

(continued...)

"It is very important that parents should cooperate with teachers on matters concerning their children's education. We should have an education advisor, like a mediator between parents and teachers". Fadhili, parent from Kunduchi.

"This year we now have free education and many more children have started school. Now more children are in school, but we have to ask ourselves, are they learning as they are supposed to be? Many families are living in extreme poverty, and many teachers are struggling with poverty. These findings give us a chance to do something. What next? Let us continue to bring together education stakeholders and policy makers and reflect and work on these recommendations". Pius Makomelelo, Halki Elimu.

"Thank you very much for your work and your research findings for access to primary school. This research supports the government initiatives. Through this contribution we will open new doors for parents and teachers to work together". Message from Kidu Mageni, Kinondoni District Education Officer.

"It was very interesting to invite the guests (to the seminar), they were really the right people to invite. When they spoke they gave good presentations about education. They spoke about the research of ATD and what was achieved. When we had the time discussing together it was really interesting that people living in poverty had the opportunity to sit and discuss with professionals from the education sector, academics, etc. People were not afraid to speak with others in their group". Rose Ubwe, ATD researcher.

Leadership of the International Movement ATD Fourth World

In June the new ATD Fourth World International Leadership Team, based at the ATD headquarters in France, was announced. They will take responsibility for the leadership of the movement in January 2017. We are pleased to present to you....



Álvaro Iniesta Pérez



Bruno Dabout



Isabelle Pypaert Perrin



Martine Le Corre

Tèt Ansanm is a Haitian Creole expression meaning 'come together'. It is particularly used to describe the collective work at harvest time. It has been adopted by the International Leadership Team among others to express the kind of governance we are seeking in the ATD Fourth World Movement.

In today's world, we face huge challenges that question what kind of Movement we should be so that the violence of extreme poverty ceases, and so that we can continue the search with everyone for ways to transform our societies.

Facing these challenges can only be a collective enterprise. In the last two years, the ATD Fourth World Movement has initiated a reflection and a clarification on its governance. The Movement wishes to adopt a governance *Tèt Ansanm* that will inspire its way of acting, of leading itself and of taking decisions both at local, national and international levels, and through all its leadership teams, including the International Leadership Team. This governance is to be sought wherever the Movement is. In also proposing this to our societies, we hope that the experience of people in extreme poverty will be recognised as useful in bringing about a fairer world.

To answer these challenges with the concern of both continuity and a creative renewal of the ATD Fourth World Movement, the discernment group makes the following recommendations for the mission of the future International Leadership Team:

- Involve ATD Fourth World in developing a *Tèt Ansanm* governance and attempt to live this within its team.
- Enable our Movement, with the diversity of its commitments, to build its unity through the Common Ambitions dynamic, the Movement's General Assembly process and the development of supports for these commitments.
- Take up the challenge of creating long-term sustainability for the Movement. This implies:
 - impacting on our societies
 - ensuring the renewal of its members
 - raising financial resources to match its ambitions

Coming soon...

- Coming soon: The World Day for Overcoming Extreme Poverty

Contact Us!

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ATD FOURTH WORLD TANZANIA NEWSLETTER

August 2016



Wherever men and women are condemned to live in extreme poverty, human rights are violated. To come together to ensure these rights be respected is our solemn duty.
 - Joseph Wresinski (1917–1988) founder of ATD Fourth World -

"...people living in poverty had the opportunity to sit and discuss with professionals from the education sector"

Editorial



Dear Friends

Greetings to you, your family and neighbours from the ATD team in Dar es Salaam.

On the 2 June 2015, 18 months of participatory research culminated in a dissemination seminar entitled Access to Primary School Education for Children Living in Extreme Poverty. As you know from previous ATD Newsletters, ATD members had been carrying out a this research to understand the efforts both parents, teachers and children make to ensure children go to school, and the many challenges which mean some children fail to finish their primary school education.

This research is now complete, and in this newsletter we bring you some of the highlights of the research. A group of 12 ATD members were the researchers, interviewing nearly 50 adults, 20 teachers and local leaders, and over 50 children. To tell you everything the researchers learnt is not possible in this Newsletter. Today we will present to you the recommendations made by the group and some of the reasoning behind these recommendations.

In the second part of this Newsletter, we bring you some reaction from the dissemination seminar. This day brought together parents, teachers and other stakeholders from the education sector to learn about the research and its unique methodology which brought together people living in poverty and others to think, decide and act together.

On the final page we present to you the new ATD Fourth World International Leadership Team who will begin their responsibility in January 2017.

With regards

Robert Jordan
 Co-team Leader



ATD Fourth World participatory research: Access to primary school education for children living in extreme poverty.

"These recommendations are important not only for the children of Kinondoni district but for all Tanzania"

These words spoken at the dissemination seminar reflect the inclusive nature of the research recommendations. Drawing on what was learned from parents, children and teachers, the research group worked for one week until agreement was found on what conditions will allow all children, especially children living in extreme poverty, to finish their primary school education.

You will see that the following fifteen recommendations are not only for teachers or the government. A genuine partnership is needed between all education stakeholders if the dream of Education for All is to be realised.

1. The national government should provide schools with the necessary teachers, facilities and equipment to welcome and educate all children, including disabled children, with a standardised primary education curriculum. Teachers should receive ongoing training and a level of salary in line with the cost of living.
2. Where, and whenever possible, children should live within a reasonable walking distance of their primary school. Children should not be disturbed when getting on buses when going to and returning from school.

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- The street government, in cooperation with parents and the wider community, should take the necessary steps to provide a safer environment for children. These steps should include a plan of action to prevent children from joining groups and gangs who are a bad influence and encourage children to stay away from school; and prohibiting the owners of video and game shops from allowing children entry to the establishments during school days.

Parents, teachers and children spoke about groups of youths who they considered to be the cause of some community problems. Children reported being attacked by youths from these groups and having money or their school equipment and shoes stolen. One child gave this personal testimony, *"I met with a group of youths coming back from school one day. One of them had a knife. He wanted to rob me. I had to run away"*. People also spoke about the negative effect video clubs can have on children and their primary school education. One teacher said, *"While children stay in video clubs, they see school as a place with no value"*. Some children, individually or with friends, skip school and spend their time watching films.

- All school aged children should be registered in and attending school. To ensure this parents, ten-house cell leaders and the street government should work closely and in cooperation with the local primary schools.
- Each neighbourhood should have a space where parents and children can get advice and support on educational services.

In many homes families living in extreme poverty have a lack of basic resources like electricity, a table or chair. Children can also face distractions at home or from the wider community, making it difficult, or even impossible, for children to do their homework. A father talked about children gathering at a meeting place to sit and do homework together, helping and encouraging each other to learn.



- Parents should be responsible for providing their child's uniform, bag, shoes and pens. They should motivate their children to study and listen to their concerns. Parents should be encouraged to give children housework within their capacity, which does not conflict with their primary school education.

Housework is considered an important way for a child to be part of the family and helps them to develop other important life skills. Duties expected of children include helping at home and in the business and income generating activities of their parents. However, some of this activities conflict with a child's school routine.

- All education stakeholders should conform to the Education for Free policy regarding financial contributions.
- Schools should promote friendship among children and encourage them to reach their potential.
Children from very poor families face hazards in every corner of the community, especially on the journey to and from school. Often children have to fend for themselves to overcome these challenges, which is why so many children join with their friends for the journey to school. It is not only for friendship and games, but for safety too. Friendship is one of the safety nets that children create and rely on from each other.
- Every child should have access to a school nurse, facilities and equipment. The nurse should collaborate with parents and offer support, advice and treatment to children.

"I was very impressed to understand this method of research involving people living in poverty, it is very innovative"

- Physical punishment and use of harsh words towards children must be stopped in schools. Parents and teachers should agree which non-physical discipline is acceptable.

The biggest worry children have when studying is the reactions of some teachers. Almost all the children interviewed said that some teachers could be very harsh, which made the children very reluctant to approach them. Children said that they were *"afraid"* to approach some teachers and ask for help if they did not understand a question. One child said he starts to *"shake"* when he sees a particular teacher. Children said they worry when they see teachers carrying sticks in the class. The children said that being physically punished does not stop them from making mistakes. It only makes them afraid. Children who fear teachers said they were unable to learn well in their lessons.

- Clear and adapted lines of communication must exist between parents and teachers. They can communicate through meetings, telephone calls, letters, visits, etc.
- To create trust and improve relationships, all education stakeholders should develop mutual recognition about each others situation.
- Each school should have a community outreach worker whose responsibility it is to create links between the school and the children's parents and ensure effective communication exists especially with families living in extreme poverty.
Parents and teachers said unequivocally that good cooperation between both parties will be a major factor in their children graduating from primary school. There is a willingness from parents to engage with teachers as they believe it will benefit a child's education and can alleviate some of their worries.



- School meetings should be prepared by the head teacher and parent representatives. The meetings should provide a space for parents and teachers to share their experiences and the challenges they face while focusing on the well-being of the children's education. It is vital that parents' views are listened to.

Participating in parent teacher meetings can be a first step towards creating and reinforcing good relationships between parents and teachers. Parents said that it was important to attend these meetings to get information and meet the teachers. A mother said, *"When you are there you contribute something, which makes it worthy to attend"*.

- There should be a clear complaints procedure for parents to follow. Parents should also be reassured that there will be no negative consequences for them if they do decide to make a complaint.

You can contact the ATD team in Dar es Salaam for more details on this research and recommendations.

"Nobody has a knowledge of poverty like those people living in poverty"

Research Dissemination Seminar

On 2 June, 2016, members of ATD Fourth World joined with other education stakeholders to hear the findings of the participatory research carried out from December 2014 to April 2016. Here is a selection of quotes from people about the day and the research.

"The ATD Fourth World Movement and TENMET believe the same thing, rich or poor every child must get their right of education. You see poor children learning Swahili while rich children are taken to English medium classes. All schools should be the same, there should be no classes between children. As NGOs we need to put our effort for equal education among all children."

I was very impressed to understand this method of research involving people living in poverty, it is very innovative. A person who wears the shoes of poverty every day really know what poverty is. To come from a very poor background, you have documented what you know, and form this you have very interesting outcomes". Cathleen Sekwao, TENMET coordinator.

"Thanks to ATD Fourth World I have learnt something today. I have been teaching at Dar es Salaam University for over 30 years and have never seen a research method like this. The method is not common but is good. It builds the confidence and ability of people, and at the same time tries to help children living in extreme poverty". Prof Benedict Mongula, University of Dar es Salaam.

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