mtwara

region. Ndumbwe Secondary School was not part of the sample. Validation of the instruments was also to fellow post-graduate students in education at the Lindi and Mtwara OUT regional centres during face to face session.

3.8 Data Processing and Analysis

The data collected was edited, coded, summarized, posted and analyzed by using Statistical Package for Social Sciences (SPSS) Version 16.0 of 2006 programmes as provided by Kothari (2004). Quantitative data from structured interviews, questionnaires, and descriptive statistics such as frequencies, percentages were analysed using SPSS. Data from unstructured interview, key informants and the FGD were subjected to qualitative techniques of content analysis.

3.9 Research Ethical Issues

This study complied with research ethics in literature review, data collection, compilation and analysis. The researcher obtained research clearance from the university and from written consent from local government authorities and CHRAGG chief executive officer before going to field for data collection (Appendix XIV (a), (b), (c), (d) and (e)). Cited works are properly acknowledged and bibliographical details provided as references in compliance to intellectual property rights standards. The study is socially responsible, followed the laws, particularly on confidentiality. The conduct of the study was gender sensitive and was carefully examined before preliminary and final submission.

CHAPTER FOUR

4.0 RESULTS, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Background of Respondents

Background characteristics of respondents considered in this study included age, sex and name of school, class/form, teachers' education level.

4.1.1 Respondents by Age

The researcher intended to establish the age of respondents. The age ranges for students were categorised as shown in Table 4.1. Age of students helped in grouping students into minors and grown ups during the discussion of the findings. On the part of teachers, age helped to know their experience in managing violent conflicts.

Table 4.1 Respondents by Age

Age	Students		Teachers		
			Age		
	Frequency	%		Frequency	%
12-14	17	9.4	20 -30	32	66.7
15-17	127	70.2	31-40	12	25.0
18-above	37	20.4	41-50	4	8.3
Total	181	100.0	Total	48	100.0

Source: Field Data (2012)

The results indicated that 70 per cent of selected sample of students were between 15 -17 years, above 18 years (20%) and 12 - 14 (09%). The majority of the selected samples of teachers ranged 20 - 30 years (67%), 31-40 (25%) and 41-50 (04%).

4.1.2 Student Respondents by Sex And School

The respondents from selected sample for this study comprised sex by schools as indicated in Table 4.2. The sex and school background helped to establish a particular school involvement in violent conflicts by sex.

Table: 4.2: Respondents by Sex and School

	Name of the School							
	Lindi		Mkongge		Mahiwa		Mnolela	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Male	27	53	26	57	27	52	16	50
Female	24	47	20	43	25	48	16	50
Totals	51	100	46	100	52	100	32	100

Source: Field Data (2012)

Results showed that male respondents were 96/181 (54%) and female 85/181 (46%). Respondents by school were Mahiwa 28/96 (28%), Lindi 28/96 (28%), Mkongge 26/96 (27%) and Mnolela 16/96 (17%). Mahiwa provided the majority female 25/85 (30%), Lindi 24/85 (29%), Mkongge 20/85 (24%) and Mnolela 16/85 (19%).

4.1.3 Respondents by Class/Form and Level of Education

The researchers intended to establish the class/form of respondents and the level of education of teachers as shown in Table 4.3.

Table 4.3: Respondents by Form/Class and Level of Education

Students			Teachers		
Form	Frequency	%		Frequency	%
Form I	23	12.7	Ed-Level		
Form II	34	18.8	Certificate	2	4.2
Form III	47	26.0	Form six	4	8.3
Form IV	48	27.4	Diploma	20	41.7
Form IV-VI	29	16.0	Degree	22	45.8
Total	181	100.0	Total	48	45.8

Source: Field Data (2012)

Results showed that O-Level students were 152/181 (84%): Form one 23/181 (13%), Form two 34/181 (19%), Form three 47/181 (26%) and Form four. 48/181 (27%). A-Level that is Form five and Form six were 29/181 (16%). The results showed that teachers with a degree education were 22/48 (46%), diploma 20/48 (42%), certificate 02/48 (04%) and Form six 04/ 48 (08%).

4.2 The Existence of Violent Conflicts and Management Interventions

This part addresses specific objective and research question one, which intended to explore perceptions of students and teachers on the causes of violent conflicts in secondary schools. Data was collected through questionnaire (Appendices I and II), interview (Appendix IV) and an FGD held at Mahiwa High school (Appendix V). Some information was obtained through literature review (Murata, 2010; Merali, 2009; Kalulunga, 2009 and Nyenyembe, 2008). The researcher first inquired into whether students had participated or witnessed violent conflicts at their schools. The researcher also wanted to establish whether teachers had participated in handling violent conflicts and the kind of interventions they or school authorities had employed in managing the conflicts.

4.2.1 Students' Participation in Violent Conflicts

Students were asked to establish their participation or witnessing violent conflicts such as demonstrations, riots, road blockade, verbal abusive, corporal punishments and burning down buildings. Results from the student respondents of the four schools which were studied are summarized in Table 4.4.

Table 4.4: Students Participation in Violent Conflicts by School

School	Yes		No		Not sure		Total
	Frequency	%	Frequency	%	Frequency	%	
Lindi	28	54.91	20	40.00	3	5.89	51
Mkongge	38	83.00	8	18.00	0	0.00	46
Mahiwa	35	68.00	16	31.00	1	2.00	52
Mnolela	26	82.00	6	19.00	0	0.00	32
Total	127	100,00	50	100,00	4	100,00	181

Source: Field Data (2012)

As can be seen from Table 4.4, an average of 72 per cent of the respondents in the four secondary schools of the study that is Mkongge (83%), Mnolela (82%), Mahiwa (68%) and Lindi (56%) had either participated or witnessed violent conflicts. These findings do not reflect national efforts as per the Education Act, the Act, the ETP (URT, 1995), curricula and instruction (TUM, 1990; JMT, 1993; JMT, 2006; URT, 2005; URT, 2007) and international efforts on culture of peace (UN, 1999; Eckhard, 1992; UN, 1990) to make children and schools peaceful.

4.2.2 Students' Opinions on School Authority Interventions to Violent Conflicts

Respondents were required to tick before a list of items/variables shown in Table 4.5 to establish interventions school authorities undertook to manage violent conflicts. Results from data in Table 4.5 have indicated that between 55% and 72% of students disagreed with court (72%), mediation (67%), suspension and expulsion (66%), closure of school (61%), police (60%), and corporal punishment (55%) as interventions that could be applied to manage conflicts peacefully in secondary schools. These results mean that there is a dilemma on appropriate management interventions that could be applied in peaceful management of conflicts in secondary

schools. These results also tell that students have limited knowledge about conflict management and that CHRAGG has not been significant in promoting peaceful management of conflicts in secondary schools.

Table 4.5: Students' Opinions on Violent Conflicts Management Interventions

Intervention	Responses	Frequencies			Respondents	%
Corporal punishments	Yes	Male	Female	Totals	181	18.23
		14	19	33		
	No	56	44	100	181	55.24
	Not sure	26	22	48	181	26.52
Temporal closure of school	Yes	12	11	23	181	12.71
	No	58	52	110	181	60.77
	Not sure	26	22	48	181	26.52
Police Force intervention	Yes	13	12	25	181	13.81
	No	57	51	108	181	59.67
	Not sure	26	22	48	181	26.52
Expulsion and suspension	Yes	9	5	14	181	7.74
	No	61	58	119	181	65.75
	Not sure	26	22	48	181	26.52
Court intervention	Yes	1	1	2	181	1.105
	No	68	62	130	181	71.82
	Not sure	26	22	48	181	26.52
Dialogue and negotiation	Yes	26	18	44	181	24.31
	No	44	45	89	181	49.18
	Not sure	26	22	48	181	26.52
Facilitation and mediation	Yes	3	7	10	181	5.52
	No	66	56	122	181	67.40
	Not sure	26	22	48	181	26.52

Source: Field Data (2012)

4.2.3 Teachers' Participation in Handling Students' Violent Conflicts

The researcher intended to establish whether teachers had or had not handled violent conflicts at their respective schools. The responses are shown in Table 4.6.

Table 4.6: Teachers Involvement in Handling Students Violent Conflict

Responses	Frequency	Percent
Yes	18	37.5
No	28	58.3
Not sure	1	2.1
No Answer	1	2.1
Total	48	100.0

Source: Field Data (2012)

Results in Table 4.6 indicate that 28/48 (58%) against 18 (38%) respondents said they had not handled students' violent actions and reactions to conflicts. These results mean that violent conflicts of which over 70% of student respondents said they had participated or witnessed are handled not directly by teachers, school authority (heads of school) or third-parties like the police (Felix 2012) and other government authorities. The results might also mean that teachers might be instigating or supporting students' violence to conflicts.

The researcher also intended to establish conflict management interventions school authorities undertook to handle the violence. Table 4.7 shows the responses of both teachers who had handled and those who have not handled violent conflicts. The results from Table 4.7 also indicate that for teachers who had handled violent conflicts agreed so by suspending students (67%), administering corporal punishment (61%) and counseling students (50%). The respondents who had disagreed that school authority demanded compensation for damages were (94%), issued written warnings (83%), expelled students from school (78%) and consulted parents on misconduct of students (67%). These results mean that stern disciplinary

measures (Cornel 2003 and Skiba and Peterson, 2000) are legal in Tanzania by virtual of Corporal Punishment Regulations and Expulsion Regulations and are practiced by schools authorities as conflict management interventions contrary to international standards set in the CRC (UN, 1989), ICCPR and the ICESCR (1966).

Table 4.7: Teachers' Opinions on School Authority Violent Conflicts Management

Variables	Yes	%	No	%	Not Handled
Counselling students	9	18.75	9	18.75	30
Corporal punishment	11	22.92	7	14.58	30
Suspension	12	25.00	6	12.50	30
Consult on parents	6	12.50	12	25.00	30
Expulsion of students	4	8.33	14	29.17	30
Written warning	3	6.25	15	31.25	30
Damages compensation	1	2.08	17	35.42	30
Responses of those who had handled violent conflicts					
Variables	Yes	%	No	%	total
Counselling students	9	50.00	9	50.00	18
Corporal punishment	11	61.11	7	38.89	18
Suspension of students	12	66.67	6	33.33	18
Consult on parents	6	33.33	12	66.67	18
Expulsion of students	4	22.22	14	77.78	18
Written warning	3	16.67	15	83.33	18
Compensation for damages	1	5.56	17	94.44	18

Source: Field Data (2012)

4.2.4 Discussion on existence of violent conflicts and magement interventions

This part contains discussions of results represented in Table 4.4 to Table 4.7.

Violent conflicts existed in both urban and rural public secondary schools as shown

in Table 4.4. School authorities' management interventions to violent conflicts were however not clearly established. The existence of violent conflicts in secondary schools supported the findings by Harber and Davies (1998), Okotoni and Okotoni (2003), Munn, Johnston, Sharp and Brown (2007) and Villa Marquez and Harper (2010), who say that violent conflicts in schools were escalating. The results also condoned media reports of violent conflicts in schools by Nyenyembe (2008), Merali (2009), Mfunguo (2009), Kalulunga (2009), Murata (2010), Leichleitner (2011), Bwire (2012), Citizen Team (2012), Msonsa (2012), Lucas (2012) and Guardian Team, 2012)

The existence of violent conflicts in schools also justified international, regional and national legislation and administrative efforts aimed at building peace in the education sector. International efforts included the proclamation of the period between 2001 and 2010 as international decade of culture of peace and non-violence for the children of the World (UN, 1999), the future global agenda for learning process for peace (Fountain, 1990), the enactment of the CRC (UN, 1989), African efforts to enact the ACRWC (OAU, 1990) and its administrative actions to prepare a model draft of curriculum guide for peace education for African primary and secondary schools, colleges and universities (Abebe, Ghebesso and Nyawalo, 2006).

Though the results showed the existence of violent conflicts (Table 4.4, to Table 4.6), conflict management interventions were not clearly known to both students and teachers. However, work of other scholars and media reports showed that school authorities have been intervening by closure of schools (Lechleitner, 2010), expulsion

and suspension of students from schools (Murata, 2010 and Lucas, 2012), stern disciplinary measures (Skiba, Peterson and Williams, 1997 and Skiba and Peterson, 2000), dialogue and negotiation (Mayer and Boness, 2011), compensation for loss of property (Murata, 2010), counseling (Wamocha, Nsungu and Murilo, 2003), and use of police (Murata, 2010 and Bwire, 2012).

Most of the interventions in schools violent conflicts have legal backing. The Expulsion Regulations which have been adapted in all secondary schools provides for expulsion and suspension of students from school for grave disciplinary misconducts. The Corporal Punishments Regulations provides for corporal punishments by strokes of the cane for misconducts that put school in disrepute. The Police Force empowers the police force to intervene for public peace and order.

4.3 Students' and Teachers' Perceptions on Causes of Violent Conflicts

This part intended to address specific objective two and answer question two of this research. A total of 181/194 of students (93%) and 48/88 teachers (55%) of the selected sample responded to the questionnaire. The results are shown in Table 4.8.and Table 4.9.

4.3.1 Student's Perceptions on Causes of Violent Conflicts

The researcher intended to establish the perceptions of students on the causes of violent conflicts in secondary schools. A total of 181/194 students (93%) of the sample responded to the questionnaire which had items and responses as shown in Table 4.8.

Table 4.8: Students' Perception on Causes of Violent Conflicts

Variables /Items	Responses					
	Agree		Disagree		Not sure	
	Frequency	%	Frequency	%	Frequency	%
Poor quality Education provision	140	77.35	39	21.55	2	1.10
Inadequate social services	136	75.14	43	23.76	2	1.10
Corporal sanctions	135	74.59	43	23.76	3	1.66
Teachers' moral misconduct	130	71.82	49	27.07	1	0.55
Poor communication	125	69.06	52	28.73	4	2.21
Maladministration and human rights violations	120	66.30	58	32.04	5	2.76
Inadequate infrastructure	119	65.75	58	32.04	4	2.21
Students' moral misconduct	106	58.56	72	39.78	3	1.66
Income poverty	82	45.30	94	51.93	5	2.76
Exposure to media violence	47	25.97	130	71.82	4	2.21

Source: Field Data (2012)

Results from Table 4.8 as illustrated by Figure 4.1 indicate that students perceived the causes of violent conflicts as follows: provision of poor quality education 140/181 (77%); inadequate and poor social services 140/181 (75%); corporal sanctions 135/181 (75%); teachers' moral misconduct 130/181 (72%); poor communication 125/181 (69%); maladministration and human rights violations 120/181 (66%); inadequate infrastructure 119/181 (66%) and students' moral misconduct 106/181 (59%) . A total of 94/181 (52%) and 130/181 (72%) disagreed

that income poverty and exposure to media violence respectively were the causes of violent conflicts in secondary schools.

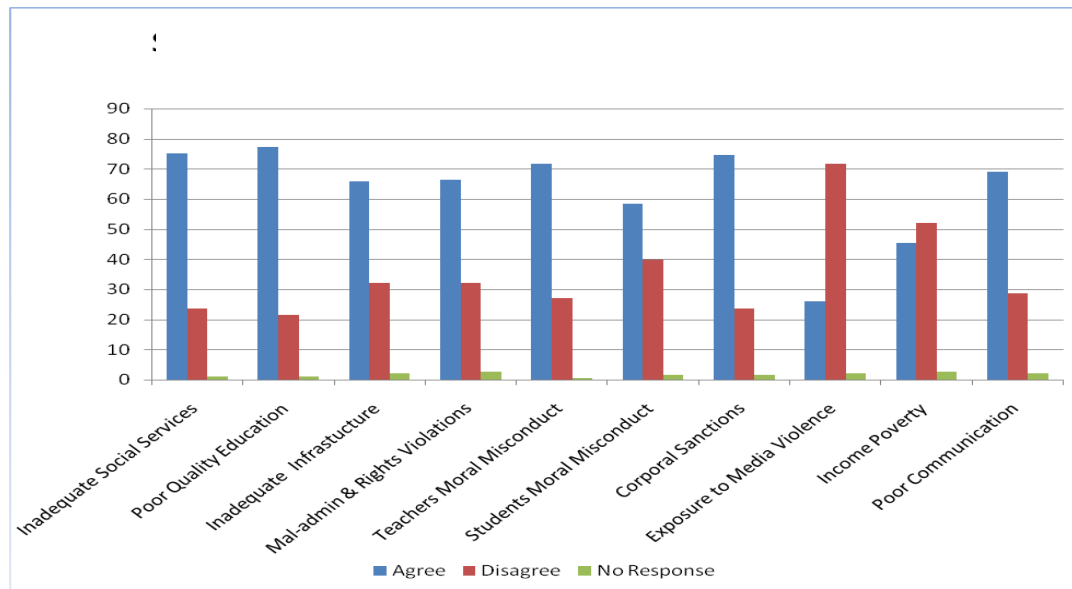


Figure 4.1: Students' Perceptions on Causes of Violent Conflicts

Source: Field Data (2012)

4.3.2 Teachers' Perceptions on Causes of Violent Conflicts

As it was to students, a similar questionnaire with same variables was administered to teachers to establish their perceptions on the cause of violent conflicts. A total of 48/88 (55%) responded and findings are shown in Table 4.9

The results from Table 4.9 indicate that teachers perceived the cause of violent conflicts as follows: students' moral misconduct 41/48 (85%); poor communication 38/48 (79%); inadequate social services 37/48 (77%); poor quality of education 33/48 (69%); inadequate infrastructure 33/48 (69%); maladministration and human rights violations 31/48 (65%); corporal sanctions 22/48 (46%) and income poverty 18/48 (38%).

Table 4.9: Teachers' Perceptions on Causes of Violent Conflicts

Variables /Items	Responses						Total
	Agree		Disagree		Not sure		
	Frequency	%	Frequen cy	%	Frequen cy	%	
Students moral misconduct	41	85.42	5	10.42	2	4	48
Poor communication	38	79.17	9	18.75	1	2	48
Inadequate social services	37	77.08	8	16.67	3	6	48
Poor quality education	33	68.75	13	27.08	2	4	48
Inadequate infrastructure	33	68.75	12	25.00	3	6	48
Maladministratio n and human rights violations	31	64.58	16	33.33	1	2	48
Exposure to media violence	31	64.58	14	29.17	3	6	48
Teachers moral misconduct	28	58.33	18	37.50	2	4	48
Corporal sanctions	22	45.83	24	50.00	2	4	48
Income poverty	18	37.50	27	56.25	3	6	48

Source: Field Data (2012)

4.3.3 Discussion on Students' and Teachers' Perceptions on Causes of Violent Conflicts

Results from Table 4.8 and Table 4.9 mean that poor quality of education, maladministration and human rights violations, moral misconduct of students and

teachers, inadequate social services and infrastructure, corporal sanctions to misconducts and poor communication caused violent conflicts in secondary schools.

4.3.3.1 Provision of Poor Quality Of Education

Provision of poor quality education as a source of violent conflicts is well known. Results from Table 4:10 and Table 4:11 and as it is seen in Figure 4.2 , the findings indicates that 77 percent of students and 69 percent of teachers perceived the provision of poor quality of education as one of the major causes of violent conflicts in secondary schools.

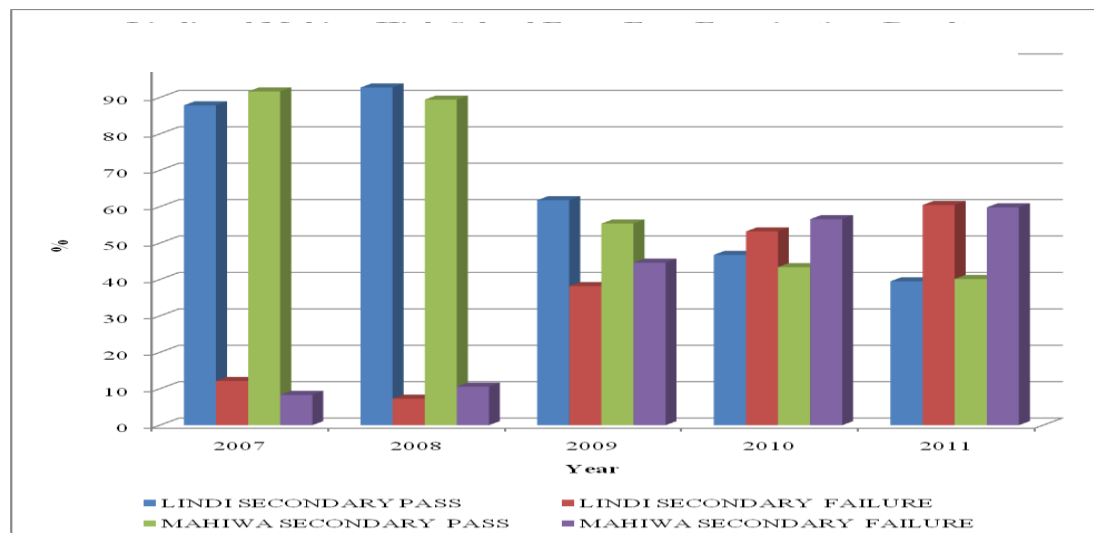
The concept quality education is too tricky and significantly wide in interpretation. The provision of poor quality of education could be caused by failure to cover academic sessions, which Okotoni and Okotoni (2003) say incited strikes in public schools in Nigeria. During teachers strike to demand a 100 percent pay rise in Tanzania, pupils from several primary schools in Dar es Salaam, staged a demonstration to demand to be taught, which could be explained to be a request for quality of education (Msonsa, 2012 and Guardian Team, 2012).

In most cases, poor quality of education is manifested in poor examinations results. Data of examinations results from two secondary schools of this study, Lindi and Mahiwa have been drastically declining, as shown in Table 4.10 and illustrated in Figure 4.2. Poor examinations results are linked to disruption of instruction and psychological demotivation of teachers due to the increase of violence and students misconducts in schools.

Table 4.10: Lindi and Mahiwa Form Four Examinations Results

Year	Lindi Secondary School					Mahiwa Secondary School				
	Total	Pass	%	Fail	%	Total	Pass	%	Fail	%
2007	108	95	87.97	13	12.04	36	33	91.67	3	8.34
2008	124	115	92.75	9	7.26	85	76	89.42	9	10.59
2009	178	110	61.80	68	38.21	121	67	55.38	54	44.63
2010	171	80	46.79	91	53.22	129	56	43.41	73	56.59
2011	167	66	39.52	10	60.48	132	53	40.16	79	59.85

Source: Fied Data (2012)

**Figure 4.2: Lindi and Mahiwa National Form Four Examinations Results**

Source: Fied Data (2012)

The provision of poor quality education, might however be caused by shortage of classrooms (Mayom, 2012), lack and shortage of teachers as it was the case of Consolata secondary school violence (Kalulunga, 2009), riot at a Botswana secondary school for not being taught by teachers who were on strike (Mfunguo, 2011) and a student protest at Rambek senior secondary school in Southern Sudan for lack of teachers (Mayom, 2012). Study by Villa-Marquez and Harper (2010) link

poor quality of public education in Colombia to violence. This could be due to the facts that students have no hope in investing in education.

4.3.3.2 Inadequate Social Services

Both students (75%) and teachers (77%) as shown in Table 4.10 and Table 4.11 perceived that inadequate social services were the cause of violent conflicts in secondary schools. The relationship between inadequate social services and violent conflicts has already been confirmed by a human basic need theory provided by Burton (1990), developed by Max-Neef (1991) and extensively applied by Annan (2001) and CCR (2009). John Burton's conflict resolution theory has it that human rights needs relate to material things, such as food, shelter and non-material aspects like dignity, respect and affection.

Manfred Max-Neef theory of basic human needs, which is an extraction from Maslow's hierarchy of needs (Miner, 1992) include understanding, freedom, leisure, identity, protection, creation, affection, participation and subsistence. This research found that lack of fulfilment of human needs is a cause to organizational conflicts as explained by Babyegeya (2002). The needs at a secondary school level could be lack of water and electricity provision as it was the case of Mahiwa secondary school violence (Murata, 2010) and shortage of food ration as it was the case of Loleza secondary school riots (Nyeniyembe, 2008).

4.3.3.3 Inadequate and Poor Infrastructure

Inadequate and poor infrastructure as a cause of violent conflicts has been perceived by 67 percent of student and 69 percent of teacher respondents. Shortage of

classrooms was the cause of the strike at Rambak Secondary school in Southern Sudan (Mayom, 2012). Babyegeya (2002) generalises the causes of conflicts as insufficient resources, implying that sufficient resources would have enabled the construction of enough classrooms, the purchase of required number of desks. Other infrastructure that acts as a cause of conflicts includes shortage of desks, toilets and teachers' offices.

4.3.3.4 Maladministration and Human Rights Violations

Maladministration or deviation from administrative justices as cause of violent conflicts is well documented and are closely linked to democracy and human rights violations. Over 60 percent of both students and teachers related violent conflicts to maladministration and human rights violations, as shown in Table 4.10 and Table 4.11. Print media reports showed that students at Nzondahaki secondary school in Mbeya went on strike because school authority concealed a report of a school economic project (Merali, 2009). Lechleitner (2011) reports that Bugema Adventist secondary school students went on strike for not being informed of the cancellation of week-end music programme by school authority

The Nzondahaki case (Merali, 2009) is similar to the view of Okotoni and Okotoni (2003) that violence was caused by non involvement of students in the administration of schools. Mayom (2010) calls maladministration as weak school management, while Annan (2001) extends maladministration to include inequality, injustices (Nathan, 2000), ineffectiveness and unfair law enforcement, which is summarized by Babyegeya (2002) as suppression and termed by Nowak (2011) and

Galtung (1996) as unilateral coercion. Injustice, which is an aspect of maladministration as put by Galtung (1996) and Nathan (2000), has been the cause of large scale intra and inter-state violent conflicts.

The CCR (2004) says that “the relationship between rights and conflicts is a close one: not only can human rights violation result from violent conflicts, but they can also lead to such conflicts. The aspect of maladministration is in most cases woven into violation of human rights. Social needs (Burton, 1990); stern punishments (Max Neef, 1991; Skiba, Peterson and Williams, 1977; Skiba and Peterson, 2000; Cornell, 2003 and Marais and Meier, 2010), immoral integrity, poor quality of education and poor infrastructure are directly linked to human rights violations.

4.3.3.5 Corporal Sanctions to Violent Conflicts

Administration of stern disciplinary measures on students has however not transformed secondary schools into a peaceful society (Skiba, Peterson and Williams (1977), Skiba and Peterson (2000) and Cornell (2003). In an FGD at Mahiwa secondary school students said that they were punished to fetch up to 100 buckets of water and closely administered push-ups.

In South Africa, corporal punishments in schools have been outlawed by the Constitution and South African Schools Act (Marais and Meier, 2010). In Tanzania corporal sanctions like strokes of the canes are legal when viewing the Corporal Punishment Regulations. School heads are mandated to oversee corporal administration of not more than four strokes of a cane on any one occasion, to

students who have breached school discipline or grave offences that have put a school into disrepute. A student is stroked on the hand or clothed buttocks with a light flexible stick, but excludes triking a child with any other instrument or any other part of the body. A refusal to accept corporal punishment either by pupil or by a parent on student's behalf may lead to the exclusion of students from school in accordance with the Expulsion Regulations.

Corporal punishment in schools and to children generally is prohibited by international standards. Article 28 (2) of the CRC (UN, 1989) provides for baseline on the administration of discipline at schools. Article 19 of the CRC states that "state parties are obliged to state in their periodic reports to the child rights committee, whether state legislation include prohibition of all forms of physical and mental violence, including corporal punishments, deliberate humiliation, injury and abuse". The background of respondents in this study as shown in Table 4.1 indicates that the majority of students (80%) fall under the minority age of between 15 and 17 years.

This means that, most of secondary school students are children under Section 4 (1) of the Child Act, Article 1 of the CRC (UN, 1989) and Article 2 of the ACRWC (OAU, 1990). The CRC and the ACRWC construed mean that the Expulsion Regulations, Corporal Punishment Regulations and to some extent the Child Act, fall short of compliance to international standards. The Child Act though prohibits torture and inhumane punishment; it allows corporal sanction for correction in kind or degree to age, physical and mental condition to a child who understands the purpose of correction.

In outlawed jurisdictions, like South Africa and the United States there has been a gap to an alternative to corporal punishment (Marais and Meier, 2010, Rajdev, 2012). Morrel (2001) who in 1996 carried out a study in 16 schools in Durban, South Africa found the persistence of corporal punishments, partly because of absence of an alternative to corporal punishments. In jurisdictions where corporal punishments are still legal, like Tanzania, there is doubted evidence to prove, as the study of Skiba and Peterson (2000) that stern disciplinary measures has changed violent behaviour and made schools free from violent conflicts.



Figure 4.3: Police Intervention in Students Riots

Source: Felix (2012)

By legal interpretation, the police are technically permitted to administer corporal punishments on students for peace and order by virtual of the Police Force Act and its PGO and the CPA. The police may be called in or intervene “sua motto” to quell

riots in secondary schools by the use reasonable force in maintaining public order, not withstanding that force is applied to students below the age of 18. Riots and some forms of protests that are likely to breach peace are crime related offences in Tanzania under the the provision of PC. Figure 4.3 shows police hauling students of Kinondoni, Mtakuja and Wazo in Dar es Salaam, who were suspected to have staged a protest over teachers strike into a police car.

4.3.3.6 Students' and Teachers' Moral Misconducts

Results from Table 4:8 show that 59 percent of students perceived that their moral misconduct was the cause of violent conflicts and 72 percent of students perceived that teachers' moral misconduct was also the cause of violent conflicts. These means students and teachers perceptions on immorality as causes of violent conflicts were similar. The moral misconduct in this study includes alcoholism, teachers having love affairs (sexual intercourse) with students, use of verbal abuse like name calling and drug abuse. Most of the teachers, (85%) perceived that students' immorality was the cause, while 58 per cent said their own questionable moral integrity caused violent conflicts.

Respondents in an FGD at Mahiwa secondary school revealed moral misconducts of students included drug abuse and alcoholism (Appendix V). Teachers were accused of alcoholism and love affairs with girl students. Drug abuse and sexual harassments are criminal offences under the PC. The findings are strengthened by students strike at Nzondahaki secondary school, which one of its causes was said to be a reaction of students against the headmistress' usage of abusive language against students (Merali, 2009) and abuse generally as put by Okotoni and Okotoni (2003).

4.3.3.7 Poor Communications Amongst School Partners

The results in Table 4.8 and Table 4.9 show that students (70%) and teachers (80%) perceived poor communication as one of the causes of violent conflicts in secondary schools. It is known that a school is a complex organisation with multiple sub-units and varying conflicting purposes (Babyegeya, 2002). The coordination of multiple units of a secondary school, as a learning organization depended much on intra and inter-information flow (Kinicki, and Williams, 2008). Rights, interests and needs said by Max-Neef (1991), Annan (2001) and CCR (2009) as causes of conflicts are achieved through communication. The study by Ramani and Zhimin (2010) found that effective communication was essential in the analysis of conflicts and identifying their underlying causes.

Generally, most of maladministration aspects, like non transparency (Merali, 2009), failure to provide feedback (Leichtner, 2011), non involvement of students in their affairs (Okotoni and Okotoni, 2003), unilateral coercion (Nowaki, 2011) and verbal abusive (Merali, 2009), are cured by good and effective communication. In a school settings; policies, administrative actions, programmes, and instructional processes involve communications. All conflicts management interventions, whether bi-party like negotiation, dialogue, or third-party like mediation, require a skilled communicator.

4.3.3.8 Income Povert

The findings from Table 4.8 and Table 4.9 indicate that teachers (65%) as well as students (45%) perceived poverty as causes of violent conflicts. These findings

might be construed to mean the availability of good school infrastructure, satisfactory and adequate social services depended on financial strengths of a school, student, parent, community and the nation. Tommasoli (2003) links conflicts to poverty on grounds that conflicts destroy livelihood that shapes the economy and when poverty coincides with inequalities and social exclusion, contributes to growing grievances. Skiba, Peterson and Williams (1997) say that low socioeconomic students appear to be at greater risk for receiving a variety of harsh discipline practices, including suspension, expulsion and corporal punishments, which were also the findings in an FGD (Appendix V).

An education brief of Hakielimu (2012), confirms the general budget of the education sector has been going down. The education budget, according to Hakielimu, decreased from 20 per cent in 2008/2009 to 17 per cent in 2011/2012. According to the statistics issued by Hakielimu (2012), in 2008/2009, the education budget was at 344bn. It went on to decrease to 313bn/ in 2010/2011 and has reached a low budget of 238bn/= in the 2011/12 financial year.

4.4 Examination of Viability of CHRAGG's Legal and Resource Capacities in Promoting Peaceful Management of Conflict in Secondary Schools

This part contains results, and discusses findings on specific objective two, and research question two which examined the viability of CHRAGG's legal and resources capacities in promoting peaceful management of conflicts in secondary schools. Identical questionnaire were administered to both students and teachers. The first question was framed to establish if students and knew CHRAGG. They were

also asked to establish their knowledge on mandates of CHRAGG in conflicts management through, third-party interventions of mediation, reconciliation and facilitation and bi-party interventions of negotiation and dialogue. Most information on legal and resources capacities of CHRAGG was obtained through documentary review. A structured questionnaire was administered to the Chief Executive officer of CHRAGG to establish financial and human resource capacities Appendix III).

4.2.1 Publicity and Promotional Capacity of CHRAGG

The researcher intended to establish whether students and teachers knew or did not know the existence of CHRAGG and its activities and ways through which they knew it. The Results are shown in Tables 4.11 to Table 4. 13.

Table 4.11: Students Awareness of the Existence of CHRAGG

Responses	Name of the School							
	Lindi		Mkonge		Mahiwa		Mnolela	
	Sex		Sex		Sex		Sex	
	Male	Female	Male	Female	Male	Female	Male	Female
Yes	19	11	16	19	23	24	12	12
No	7	13	10	1	4	1	3	1
Not sure	1	0	0	0	0	0	1	3

Source: Field Data (2012)

The findings showed that that students 136/181 (75%) knew CHRAGG. Responses by school indicate that Mahiwa 47/52 (90%), Mkonge 35/46 (76%), Mnolela 24/32 (75%) and Lindi 30/51 (58%) knew CHRAGG. The researcher also intended to

establish ways through which students knew CHRAGG. The variables or items they were required to tick are shown in Table 4.12.

Table 4.12: Ways through Which Students Knew CHRAGG's Existence

Variables	Response						Total Count
	Yes		No		Not sure		
	Frequency	%	Frequency	%	Frequency	%	
Student visited CHRAGG	4	2.2	10	72.6	45	25.1	179
Taught at school	11	6.1	123	68.7	45	25.1	179
CHRAGG visited school	51	28.8	81	45.8	45	25.4	177
Through the press	64	35.8	70	39.1	45	25.1	179
Heard from a friend	6	3.4	126	71.2	45	25.4	177
Read leaflets and public meetings	7	3.9	126	70.8	45	25.3	178

Source: Field Data (2012)

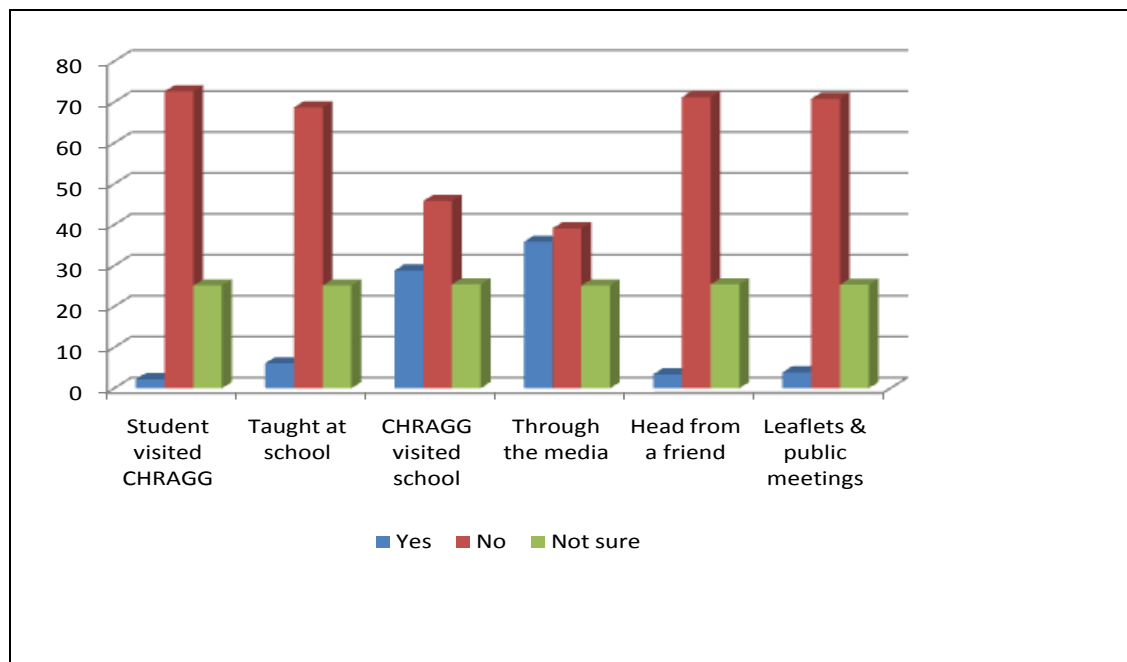


Figure 4.4: Ways through Which Students Knew CHRAGG

Source: Field Data (2012)

It was found that an average of 61% student respondents did not know the ways through which they knew CHRAGG. These results mean that the media through which 75% of students (Table 4.11) knew CHRAGG was not clearly known. These findings mean that CHRAGG, though known had not done enough publicity. As it was the case of students, teachers were also asked to agree or disagree whether they knew or did not know CHRAGG and its activities. Responses showed that 36/48 (75%) of teacher respondents knew CHRAGG.

The researcher also intended to establish ways through which teachers knew CHRAGG to a list of variables shown in Table 4.13.

Table 4.13: Ways through Which Teachers Knew CHRAGG

Variables	Response					
	Yes		No		Not sure	
	Frequency	%	Frequency	%	Frequency	%
Teachers visited CHRAGG	1	2.1	35	72.9	12	25.0
Taught at college	3	6.2	33	68.8	12	25.0
CHRAGG visited school	13	27.1	23	47.9	12	25.0
Through the press	21	43.8	15	31.2	12	25.0
Heard from friend	1	2.1	35	72.9	12	25.0
Read leaflets and public meetings	5	10.4	31	64.6	12	24.0

Source: Field Data (2012)

Results from Table 4.13 and as illustrated in Figure 4.5 indicate that 60% did not know the media through which they became aware of CHRAGG.

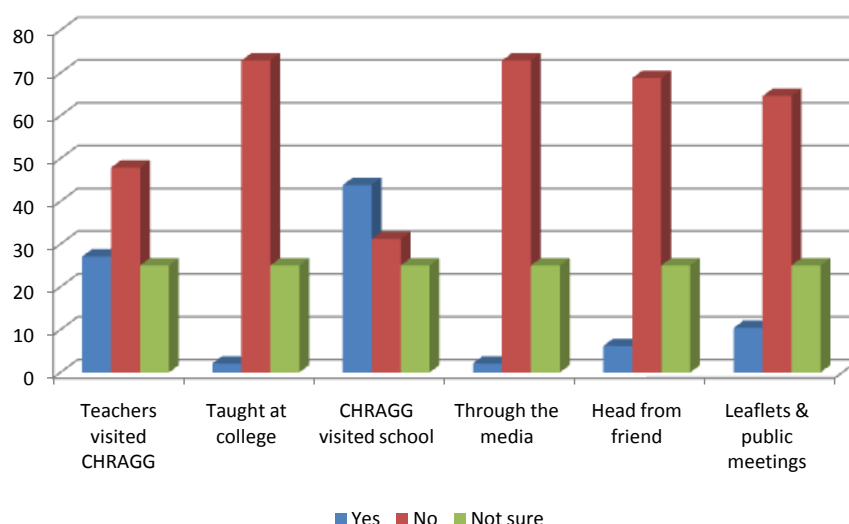


Figure 4.5: Ways through Which Teachers Knew CHRAGG

Source: Field Data (2012)

4.2.2 Discussion on Students and Teachers Awareness of CHRAGG

The findings show that though, students (75%) and teachers (75%) knew CHRAGG and its functions, the ways through which they became aware of it were not clearly known. These findings mean that CHRAGG is neither included in the secondary school curriculum neither of civics nor in teachers' colleges and universities. The results also mean that CHRAGG had not done well in carrying out its publicity functions provided by Article 130 (1) (a) of the Constitution and Section 6 (1) (a) of the Act. The findings are surprising considering available documentary information that showed CHRAGG has conducted public meetings in almost all wards in Tanzania (JMT, 2007; JMT, 2008 and JMT, 2010) promoting its mandates and functions. The public meetings were also attended by secondary schools students and teachers. The CHRAGG in Lindi according to available literature has sensitized

over, teachers in seven secondary schools in Lindi district (CHRAGG, 2009). The result that students (75%) and teachers (75%) knew CHRAGG imply that both students and teachers knew CHRAGG's conflict management mechanisms and procedures. These findings mean that both students and teachers were familiar with the provision on CHRAGG's procedures on mediation, conciliation and negotiation.

4.2.3 Legal capacity of CHRAGG in Promoting Peaceful Conflict Management

This part intended to establish the legal capacities of CHRAGG in conflict management. Documentary information showed that CHRAGG has constitutional and statutory mandates in conflict management through third party interventions of mediation and bi-party interventions of facilitating negotiation. Article 130 (1) (a) of the Constitution and sections 6 (1) (a) of the Act, mandate CHRAGG to transform peoples' violent attitudes into tolerance, understanding, respect and dignity.

Article 130 (1) (h) of the Constitution, sections 6 (1) (n), 15 (2) (a) and 28 (4) of the Act, empowers CHRAGG to promote peaceful conflict management. CHRAGG also has powers under Article 130 (1) (f) of the Constitution and Section 15 (1) of the Act to investigate any human rights abuse or maladministration occasioning in secondary schools. After having investigated the complaints and having applied the rules of natural justice, CHRAGG is under Section 15 (2) (a) of the Act obliged, where it deems appropriate, promote negotiation and compromise between the complainants. Procedures of CHRAGG in handling complaints, which also apply to secondary school related conflicts, are provided in the Complaint Regulations and the Enquiries Regulations. Regulation 5 (1) of the Complaint Regulations provides methods of

making complaints before CHRAGG. The Enquiries Regulations provides procedures for investigating complaints brought before CHRAGG.

CHRAGG, under Section 36 of the Act has also made rules, “CHRAGG Mediation, Conciliation and Negotiation Rules of 2006”, hereinafter the Mediation Rules to regulate the mediation functions provided under Article 130 (1) (h) of the Constitution and sections 6 (1) (n), 15 (2) (a) and 28 (4) of the Act. Article 130 (1) (h) of the Constitution confers power upon CHRAGG to enhance conciliation and reconciliation amongst persons and various institutions appearing before CHRAGG. Section 6 (1) (n) of the Act, is similar to Article 130 (1) (h) of the Constitution and adds the aspect of mediation, a peaceful approach to the management of conflicts. The findings showed that CHRAGG has advisory functions under Article 130 (1) (g) of the Constitution and Section 6 (1) (j) of the Act to bring conflicting parties together for dialogue that may proceed to negotiation and conciliation as mandated under Article 130 (1) (g) of the Constitution and sections 6 (1) (n), 15 (2) (a) and 28 (4) of the Act.

4.2.3.1 Discussion on Legal Capacity of CHRAGG in Peaceful Management Of Conflict In Secondary School

The third-party role of the CHRAGG in either facilitating negotiation or mediating on conflicting parties at schools may be elusive because of its quasi-judicial powers. The quasi-judicial power of CHRAGG has successfully been explained by Maloka (2005) and Nowak (2011). Karol Nowak, borrowing some from Victoria Maloka says that CHRAGG conducts most of its work, under similar procedures of an

ordinary court of law. This means that CHRAGG has two faces, arbitral and as well as mediation and conciliation powers.

It seems that CHRAGG would only apply its mediation powers provided under Article 130 (1) (h) of the Constitution and sections 6 (1) (n), 15 (2) (a) and 28 (4) of the Act after its recommendations made under Section 15 of the Act had not been enforced. CHRAGG has mandates under Section 28 (3) of the Act to enforce its recommendations issued under Section 15 (3) of the Act. This section quoted provides: “Notwithstanding the provision of subsection 2 of this Section, for the purposes of performing its functions under the Constitution and the Act, the Commission may bring an action before any court and may seek any remedy, which may be available from the court”.

An enforcement action of CHRAGG, as per the decision of the Court of Appeal in the Nyamuma case (Civil Appeal No. 88 of 2006) is not subject to court full trial. However the Court of Appeal in the Nyamuma case made an arbiter that CHRAGG should move the minister to regulate procedures for enforcement of its recommendations. Section of 28 (23) of the Act on enforcement is read together with Section 17 (1) of the Arbitration Act, which provides that: “(1) an award on submission on being filed in the court in accordance with this Act shall, unless the courts remit it to the reconsideration of the arbitrators or umpire or sets it aside, be enforceable as it were a decree of the court”. The procedure of mediation and enforceable actions that follows thereafter is complex to be fitted in the setting of secondary school conflict management.

CHRAGG has also powers under Article 130 (1) (f) of the Constitution and Section 15 (2) (a) of the Act to investigate complaints where settlement of the same through mediation and dialogue had failed. The provisions of the Constitution and the Act apply to all jurisdictions, including secondary schools' disputes or conflicts. This means that CHRAGG has constitutional and statutory powers to investigate into conflicts and violent conflicts in secondary schools and recommend appropriate constructive conflict management measures.

Operational investigation procedures are provided in the Complaint Regulations and the Enquiries Regulations. The procedures are simple to be applied by both students and teachers. Under Section 15 (1) of the Act, CHRAGG has powers to start the investigation on its own initiatives (*sua motto*) depending on the intelligence it has on a particular incidence of human rights violation and abuse of administrative justices, whether done by school authority or any other education authority. This means that acting on information it has, CHRAGG has powers to intervene in any secondary school violent conflict for either as a third-party intervener or by facilitating bi-party dialogue and negotiation.

4.2.4 Financial resources capacity

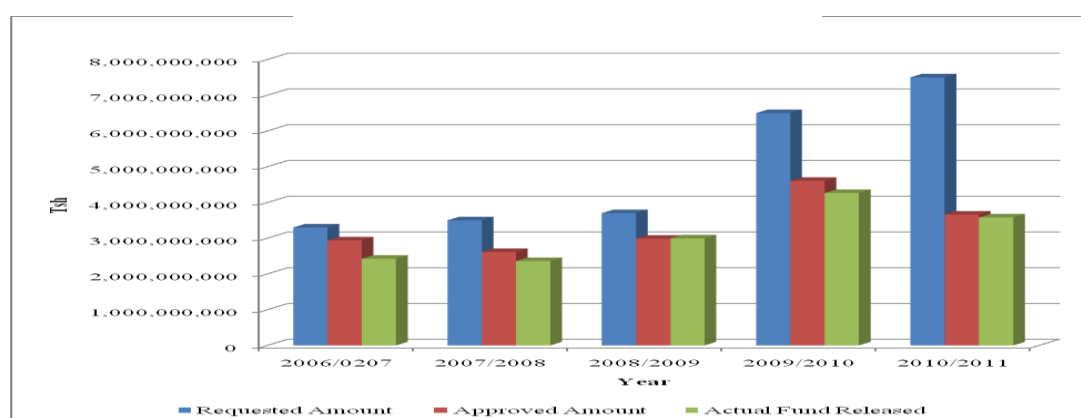
This sub-part contains data collected to establish financial capacities of CHRAGG in promoting peaceful management of violent conflicts in secondary schools. Data was collected through questionnaires administered to CHRAGG's Executive Secretary (Appendix III) and revision of secondary data, especially the Bureau of Industrial Cooperation (BICO) of the College of Engineering, University of Dar es Salaam consultancy report (CHRAGG, 2012).

Table 4.14: CHRAGG'S Budget Cash Flow

S/N	Financial Year	Requested Amount	Approved Amount	Actual Fund Released
1	2006/2007	3,300,000,000.00	2,938,178,000.00	2,425,140,000.00
2	2007/2008	3,500,000,000.00	2,612,180,000.00	2,359,571,337.00
3	2008/2009	3,700,000,000.00	2,984,438,320.00	2,994,284,628.00
4	2009/2010	6,500,000,000.00	4,603,769,320.00	4,263,038,893.00
5	2010/2011	7,500,000,000.00	3,669,936,800.00	3,579,592,848.00

Source: CHRAGG's (2011) & Field Data (2012)

The results in Table 4.14 indicate that in the financial year 2006/07, CHRAGG spent actual amount of Tsh 2, 425, 140,000/=, being 11 percent less than the approved budget and almost 27 percent less than the requested amount. In 2007/08 it received actual amount of Tsh 2,359,571, 333/= about 33 percent less than the amount it requested. In 2008/09 CHRAGG requested Tsh 3,700,000,000/=, and the amount released for its activities was Tsh 2,994,284,628/=, being 81% of the requested amount. In 2009/10, the actual amount released was Tsh 4,263,038,893/=, being 66 percent of requested amount. In 2010/2011, CHRAGG received actual amount of Tsh 3,579,592,848/=, being 45 per cent of the requested amount. The CHRAGG cash flow for five consecutive years is well illustrated in Figure 4.6.

**Figure: 4.6: CHRAGG Budget Cash Flow**

Source: Field Data (2012)

Data obtained from a draft consultancy report by BICO (CHRAGG, 2011) showed that in 2008/2009 CHRAGG received USD 26,665,000 from UNICEF, and Tsh 1,012,809,979/= from the Legal Sector Reform Programme (LSRP), for a range of projects for the period between 2008/09 and 2010/2011. Statistics also showed that CHRAGG had received Tsh 409,862,025/= from the United Nations Development Programme (UNDP)-Joint Programme (JP) for capacity building for between 2009/2010 to 2010/2011 financial years.

No detailed information was obtained as to whether CHRAGG had received grants from other financial sources. However it is known that CHRAGG had been receiving financial assistance from Scandinavian countries, the (UNDP), and from an American Global pro bono firm, the Public International Law and Policy Group (PILPG). The study failed to establish specific amount CHRAGG spent on promotion of management of conflicts in secondary schools, though there existed proof that CHRAGG had visited several schools in Lindi region and other parts of the country (CHRAGG, 2009). UNICEF might also have funded CHRAGG for promotion and protection of child rights. It was not clearly established whether promotion of conflicts management in secondary schools was one of the CHRAGG's priorities.

These results on financial capacity of CHRAGG mean that the actual budgetary fund CHRAGG had received for five consecutive financial years, as from 2006/2007 to 2010/2011, has been declining. It was also established that, the amount CHRAGG received from donors was not clearly known. It was also found that the fund spent on

management of conflicts in secondary schools was not clearly known.

4.2.4.1 Discussion on CHRAGG's Financial Capacity for Conflict Management

Results from Table 4.14 indicate CHRAGG's declining budget cash-in-flow that was inadequate for its administrative and development functions. The financial constraint of CHRAGG is expressed by Mtulya (2011) who says that one of the challenges facing CHRAGG is limited budget allocation. This explains that with such starved budget, CHRAGG cannot manage to promote peaceful management of conflicts in the country, including the figure of 4, 5228 secondary schools and 52, 458 teachers in public secondary schools in the country (JMT, 2012).

The declining budgetary allocation tells that the Zonal office in Lindi cannot manage to promote peaceful management of conflicts in a total of 120 secondary schools and an increasing number of teachers in Lindi District. Still the budget does not show the amount Lindi zonal offices received for implementation of CHRAGG mandates in its territorial proximities. It is known that conflicts are natural and healthy (Galtung, 1996, Wehmeier and Ashby, 2000 and CCR, 2009) but violence is destructive (CCR, 2009). Hence, CHRAGG has mandatory roles to promote constructive transformation of conflicts in secondary schools before they escalate into violence.

Whatever the case might be, it is the same budget that should enable CHRAGG to carry out researches and publicity as per Article 130 (1) (d) of the Constitution, investigate human rights violations and abuses of administrative justices as per Article 130 (1) (c) of the Constitution, pay staff remunerations, service working tools

and vehicles, pay rentals, foot electricity bills, manage network bundles, pay phone bills, buy stationery and recruit new staff.

4.2.5 Human Resources Capacity

This part contains data collected to establish capacities of human resources of CHRAGG in promoting peaceful management of onflicts in secondary schools. Data was obtained through a questionnaire administered to the Executive Secretary of CHRAGG (Appendix III). The questionnaires were drawn to establish quantity of staff and their knowledge capability in conflict management, peacebuilding and conflicts transformation. The data on staff capacity and training is found in Table 4.15.

Table 4.15: CHRAGG's Staff and Training in Conflict Management

Year	Comm& Asst Comm.	Mgt	Invest officers	Supp Staff	Total	Trained in peaceful Conflict Mgt
2008/09	8	10	100	90	208	70%
2009/10	8	10	79	94	191	70%
2010/11	8	10	109	97	224	70%
2011/12	8	10	112	97	227	70%

Source: Field Data (2012)

Results show that by July 2012, CHRAGG had a total of 227 staff with their duty and substantive positions shown in Table 4.15 and illustrated in Figure 4.7. The required number (establishment) of each staff category was not established in order to know whether CHRAGG was understaffed or overstaffed. These results mean that whether there is over-employment or shaortage, the total number of staff is not inline with many functions CHRGG has under the Constitution and the Act.

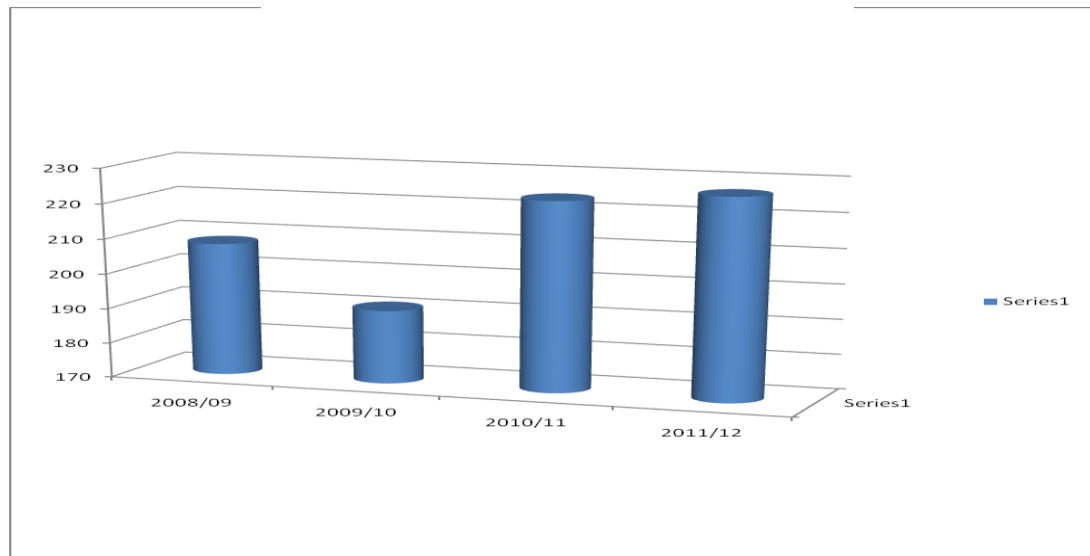


Figure 4.7: CHRAGG Human Resources Trends

Source: Field Data (2012)

4.2.5.1 Discussion on CHRAGG's Financial capacity for conflict management

Though results in Table 4.15 show that 70 percent of CHRAGG core staff had training in conflict management, a total of 227 staff is not enough to oversee peaceful management of conflicts in 4,528 secondary schools and for 1,884,272 students in Tanzania (JMT, 2012). Lindi Zonal office according to field data had four staff, which had to serve three regions of Lindi, Mtwara and Ruvuma with a combined total of 15 administrative districts. Four core staff at CHRAGG zonal office in Lindi, including an assistant commissioner is inadequate to promote peaceful management of conflicts in a total of 120 secondary schools in Lindi region, with 3, 1647 students in public secondary schools (Table 3.1).

The shortage of staff reflects results in Table 4.12 and Table 4.13 that while 75 percent of students and teachers were aware of CHRAGG, ways through which they knew it were not clearly established. It should also be noted that besides the

promotion of peaceful management of conflicts in secondary schools, CHRAGG has a range of other functions under the Constitution and the Act. Evident of few staff in CHRAGG compared to its broad functions and territorial scope could be interpreted to mean that CHRAGG human resources capacity was not viable for carrying out its conflicts management mandatory roles.

4.3 CHRAGG's Role in Peaceful Conflict Management in Secondary Schools

This part contains results that addresses specific objective three and answers to question three of this study, which inquired into the roles of CHRAGG in promoting peaceful management of conflicts in secondary schools. The part also inquired into whether violent conflicts were avoidable, students' and teachers' views on solutions to violent conflicts and the opinions of students and teachers on the role of CHRAGG in peaceful management of conflicts in secondary schools.

4.3.1 Avoidability of Violent Conflicts in Seconadry Schools

The researcher intended to establish whether violent conflicts could be avoided in secondary schools or not. A total of 181 students and 48 teachers of the selected sample responded to the questionnaire. The results are shown in Table 4.16.

Table 4.16: Students and Teachers on Avoidability of Violent Conflicts

	Students		Teachers	
Responses	Frequency	%	Frequency	%
Yes	160	88.4	38	79.2
No	8	4.4	5	10.4
No response	6	3.3	2	4.2
Not sure	5	2.8	3	6.2
Totals	179	100	48	100
Missing	2	1.1		
Total	181	100		

Source: Field Data (2012)

Results in Table 4.16 show that students 160/179 (88%) and teachers 38/48 (79%) agreed that violent conflicts in secondary schools could be avoided. These results mean that students and teachers considered violent conflicts as destructive and unhealthy for their welfare and school development.

4.5.3 Students and Teachers Views on Solutions to Violent Conflicts in Secondary Schools

This part intended to establish students' and teachers' views on what they thought were solutions to violent conflicts. The selected sample of students and teachers were required to either agree or disagree with each of an itemized list of what they thought was solution(s) to violent conflicts in secondary schools. The variables are shown in Table 4.17 and Table 4.18

4.5.3.1 Students Views on Solutions to Violent Conflicts in Secondary Schools

The researcher intended to establish the views of students on solution to violent conflicts. Responses from 181 students to a list of variables are shown in Table 4.17.

Results from Table 4.17 indicate that respondents agreed that improvement of social services 161/179 (90%), respect for human rights 159/181 (88%), orientation on the importance of education 154/181 (86%), revision of laws 151 (83%) and termination of irresponsible teachers 124/181 (69%) could be solutions to violent conflicts. The respondents disagreed that police intervention 120/181 (66%), stern disciplinary measures 102/181 (56%) and court interventions 102/48 (56%) were solutions to violent conflicts in secondary schools. These results mean that violation of human rights, poor social services, ignorance on the importance of education, strict

disciplinary measures, irresponsible teachers, police intervention and taking victims of violent conflicts to court of law existed and inspired violent behavior.

Table 4.17: Students' Opinions on Solutions to Violent Conflicts

Variables	Responses						Total
	Agree		Disagree		Not sure		
	Frequency	%	Frequency	%	Frequency	%	
Revision of laws	151	83.43	19	10.50	11	6.08	181
Respect for human rights	159	87.85	12	6.63	10	5.52	181
Orient on Importance of education	154	85.08	13	7.18	13	7.18	181
Stern disciplinary measures	67	37.02	102	56.35	12	6.63	181
Improve social services	162	89.50	10	5.52	9	4.97	181
Terminate service of irresponsible teachers	124	68.51	47	25.97	10	5.52	181
Police interventions	53	29.28	120	66.30	8	4.42	181
Courts interventions	67	37.02	102	56.35	12	6.63	181

Source: Field Data (2012)

4.5.3.2 Teachers' Views on Solutions to Violent Conflicts in Secondarys Schools

The researcher intended to establish the view of teachers on solution to violent conflicts. Responses from 48 teachers of the selected sample to a list of variables are shown in Table 4. 21.

The results from Table 4.18 show that respondents agreed that improvement of social services 46/48 (96%), orientation on the importance of education 44/48 (92%), respect for human rights 40/48 (83%), revision of laws 40/48 (83%), stern disciplinary measures 99/48 (60%) and termination of irresponsible teachers 26/48 (54%) could be some solutions to violent conflicts in secondary schools. It was disagreed that intervention by police 33/48 (69%) and court intervention 27/48

(56%) could be solutions to violent conflicts in schools. These results have correlation to results in Table 4.17.

Table 4.18: Teachers' Opinions on Solutions to Violent Conflicts

Variables /Items	Responses						Total Resp
	Agree	%	Disagree	%	Not sure	%	
Revision of laws	40	83.33	6	12.50	2	4.17	48
Respect for human rights	40	83.33	6	12.50	2	4.17	48
Orient on importance of education	44	91.67	3	6.25	1	2.08	48
Stern disciplinary measures	29	60.42	17	35.42	2	4.17	48
Improve social services	46	95.83	0	0.00	2	4.17	48
Terminate service of irresponsible teachers	26	54.17	20	41.67	2	4.17	48
Police interventions	13	27.08	33	68.75	2	4.17	48
Courts interventions	19	39.58	27	56.25	2	4.17	48

Source: Field Data (2012)

4.5.4 Students' opinions on CHRAGG's Role in Peaceful Conflict Management in Secondary Schools

The researcher intended to establish the opinions of students on the role of CHRAGG in peaceful management of conflicts in secondary schools. Respondents were required to agree or disagree to each of seven closed variables as shown in Table 4. 19. Total of 181 of the selected samples of students responded to the questionnaire, which was also one of key guidelines in the FGD session at Mahiwa High school (Appendix V). The results are shown in Table 4.19.

Table 4.19: Students' Opinions on CHRAGG's Role in Peaceful Conflict Management

Kind of Opinion	Yes	%	No	%	Not sure	%	No/ Count
Promote negotiation/mediation	151	83.43	18	9.94	12	6.63	181
Promote unilateral stern Disciplinary measures	32	17.68	139	76.80	10	5.52	181
Promote respect for human rights	164	90.61	7	3.87	10	5.52	181
Promote provision of quality education	165	91.16	10	5.52	6	3.31	181
Promote students and teachers moral prudence	159	87.85	9	4.97	13	7.18	181
Investigation and recommend interventions	144	79.56	28	15.47	9	4.97	181
Promote school budget increase	93	51.38	76	41.99	12	6.63	181

Source: Field Data (2012)

Results from Table 4.19 indicate that the respondents agreed that CHRAGG should promote: provision of quality education 165/181(90%); respect for human rights 164/181 (91%); students and teachers moral prudence 159/181 (88%); negotiation 151/181 (83%); investigations 144/181 (80%); and school budget increase 93/181 (51%). The respondents 139/181 (77%) disagreed that CHRAGG should promote unilateral disciplinary measures.

4.5.5 Teachers' Opinions on CHRAGG's Role in Peaceful Conflict in secondary schools

The researcher intended to establish the opinions of teachers on the role of CHRAGG in promoting peaceful management of conflicts. Responses from 48 teachers of the selected sample to a list of six variables are shown in Table 4.23.

Table 4.20: Teachers' Opinions on CHRAGG's Role in Peaceful Conflict Management

.Kind of opinions	Yes	%	No	%	Not sure	%	No/ Count
Promote negotiation/mediation	38	79.17	5	10.42	5	10.42	48
Promote stern unilateral disciplinary measures	13	27.08	29	60.42	6	12.50	48
Promote respect for human rights	42	87.50	1	2.08	5	10.42	48
Promote provision of quality education	39	81.25	4	8.33	5	10.42	48
Promote students & teachers moral prudence	38	79.17	4	8.33	6	12.50	48
Investigation	39	81.25	3	6.25	6	12.50	48
Promote school budget increase	27	56.25	13	27.08	8	16.67	48

Source: Field Data (2012)

The results from Table 4.21 show that respondents agreed that CHRAGG should promote: respect for human rights 42/48 (88%); provision of quality education 39/48 (81%); investigation 39/48 (81) negotiation 38/48 (79%) students' and teachers' moral prudence 38/48 (79%) and school budget increase 27/48 (56%). A total of 28/48 respondents (60%) disagreed that CHARGG should promote unilateral stern disciplinary measures.

4.5.6 Discussion on CHRAGG's role in Peaceful Conflict Management

Results from Table 4.18 show that students 160/179 (88%) and teachers 38/48 (79%) agreed that violent conflicts in secondary schools could be avoided. These findings are similar to the proposition of Galtung (1996) that while conflicts were inevitable, violence was a choice. Results in Table 4.17, and Table 4.18 showed that

students and teachers had similar opinions on the solutions to violent conflicts and the roles of CHRAGG in the promotion of peaceful management of conflicts in secondary schools, as illustrated in Figure 4.8.

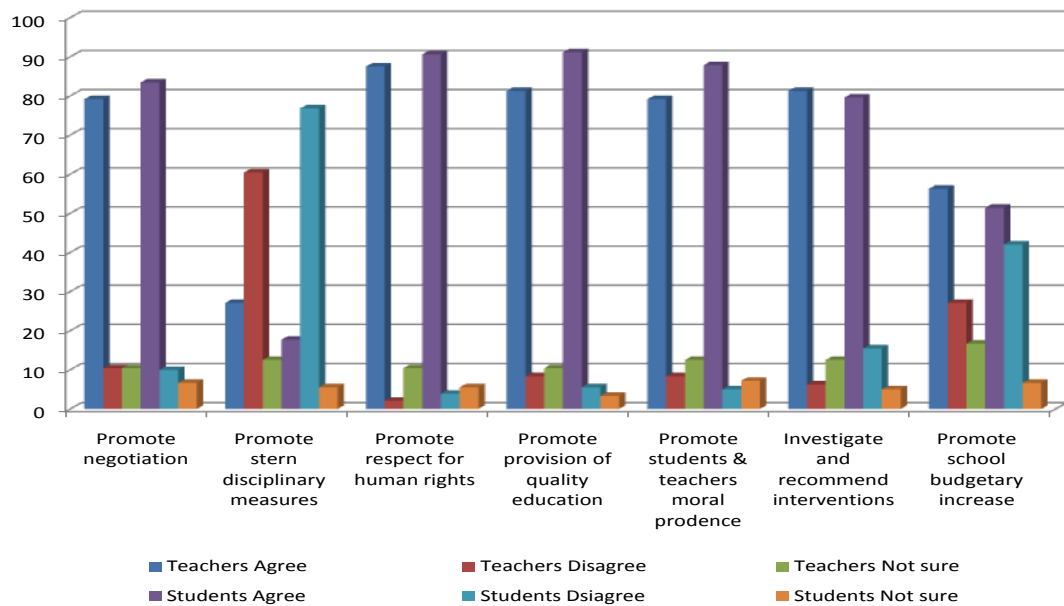


Figure 4.8: Students and Teachers Opinions on CHRAGG's Role in Peaceful Conflicts Management

Source: Field Data, 2012

The solutions to conflicts (Table 4.18, and Table 4.19) are almost similar matters that CHRAGG are required to promote as its mandatory role in peaceful management of conflicts in secondary schools. There is also a link between the perceived sources of violent conflicts in Table 4.8 and Table 4.9 and what CHRAGG should pursue as its role in peaceful management of conflicts in Table 4.19 and Table 4.20.

The matters that students and teachers opined as CHRAGG's role in promoting peaceful management of conflicts in secondary schools are related to human rights

and good governance. Education is a basic human rights under Article 11 of the Constitution, Section of 9 (1) of the Child Act, Article 13 of the ICESCR (UN, 1966), Article 28 of the CRC (UN, 1989), Article 11 of ACRWC (OAU, 1990) and Article 26 of UDHR (UN, 1948). Moral misconduct of students may lead students to be suspended and expelled from school under the Expulsion Regulations. Expulsion and exclusion of students from school take away the rights of a student to attending schooling. Expulsion and exclusion is also likely to affect academic performance of the students.

CHRAGG's investigation into violence in secondary schools helps to establish the underlying causes of the violence and thereafter recommend appropriate peaceful management interventions like negotiation and mediation. Mediation and facilitation of negotiation are conflict management interventions mandates of CHRAGG under Article 130 (1) (h) of the Constitution and sections 6 (1) (n), 15 (2) (a), and 28 (4) of the Act.

These findings mean that violent conflicts in secondary schools could be avoided, if CHRAGG performed well its constitutional and statutory functional roles of promoting peaceful management of conflicts. The findings also tally with most of the findings that most cases of violence, including school violent conflicts are related to human rights violations and maladministration (Galtung, 1996, Nathan, 2000, Babyegeya, 2002, Merali, 2009 and CCR, 2004). The opinions of students and teachers concur with that of CCR (2004) that cases of conflicts in Africa, while complex and adverse, are often related to human rights issues and abuses of such

rights. To quote CCR “the relationship between rights and conflicts is a close one; not only can human rights violations result from violent conflict, but can also lead to such conflict. Internationally, it is thus, increasingly acknowledged that durable peace go hand-in-hand with respect for human rights” (CCR, 2004: 9).

Stern punishments are a critical issue for research and public debate. It is so because, as we have seen, in other jurisdiction like South Africa, outlawing corporal punishments such as strokes has led to the rise of discipline problems in schools. Perhaps the rejection of stern punishments in schools by both teachers and students is because; corporal punishments are human rights violation. It also seems to enhance students’ feelings of dominance by teachers and administrators and consequently create general feelings of distrust (Wamocha, Nasongo and Murilo, 2011). In the case of *State V. Henry Williams and five others*, the Constitutional Court of South Africa ruled that “a deliberate infliction of physical pain on the person of the accused, offends society’s notion of decency and is a direct invasion of the right which every person has to human dignity” (Morell, 2001: 293)

The most critical issue in the escalation of conflicts into violence is a meagre budget allocated to the education sector. Most of the perceived causes of violent conflicts as shown in Table 4.8 and Table 4.9 are related to financial strain of the education sector. Quality education is supported by required ratio of textbooks and reference books, available teaching and learning materials, wage bills that motivate teachers, enough classrooms, and availability of teachers’ houses, libraries and food. The promotion of quality education in secondary schools, which we consent, is a basic

human right, fall under the jurisdiction of CHRAGG. Attainment of good quality of education depends on good communication, adequate infrastructure, adequate social services and as well as students' and teachers' moral integrity. In the USA, most students who receive corporal punishments are from poor families (Skiba, Peterson and Williams, 1997). This concurs with the findings through a FGD at Mahiwa that most students who received corporal punishments were from poor families. This explains the poverty situation at homes where some students spend time in brothels and hawking petty trades in the street, which are punishable misconducts in secondary schools.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

The general objective of this study was to assess the significance of CHRAGG mandatory roles in promoting peaceful Conflict management in public secondary schools, the case of Lindi district. The specific objectives of this study were: to explore the students' and teachers' perceptions on the causes of violent conflicts in secondary schools; to examine CHRAGG's legal and resources capacities in promoting peaceful management of conflicts in secondary schools and to inquire into the roles of CHRAGG in promoting peaceful management of conflicts in secondary schools.

On the basis of the specific objectives, this study answered three research questions namely: What do students and teachers perceive as the causes of violent conflicts? Are the legal and resources capacities of CHRAGG viable in promoting peaceful management of conflict in secondary schools? What are CHRAGG roles in peaceful conflicts management conflicts in secondary schools?

The study design was a descriptive case study that used mixed qualitative and quantitative approaches. The study was carried out in four public secondary schools in the administrative district of Lindi in Lindi region. The schools were Lindi high school and Mkonge secondary school from Lindi municipal council, Mahiwa high school and Mnolela secondary school from Lindi district council. The researcher used multiple data collection methods of questionnaire, interview, FGD and

documentary review. The data was edited, coded, summarized, posted and analysed using SPSS-Version 16.0 of 2006. Data were presented in tables and illustrated in figures.

Results showed that students in all four secondary schools of the study that is Mkonge (83%), Mnolela (82%), Mahiwa (68%) and Lindi (56%) had either participated or witnessed violent conflicts. But students disagreed that school authorities should not use court of law (72%), mediation (67%), suspension and expulsion (66%), closure of school (61%), the police (60%), and corporal punishment (55%) as interventions to management of violent conflicts in secondary schools. Results also indicated that teachers (58%) had not handled students' violent conflicts. Teachers who had handled violent conflicts agreed that they or school authorities suspended students (67%), administered corporal punishment (61%) and counselled students (50%). The teachers disagreed against that school authorities' demanded ompensation for damages (94%), issued written warnings (83%), expelled students from school (78%) and consulted parents on misconduct of students (67%).

The study findings revealed that students perceived the causes of violent conflicts to be provision of poor quality education (77% students and 69% teachers), inadequate and poor social services (75% students and 77% teachers), corporal punishments on students (75% students and 46% teachers), teachers' moral misconducts (72% students and 58% teachers), poor communication (70% students and 79% teachers), and maladministration and human rights violations (66% and 65% teachers), inadequate infrastructure (66% students and 69% teachers) and

students' moral misconduct (59% students and 85% teachers). Teachers (67%) perceived that exposure to media violence was one of the causes of violent conflicts. Between 52 and 72 percent of students did not perceive income poverty (52%) and exposure to media violence (72%) as causes of violent conflicts in secondary schools.

The findings show that Article 130 (1) (h) of the Constitution and sections 6 (1) (n), 15 (2) (a) and 28 (4) of the CHRAGG establishing Act, gives CHRAGG legal powers to promote peaceful management of violent conflict by facilitating negotiation, conciliation and reconciliation and by third-party interventions of mediation and arbitral investigations. The findings also showed that CHRAGG had regulations; the Complaint Regulations, the Enquiries Regulations and the Mediation Rules that regulate complaints handling, investigation, conciliation, reconciliation and mediation.

Results indicated that students (88%) and teachers (79%) agreed that violent conflicts in secondary schools could be avoided. Students and teachers agreed that improvement of social services (90% students and 96% teachers), respect for human rights (88% students and 83% teachers), orientation on the importance of education (86% students and 92% teachers), revision of laws (83% students and 83% teachers) and termination of irresponsible teachers (69% students and 54% teachers) and stern disciplinary measures (60% teachers of which (56%) students disagreed) were solutions to violent conflicts in secondary schools. Both students and teachers disagreed with police intervention (66% students and 69% teachers) and court interventions (56% students and 56% teachers) were solutions to violent conflicts in

secondary schools. Results indicated that students and teachers agreed that CHRAGG should promote: provision of quality education (90% students 81% teachers); respect for human rights (91% students and 88% teachers); students and teachers moral prudence (88% students and 79% teachers); negotiation (83% students and 79% teachers); investigation (80% students and 79 teachers) and school budget increase (51% students and 56% teachers). Both students (77%) and teachers (60%) disagreed that CHRAGG should promote unilateral disciplinary measures

The findings showed that the actual fund CHRAGG had received for five consecutive financial years, from 2006/2007 to 2010/2011, has been declining. Specific amount of fund CHRAGG spent on promotion of peaceful management of conflicts in secondary schools was not established, though proof existed that it had visited several secondary schools in Lindi region and other parts of the country.

The findings showed that 70 per cent of CHRAGG core staff had training in conflict management. But that a total of 227 staff and 130 core staff (commissioners, assistant commissioners, directors and investigation officers), were not viable to oversee peaceful management of conflicts in 4,528 secondary with a total of 1, 8884, 272 students in Tanzania (JMT, 2012). Lindi Zonal office had four staff that has to serve three regions of Lindi, Mtwara and Ruvuma with a combined total of 16 administrative districts.

The study also found that 75% of both students and teachers knew CHRAGG. But the ways through which they knew it was not clearly known. Results showed that

students (02%) and teachers (27%) had visited CHRAGG, those taught at either school or college were students (06%) and teachers (06%), knew CHRAGG after it had visited school were students (29%) and teachers (27%), knew CHRAGG through the media were students (36%) and teachers (44%), knew CHRAGG through a friend were students (03%) and teachers (02%) and those who knew CHRAGG through pamphlets and public meetings were students (04%) and teachers (10%).

The findings showed that students and teachers had opinions that CHRAGG should perform the following roles in promoting peaceful management of conflicts in secondary schools: provision of quality education (91% students and 81% teachers); respect human rights (90% students and 88% teachers); negotiation (83% students and 79% teachers); teachers and students moral prudence (88% students and 79% teachers); and investigate and recommend appropriate interventions (80% and 81% teachers). Results showed that 77 percent of students and 60 percent of teachers disagreed that CHRAGG has to promote stern disciplinary measures as conflict management.

5.2 Conclusion

In the light of the study findings, analysis and discussion, it can be concluded that that violent conflicts exist in secondary schools. CHRAGG was known to both students and teachers, though the ways they become aware of it were not clearly known. The perceptions of both students and teachers on the causes of violent conflicts are significantly similar. CHRAGG has legal capacities to promote peaceful

conflict management in secondary schools. CHRAGG has a shortage of both financial and human resources capacities viable for promoting peaceful management of conflicts in secondary schools. Students and teachers have similar opinions and suggestions on the role of CHRAGG in peaceful management of conflicts in secondary schools.

5.3 Recommendations

It is the recommendations of this study that legal and administrative policies should be put in place to address the causes of conflicts in secondary schools. The researcher recommends adequate funding to CHRAGG in order to enable it effectively perform its mandatory roles in peaceful management of conflicts, as provided under the Constitution, the Act and its regulations and international instruments.

The researcher further recommends that the government under the coordination of CHRAGG should review secondary school curriculum to expand human rights topics to include all aspects of conflict management, peacebuilding and mandatory roles of CHRAGG in peaceful management of conflicts management.

Moreover the researcher recommends that further research should be carried out to establish the impacts of violent conflict to quality of education, teachers' motivation, psychological trauma of students and its relations to peace and security of the country.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to assess the significance of the Commission for Human Rights and Good Governance (CHRAGG) Mandatory Role in Promoting Peaceful Conflict Management in Public Secondary Schools: Case of Lindi District. This is not a test with right or wrong answers. Everything you answer is right and your response will be strictly confidential. Thank you very much for your time and cooperation

SECTION ONE: PERSONAL PARTICULARS

Tick [V] an appropriate response (s)

1. Your Age
 - (b) 12-14 []
 - (c) 15-17 []
 - (d) 18-Above []

2. Sex
 - (a) Male []
 - (b) Female []

3. Name of your School
 - (a) Lindi []
 - (b) Mkonge []
 - (c) Mahiwa []
 - (d) Mnolela []

4. Your Form/Class:
 - (a) Form []
 - (b) Form II []
 - (c) Form III []

- (d) Form IV []
- (e) Form V-VI []

SECTION TWO: PERCEIVED SOURCES OF VIOLENT CONFLICTS IN SECONDARY SCHOOLS

Tick [V] for the appropriate response(s).

- 5 Have you participated/witnessed any violent conflicts such as demonstration, riots, road/passage blockade, abuse and attack teachers, burning down buildings, and canning students) at your school?

- (a) Yes []
- (b) No []
- (c) Not sure []

- 6 If the answer is **Yes**, what measures were taken by your school authorities to handle and resolve the conflicts?

- (a) Administer corporal punishment on students (stroke, hard labour []
- (b) Temporal closure of school []
- (c) Suspend and expel students from school []
- (d) Call in police force to manage the violence []
- (e) To charge suspected students in court of law []
- (f) School authorities made dialogue and negotiated with students []
- (g) An outsider was called in to facilitate and mediate []

- 7 Do you **Agree** or **Disagree** with each statement below about your perceptions on the sources/causes of violent conflicts in schools?

S/N	Statement	Agree	Disagree
(a)	Inadequate social services (for example food, water supply, health services , electricity),		
(b)	Provision of poor quality education (for example shortage of: teachers, teaching/learning materials, laboratories, and libraries, failing examinations)		
(c)	Inadequate infrastructure (for example, shortage of desks, classrooms, toilets)		
(d)	Maladministration and human rights (corruption, non-		

	transparency, irresponsiveness, dictatorship, abuse of power)		
(e)	Teachers' moral misconduct (for example alcoholism, sexual abuse, use of abusive language)		
(f)	Students' moral misconduct (drugs and alcoholism, mob-psychology, poor parentage)		
(g)	Administration of stern disciplinary measures (for example canning, suspension, expulsion, exclusion from classes, hard labour)		
(h)	Exposure to violent conflicts in colleges and universities and politics through the Press (televisions, radio, newspapers, internets)		
(i)	Income poverty of parents/guardian/community/nation		
(j)	Poor communication amongst teachers, students and school authorities		

SECTION THREE: CAPACITIES OF THE CHRAGG IN PROMOTING CONFLICT MANAGEMENT IN SECONDARY SCHOOLS

(Tick (V) the appropriate response)

8. Do you know the existence of (CHRAGG)?

- (a) Yes []
- (b) No []
- (c) Not sure []

9. If the answer is **Yes**, how did you come to know its existence?

- a. CHRAGG Visited your school []
- b. You Visited CHRAGG offices []
- c. Through the media []
- d. Heard from a friend []
- e. Taught at school []
- f. You read CHRAGG 's leaflets []

10 Does (CHRAGG) has legal mandates to investigate advice, educate and resolve violent conflicts by using mediation, conciliation, negotiation and reconciliation?

- (a) Yes []
- (b) No []

11 Do you know CHRAGG'S procedures for conflicts management through mediation, reconciliation and negotiation?

- a) Yes []
- b) No []
- c) Not sure []

12 In your opinions, what roles the CHRAGG should perform in providing solutions to violent conflicts in secondary schools?

S/N	Mandates /Roles	Yes	No
(a)	Promote and advocate negotiation, mediation, conciliation and reconciliation		
(b)	Promote unilateral stern disciplinary measures in conflict management like coercion, corporal punishment, suspension and expulsion		
(c)	Promote respect for human rights and principles of good governance in school administration		
(d)	Promote and advocate provision of quality education		
(e)	Promote students and teachers moral prudence		
(f)	Investigate and recommend appropriate conflict management measures		
(g)	Advocate for school budgetary increase		

SECTION FOUR: SOLUTIONS TO VIOLENT CONFLICTS

13 Can violent conflicts in secondary schools be avoided?

- (a) Yes []
- (b) No []
- (c) Not sure []

14 **Agree** or **Disagree** with each statement below about what you think is/are solution(s) to violent conflicts in secondary schools?

S/N	Solution	Agree	Degree
(a)	Review education and other laws to include mediation, conciliation, reconciliation and dialogue		
(b)	Eduacte school stakeholders the importance of education		

(c)	Respect human rights and principles of good governance		
(d)	Enforce strict disciplinary measures like corporal punishments, suspension, expulsion		
(e)	Improve social services like water supply, food, health		
(f)	Terminate irresponsible teachers		
(g)	Use police force interventions		
(h)	Take suspects of violence to court of law		

THANK YOU FOR YOUR COOPERATION

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to assess the Significance of the Commission for Human Rights and Good Governance (CHRAGG) Mandatory Role in Promoting Peaceful Conflict Management in Public Secondary Schools: Case of Lindi District. This is not a test with right or wrong answers. Everything you answer is right and your response will be strictly confidential. Thank you very much for your time and cooperation

SECTION ONE: PERSONAL PARTICULARS

Tick an appropriate response (s)

1. Your Age

(e) 18-30 []

(f) 31-40 []

(g) 41-50 []

(h) 51-60 []

(i) Above 60 []

2. Sex

(a) Male []

(b) Female []

3. Name of Your School

(a) Lindi []

(b) Mkonge []

(c) Mahiwa []

(d) Mnolela []

4. Your Education:

(a) Certificate []

(b) Form s Six []

(c) Diploma []

(d) Degree and above []

(f) Teaching experience []

(g) Duty Position []

SECTION TWO: PERCEIVED SOURCES OF VIOLENT CONFLICTS IN SECONDARY SCHOOLS

Tick [V] the appropriate response(s)

8 Have you handled any violent conflict since you were employed as a teacher?

(a) Yes []

(b) No []

(c) Not sure []

9 If the response is **Yes**, what disciplinary measures did you or your school authorities undertake to manage the violent conflicts?

(a)

(b)

(c)

10 Do you **Agree** or **Disagree** with each statement below about what you perceive as sources/causes of violent conflicts in secondary schools?

S/N	STATEMENT	Agree	Disagree
(a)	Inadequate social services		
(b)	Poor quality education		
(c)	Inadequate infrastructure		
(d)	Maladministration and human rights violations		
(e)	Teachers moral misconducts		
(f)	Students' moral misconducts		
(g)	Administration of stern disciplinary measures		
(h)	Exposure to media violence		
(i)	Income poverty		
(j)	Poor communication		

SECTION THREE: CAPACITIES OF THE CHRAGG IN PROMOTING CONFLICT MANAGEMENT IN SECONDARY SCHOOLS

(Tick (V) the appropriate response)

11 Do you know the existence of CHRAGG?

(a) Yes []

(b) No []

(c) Not sure []

12 If the answer is **Yes**, how did you come to know its existence?

a. CHRAGG's officials visited your school []

b. You Visited CHRAGG offices []

c. Learn CHRAGG through Press []

d. Heard from a friend []

e. Learnt at colleges/university []

f. Read CHRAGG's pamphlets and attended its public meetings []

13 Does CHRAGG has legal powers to investigate advice, educate, carry out research and resolve violent conflicts by using mediation, conciliation and reconciliation?

(a) Yes [.....]

(b) No [.....]

(c) Nor sure [.....]

14 Are you acquainted with CHRAGG's conflict management procedures of mediation, reconciliation, and negotiation?

a) Yes []

b) No []

c) No response []

15 If the response is **No**, or, **Not sure**, what procedures of conflict management do you use from following provided list in the table?

S/N	THE LAW	Yes	No
(a)	Your school regulations and by-laws		
(b)	Expel and suspend students		
(c)	Administer corporal punishment on students		
(d)	Use police force intervention in violence		
(e)	Take the suspects of violence to court of law		

- 16 In your opinion, what mandatory roles the CHRAGG should perform in promoting peaceful conflict management in secondary schools?

S/N	Mandates /Roles	Yes	No
(a)	Promote negotiation & mediation		
(b)	Promote stern disciplinary measures		
(c)	Promote respect for human rights n		
(d)	Promote provision of quality education		
(e)	Promote students and teachers moral prudence		
(f)	Investigate and recommend measures		
(g)	Promote r school budge increase		

SECTION FOUR: SOLUTIONS TO VIOLENT CONFLICTS IN SCHOOLS

(Tick (V) the appropriate response)

- 17 Do you think that violent conflicts in secondary can be avoided?

- (a) Yes []
 (b) No []
 (c) Not sure []

- 18 Do you **Agree** or **Disagree** with each statement below about what you think is a solution to violent conflicts at schools?

S/N	SOLUTION	Agree	Disagree
(a)	Review laws		
(b)	Educate on importance education		
(c)	Respect human rights and principles of good governance		
(d)	Enforce strict disciplinary measures		
(e)	Improve social services provision		
(f)	Terminate irresponsible teachers		
(g)	Use police force intervention		
(f)	Take the suspects of violence to court of law		

THANK YOU FOR YOUR COOPERATION

APPENDIX III

QUESTIONNAIRE FOR CHRAGG's EXECUTIVE SECRETARY

This questionnaire is designed to assess the Significance of Commission for Human Rights and Good Governance (CHRAGG) Mandatory Role promoting peaceful Conflict Management in Public Secondary Schools: Case of Lindi District. This is not a test with right or wrong answers. Everything you answer is right and strictly confidential. Thank you very much for your time and cooperation

1. What roles do the CHRAGG play in promoting peaceful conflict management in secondary schools?.....
.
2. Does CHRAGG have a strategic plan/programme/ of action for the promotion of peaceful means of conflict management (conciliation, mediation, conciliation/negotiation/ dialogue in conflict management in secondary schools? **Yes** [], **No** []
3. If the answer is **Yes in Question 2**, to what extent have the plans been implemented?
.....
.....
4. How many secondary schools in Tanzania have been reached during the implementation of your /plan/programme? Of the number, how many secondary schools are from Lindi District (mention the schools)
5. If the response is **in is No in Question 2**, what are the reasons for the situation?
.....
.....

6. Has CHRAGG carried out any research/investigation/inquiry into violent conflicts in secondary schools? **Yes** [], **NO** []

7. If the answer is **Yes in Question 6**, what have been your findings?

8. Grade the roles the CHRAGG in the promotion of peaceful conflict management in secondary schools as provided hereunder in the table

S/N	Statement	Excellent	Very Good	Good	Fair	poor
1	Promoted negotiation, mediation, reconciliation					
2	Promoted unilateral stern disciplinary measures in conflict management like corporal punishment					
3	Promoted respect for human rights and principles of good governance					
4	Promoted provision of quality education					
5	Promoted moral prudence for teachers and students					
6	Investigated and carried out research on violent conflicts					
7	Advocated for curriculum review to include peace education					

9. Is the budget allocated to CHRAGG for performing its mandates adequate
Yes [] **No** []

10. If the answer is **No**, kindly indicate: the requested budget proposal, the budget ceiling, the approved budget and the actual expenditure as for at least five financial years from 2006/2007.....

11. How many staff CHRAGG has (Commissioners and public servants? [], How many have training/knowledge in conflicts management/mediation/conciliation/peace building/conflict transformation?

Year	Comm& Asst Comm.	Mgt	Investigation officers	Supp Staff	Total	Trained in Conflict Mgt
2006/07						

2007/08						
2008/09						
2009/10						
2010/11						
2011/12						

- 12 How many have conflicts management and peace building trainings have been carried out in Lindi Zone?.....
- 13 What challenges/problems the CHRAGG faces in performing its educational/promotional/peacebuilding/mediation/investigatory/research/advisory mandates in promoting peaceful resolution of conflicts in secondary schools?.....
.....
.....
- 14 What are the future plans of the CHRAGG in promoting peaceful conflicts settlement in secondary schools generally?.....
.....
..
- 15 Provide any useful information on peacebuilding conflict management in the education sector, especially in secondary schools
.....
.....

Thanks a lot for your cooperation

APPENDIX IV

INTERVIEW SCHEDULE FOR HEADS OF SECONDARY SCHOOLS

This interview is designed to assess the Significance of the Commission for Human Rights and Good Governance (CHRAGG) Mandatory Role in promoting peaceful conflicts management in public secondary schools: Case of Lindi District. This is not a test with right or wrong answers. Everything you answer is right and strictly confidential. Thank you very much for your time and cooperation

1. What is your age range?

- (a) 25-30 []
- (b) 31-40 []
- (c) 41-50 []
- (d) 51-60 []
- (e) Above 60 []

2. Sex

- (a) Male []
- (b) Female []

3. Name of Your School

- (a) Lindi []
- (b) Mkonge []
- (c) Mahiwa []
- (d) Mnolela []

4. What is your level of education

- (a) Certificate []
- (b) Diploma []
- (c) Degree and above []
- (d) Teaching experience []

5. What is the total number of registered students at your school by class and gender distribution?

6. What is the total number of teaching staff by gender at your school?
7. What are the results of students in the Form Two, Four and Six national examinations, for the last five years as from 2007?
8. Has your school experienced violent actions and reactions to conflicts in forms of demonstration, strikes, students boycotting classes, destruction of property, attack and abuse of teachers and corporal punishments like strokes of the cane?
9. What intervention measures were taken by your school to manage/handle the violent conflict?
10. How many students were involved in the riots?
11. What were the sources of the violent conflict?
12. Has the CHRAGG visited your school?
- 11 Are you conversant with the CHRAGG's conflict management intervention procedures, especially mediation, conciliation, dialogue and negotiation?
- 12 In your opinion what roles should CHRAGG play in the solution to conflict management in secondary school?

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX V

FOCUS GROUP DISCUSSION (FGD), GUIDELINES AND RESPONSES MAHIWA SECONDARY SCHOOL, LINDI DISTRICT COUNCIL

Name of Group Interviewed: Mahiwa Secondary School students	Date : June 15, 2012
Site: Mahiwa Secondary Schoo	Time Started: 09.37am Time ended: 12hrs
Break : Zero Time	
Participants Summary: No of Male 05	No. of Female 05 Total: 10
Number of Key Questions: Eight	Types of Questions: Open ended
Language: Kiswahili	Translator: Non
Name of Facilitator: Researcher	

1.0 INTRODUCTION

Welcome to this group discussion. I am Mr Constantine Biseko Luguli Mugusi, a Masters student at the Open University of Tanzania (OUT). This session of discussion is academic and designed to identify your perceptions on causes of violent conflicts in secondary schools. The discussion would also aim at to know your views on conflicts management mechanism in schools and the roles of the Commission for Human Rights and Good Governance (CHRAGG) in the solution to violent conflict in schools. The discussion objective is to get information inorder to assess the significance of the CHRAGG mandatory roles in promoting peaceful management of conflicts in secondary schools. You are warmly welcome.

2.0 DISCUSSION GUIDELINES

This discussion is informal. You are encouraged to respond directly to the comments other people make. Seek clarification if you are in difficult with the question. We are here to ask questions, to listen, and make sure that everyone has a chance to share information. We request to conceal other's identities, participation and comments in privacy. Everything you contribute will be made secret. Kindly feel free to participate. Thank you very much for your time and cooperation.

3.0 KEY ISSUES/QUESTIONS FOR DISCUSSION

1. What do you perceive conflicts and violent conflicts?

SUMMARY OF RESPONSES

- (a) Contradiction of two parties, that is between teachers and students
2. What are the sources/causes/nature of those conflicts?

SUMMARY OF RESPONSES

- (a) Irresponsiveness of school authorities and the Government to school problems
- (b) Poor relationship between teachers and students
- (c) Protest against corporal punishments, especially strokes of the cane, push-ups, fetching 100 buckets of water
- (d) Accumulated grievances that arise outside the class
- (e) Moral misconducts of students like drug abuse and influence of alcohol
- (f) Moral misconducts of teachers like seducing girls for love affairs and alcoholism
- (g) Shortage of learning/teaching materials, eg text and reference books
- (h) Religious fundamentalism, like what happened at Ndanda High School in Masasi District, Mtwara region
- (i) Suspending students without affording them the right to be heard

3. What are the mechanisms/procedures used in resolving conflicts at schools?

SUMMARY OF RESPONSES

- (a) Suspension and expulsion of students
- (b) Corporal punishments like strokes of the cane, fetching 100 buckets of water, push-ups,
- (c) Bi-party intervention by negotiation, but rarely
- (d) Third-party intervention through mediation by Regional Commissioner (RC) and Regional and District Education officers (DEO) after the conflict has escalated into violence
- (e) Third-party intervention by the use of police force (students are arrested and remanded, tear gas fired, students beaten up).
- (f) Threats by authorities to expel and suspend students from schools
4. Why do students decide to resolve conflicts by using violent means?

SUMMARY OF RESPONSES

- (a) Non fulfilment of students demands
- (b) Abusive language against students, like name calling
- 5. What should be the roles of the CHRAGG in promoting peaceful conflict management in schools?

SUMMARY OF RESPONSES

- (a) Provide education on basic rights
- (b) Provide education on peaceful resolution of conflicts
- (c) CHRAGG should monitor human rights status at schools
- (d) Establish human rights clubs at schools
- (e) Establish human rights information resource centres at schools
- (f) Distribute human rights publications and leaflets at schools
- (g) Regular school visits byb the CHRAGG officials and education authorities
- 6. Do you think the CHRAGG has done such roles very well?

SUMMARY OF RESPONSES

- (a) No, CHRAGG has not done tangible on promoting peaceful resolutions of conflicts in schools
- 7. Is there anything else that you would like to say on the growing trends of violent conflicts and the role of the CHRAGG to promote peaceful settlement of conflicts in secondary schools?

SUMMARY OF RESPONSES

- (a) Government to be keen to resolve conflicts at schools (Early responses)
- (b) Settle conflicts before they escalate into violence
- (c) Investigate escalation of conflicts in schools and recommend solutions
- (d) Fulfil students demands
- (e) Students should be obedient to authorities

Thanks you for the discussion

APPENDIX VI
INTERVIEW GUIDELINE FOR MUNICIPAL/DISTRICT EDUCATION
OFFICERS

This interview guide is designed to assess the significance of Commission for Human Rights and Good Governance (CHRAGG) mandatory roles in the promotion of peaceful conflicts management in public secondary schools, the case of Lindi district. Every response will be treated strictly confidential and for academic purposes only.

1. What is the number of secondary schools and students by gender in your Council?
2. What is the required number of teachers (establishment), the number on your pay roll and the deficit in your council by gender?
3. Are there reported cases of violent conflicts in school?
4. What intervention measures you undertook to manage the conflicts?

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX VII

DISTRIBUTION OF RESPONDENTS BY SCHOOL

1. Lindi High School

Students

Form	Random Respondents		Purposeful Sample						Totals
			class leader		H/Boy	H/Girl	Best students		
							Civics	GS	
	Male	Female	Male	Female					
Form 1	2	2	1	1	0	0	1	0	7
Form 2	2	3	1	1	0	0	1	0	8
Form 3	4	6	1	1	0	0	1	0	13
Form 4	4	6	1	1	0	1	1	0	14
Form 5	3	0	1	0	0	0	0	1	5
Form 6	4	0	1	0	1	0	0	1	7
Totals	19	17	6	4	1	1	4	2	54

Teachers

Random Respondents	Purposeful Respondent Samples					Total
	School Head	Discipline Master	Guide/Counsellor	Civics Teachers	GS Teachers	
35	1	1	1	1	1	40

2. Mkonge Secondary School

Students

Class	Random Respondents		Purposeful Sample					Totals
			class leader		H/Boy	H/Girl	Best students	
							Civics	
	Male	Female	Male	Female			-	
Form 1	2	2	1	1	0	0	1	7
Form 2	4	4	1	1	0	0	1	11
Form 3	5	5	1	1	0	0	1	13
Form 4	6	6	1	1	1	1	1	17
Totals	17	17	4	4	1	1	4	48

Teachers

Random Respondents	Purposeful Respondent Samples					Total
	School Head	Discipline Master	Guide/ Counsellor	Civics Teachers	GS Teachers	
21	1	1	1	1	0	25

3. Mahiwa High School

Students

Class	Random Respondents		Purposeful Sample						Totals	
			class leader		H/Boy	H/Girl	Best students			
							Civics	GS		
	Male	Female	Male	Female						
Form 1	2	2	1	1	0	0	1	0	7	
Form 2	2	2	1	1	0	0	1	0	7	
Form 3	4	4	1	1	0	0	1	0	11	
Form 4	4	4	1	1	0	1	1	0	12	
Form 5	3	0	1	0	0	0	0	1	5	
Form 6	4	4	1	1	1	0	0	1	12	
Totals	19	16	6	5	1	1	4	2	54	

Teachers

Random Respondents	Purposeful Respondent Samples					Total
	School Head	Discipline Master	Guide/ Counsellor	Civics Teachers	GS Teachers	
10	1	1	1	1	1	16

4. Mnolela Secondary School

Students

Class	Random Respondents		Purposeful Respondents Samples					Totals
			class leader		H/Boy	H/Girl	Best students	
							Civics	
	Male	Female	Male	Female	Male	Female		
Form 1	2	2	1	1	0	0	1	7
Form 2	2	2	1	1	0	0	1	7
Form 3	3	3	1	1	0	0	1	9
Form 4	4	4	1	1	1	1	1	13
Totals	11	11	4	4	1	1	4	36

Teachers

Random Respondents	Purposeful Respondent Samples					Total
	H/Mistress	Discipline Master	Guide/Counsel	Civics Teachers	GS Teachers	
3	1	1	1	1	0	7

APPENDIX VIII
THE POPULATION OF SCHOOLS AND STUDENTS BY GENDER IN
LINDI DISTRICT

a Lindi District Council

S/N	School	Status	Number of students		Totals
			Male	Female	
1	Kiwalala	Public	215	175	390
2	Mvuleni	Public	174	91	265
3	Kitomanga	Public	154	63	217
4	Mandangwa	Public	82	23	105
5	Chiuta	Public	98	37	135
6	Milola	Public	149	149	298
7	Mpingo	Public	87	23	110
8	Mchinga	Public	274	90	364
9	Mnara	Public	287	139	426
10	Mnolela	Public	172	126	298
11	Mtama	Public	215	190	405
12	Mtua	Public	105	95	200
13	Mkopwe	Public	122	43	165
14	Nahukahuka	Public	67	38	105
15	Namangale	Public	97	34	131
16	Namupa	Public	79	56	135
17	Nangaru	Public	136	85	221
18	Mbawe	Public	87	22	109
19	Litipu	Public	46	14	60
20	Mahiwa	Public	552	205	757
21	Nyengedi	Public	166	124	290
22	Rutamba	Public	190	68	258
23	Madangwa	Public	182	159	341
Sub Totals			3736	2049	5785
1	Nyangao	Private	42	62	104
2	Ruo FPCT	Private	168	118	286
3	Rondo Seminary	Private	106	3	109
4	Namupa Seminary	Private	136	0	136
Sub Totals			452	183	635
Grand Totals			4188	2,232	6,420

b Lind Municipal Council

S/N	School	Status	Number of students		Totals
			Male	Female	
1	Lindi	Public	691	274	965
2	Mkonge	Public	396	334	730
3	Ngongo	Public	167	206	369
4	Mingoyo	Public	171	127	298
5	Chikonji	Public	82	35	117
6	N'gapa	Public	191	118	309
7	Angaza	Public	202	134	336
8	Kineng'ene	Public	152	28	180
Sub Total			2,048	1,256	3,304
9	Khairat	Private	97	129	226
Sub Totals			97	129	226
Grand Totals			2145	1385	3,530

c Number of teachers by gender (Public schools)

Authority	Requirements	Present	Deficit
Lindi District Council	320	176	144
Lindi Municipal Council	163	138	25
Totals	483	314	169

d Sample of the Population from which respondents were drawn

School	Council	Students						Teachers					
		Male			Female			Male			Female		
		No.	Sample	Respondents	No.	Sample	Respondents	No.	Sample	Respondents	No.	Sample	Respondents
Lindi	LMC	674	30	28	268	24	24	24	24	11	16	16	8
Mkonge	LMC	396	24	25	334	24	20	13	13	8	12	12	5
Mnolela	LDC	172	18	15	126	18	17	3	3	2	4	4	4
Mahiwa	LDC	552	30	28	205	24	24	15	15	12	1	1	1
Totals	4	1811	104	96	939	90	85	55	55	33	33	33	18


PPENDIX XIV (a) (b), (c), (d) and (e): RESEARCH CLEARANCE

APPENDIX XIV (a)

Appendix XIV(a)

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Dar es Salaam, Tanzania
 Tel: 255-22-2668759
 Fax: 255-22-2668759
 E-mail: drps@out.ac.tz



08/05/2012

Executive Secretary
Commission for Human Rights and Good Governance
 P.O. Box 2643
 Dar es Salaam

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

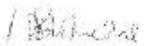
To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr. Mugusi Constantine Biseko Reg. No. HD/E/053/T.10 is a Master's student at the Open University of Tanzania. By this letter Mr. Mugusi Constantine Biseko has been granted clearance to conduct research in the country. The title of his research is "Mandatory Roles of the Commission of Human Rights and Good Governance in the Promotion of Peace Building Techniques in Conflict Management in Secondary Schools: The Case of Lindi District". The research will be conducted in Lindi and Dar es Salaam Regions.

The period which this permission has been granted is from 1st May, 2012 to 30th June, 2012.

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic)
 The Open University of Tanzania
 P.O. Box 23409
 Dar es Salaam
 Tel: 022-2-2668620

We thank you in advance for your cooperation and facilitation of this research activity
 Yours sincerely,




Prof Shaban Mbogo
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

APPENDIX XIV (b)

Appendix XIV(b)

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 27439 Dar es Salaam 255 22-2668759 Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255 22 2668752/2668445 ext.2101
 Fax: 255 22 2668759,
 E-mail: dirpro@out.ac.tz

08/05/2012

Director
 Lindi Municipal Council,
 P.O. Box 1070
 Lindi

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 14 March 1993 by public notice No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

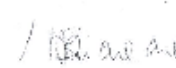
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The period which this permission has been granted is from 12th May 2012 to 30th June, 2012.

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic)
 The Open University of Tanzania
 P.O. Box 27439
 Dar es Salaam
 Tel: 22-2-2668620

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,




Prof. Shaban Mbogo
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

APPENDIX XIV (c)

Appendix XIV(c)

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23499 Dar es Salaam, Tanzania
Tel: 255-22-2668759/2668759
Fax: 255-22-2668759
E-mail: drp@out.ac.tz



Tel: 255-22-2666757/2668845 ext. 81
Fax: 255-22-2668759
E-mail: drp@out.ac.tz

08/05/2012

Executive Director
Lindi District Council,
P.O. Box 328
Lindi

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

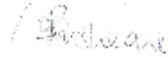
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The purpose of this letter is to introduce to you Mr. Mugusi Constantine Biseko Reg. No. HD/E053/T.10 is a Master's student at the Open University of Tanzania. By this letter Mr. Mugusi Constantine Biseko has been granted clearance to conduct research in the country. The title of his research is "Mandatory Roles of the Commission of Human Rights and Good Governance in the Promotion of Peace Building Techniques in Conflict Management in Secondary Schools: The Case of Lindi District". The research will be conducted in Lindi and Dar es Salaam Regions.

The period which this permission has been granted is from 12th May, 2012 to 30th June, 2012.

In case you need any further information, please contact:
The Deputy Vice-Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23499
Dar es Salaam
Tel: 022 2-2668875

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,



Prof. Shaban Mbugo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX XIV (d)

Appendix XIV (d)

JAMHURI YA MUUNGANO WA TANZANIA
Tawala za Mikoa na Serikali za Mitaa

Halmashauri ya Manispaa ya Lindi

Telegraphic address:
Ukumbi wa Manispaa
Simu: 023-220-2154
Fax: 023-220-2116
E-mail: lindi@pmoralq.go.tzUkumbi wa Manispaa,
S.L.P. 1070,
LINDI.

Kumb. Na. LMC/JB.2633/197

21/05/2012.

Wakuu wa Shule,
Shule za Sekondari Lindi na Mkonge,
S.L.P. 1070,
LINDI.K.K Afisa Elimu Sekondari wa Manispaa,
Halmashauri ya Manispaa ya Lindi,
S.L.P. 1070,
LINDI.Impeleleziwa
Mpenzi Mkuu wa Manispaa
22/5/2012**YAH: KUMTAMBULISHA KWENU NDUGU MUGUSI CONSTANTINE BISEKO
MTAFITI KUTOKA CHUO KIKUU HURIA CHA TANZANIA (OUT)**

Husikeni na somo tajwa hapo juu.

Mtajwa hapo juu ni mwanafunzi kutoka chuo Kikuu Huria cha Tanzania (OUT) aliyeruhusiwa kufanya Utafiti katika eneo la Manispaa ya Lindi kwa barua Kumb. Na. LMC/R.60/1/192 ya tarehe 17/05/2012 ili aweze kukamilisha masomo yake. Mada ya utafiti wake ni *"Mandatory roles of the Commission for Human Rights and Good Governance in the promotion of Peace-building Conflict Management in Secondary Schools"* ambapo amelenga kufanya utafiti wake katika shule za Sekondari Lindi na Mkonge.

Kwa barua hii namtambulisha kwenu ili mmpokee na kumpa ushirikiano unaostahili katika kufanikisha utafiti wake. Aidha, pamoja na kibali hiki hakikisheni zoezi la utafiti wake linafanyika bila kuathiri ratiba za masomo kwa wanafunzi na walimu katika shule zenu.

Nawatakia utekelezaji mwema.

Luhende, B.C

Kny: Mkurugenzi wa Manispaa
LINDI.

Nakala:-

Mkurugenzi wa Manispaa

- Kwa taarifa.

APPENDIX XIV (e)

HALMASHAURI YA WILAYA YA LINDI

(Barua zote zituniwa kwa Mkurugenzi Mtendaji wilaya)



Simu. Na. 2202325/2261

Fax Na. 220 2472

Ofisi ya Mkurugenzi Mtendaji (W),

S.L.P 329,

LINDI.**Unapojibu tafadhali taja:**

Kumb. Na. LDW/H.45/187

21/05/2012

Mungusi Constantine Biseko

S.L.P 23409

Dar es salaam.

YAH; KURUHUSIWA KUFANYA MAFUNZO KWA VITENDO

Rejca barua yako ya tarehe 08/05/2012 inayohusu somo hilo hapo juu.

Napenda kukuarifu ya kuwa ombi lako limekubaliwa, hivyo umeruhusiwa kufanya mafunzo hayo katika shule za Madangwa Sekondari, Mahiwa Sekondari na Mnolela Sekondari.

Nakutakia mafunzo mema.

H. Kabojela

Kny; Mkurugenzi Mtendaji (W)

LINDI

Nakala;

Mkuu wa Shule

1. Mnolela

2. Mahiwa - Mpokeeni na mpeni ushirikiano wa kutosha.

3. Madangwa