

Nenda shule

Going to school

ATD Dunia ya Nne katika Tanzania

ATD Fourth World in Tanzania



1989 - 2009 : Maadhimisho ya miaka 20 ya mabadiliko ya sheria za haki za watoto

Rejea Kifungu no 28

1. Kinachoelezea sehemu zinazothamini haki ya elimu kwa mtoto, pamoja na mtazamo wa kufikia malengoendelevu ya fursa sawa katika maeneo ya fuatayo.

(a) Kufanya elimu ya msingi kuwa ni ya lazima na bure kwa wote; (...)

(e) Kupima na kutia moyo mahudhurio mazuri katika mashule na upunguzaji wa idadi ya watoto wanaokatisha masomo. (...)

Nenda shule

Going to school

Shuhuda mbalimbali za wazazi, walezi, na mabibi na mababu wanaoishi katika hali duni kabisa ya umaskini uliokithiri zinazohusu vikwazo vinavyoipelekea watoto wao kuweza kwenda kuhudhuria shule za Msingi

Testimonies of parents and grand-parents living in extreme poverty, describing the obstacles they face in sending their children to school

1989 - 2009 :

20th anniversary of the Convention on the Rights of the Child

Article 28

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all; (...)

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates. (...)

Shuhuda zote zilizomo kwenye kijitabu hiki ni za kweli. Tunawashukuru watu wote waliotuamini na kutupa shuhuda zao zinazochangia msukumo wa kidunia katika jitihada za kuondoa umaskini uliokithiri. Ili kulinda utu wao majina yaliyotumika ni majina mbadala “bandia”.

Shuhuda zote hizi zimekusanywa na Salehe Mussa Seif, Ally Mkimwa na Issa Hamad wanachama wa kikundi cha ATD Dunia ya Nne Dar es Salaam.

Michoro yote inayoonyesha na kuwekwa na ATD Dunia ya Nne, imechorwa kwa hisani ya Kitwana Kombo mwanachama wa ATD Dunia ya Nne.

Dar es Salaam, Mei 2009

All the stories in this book are true. We thank the people who trusted us, and gave us their testimonies thus contributing to the worldwide movement to overcome extreme poverty. To protect their privacy all names have been changed.

The testimonies have been gathered by Salehe Mussa Seif, Ally Mkimwa and Issa Hamad, members of the ATD Fourth World team in Dar es Salaam.

The drawings have been put at ATD Fourth World's disposal by Kitwana Kombo, member of ATD Fourth World International Movement.

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It is not easy for everybody to access primary school !

For some children, especially in poor families, it is difficult to start school when they are 7, to go regularly to school, not to give up before Standard 7.

How many children are affected by obstacles to attending school ? Why do they face these difficulties ?

In this small document, we do not try to answer these questions. This document is not the result of a survey ; it is only the result of meeting with some parents and children suffering from this situation.

In the next pages, you will find stories told by the parents, or the grand-parents themselves. They tell these stories as they live them, with their vision and their understanding of the situation. They show us their courage, their strength, their perseverance, and their will to see their children succeed in school... Sometimes, they also show us

Si rahisi kwa kila mtu kupata nafasi ya kwenda shule !

Kwa baadhi ya watoto, hususani katika familia maskini, ni vigumu kuanza shule wanapofikia umri wa miaka 7, kuweza kuhudhuria shule kawaida na siyo kuacha kabla ya darasa la 7.

Inawahusu watoto wangapi? Kwa nini wanakabiliana na magumu haya?

Katika hati hii ndogo, hatutajaribu kujibu haya maswali. Hii hati si matokeo ya uchunguzi, bali tu ni matokeo ya mikutano kati ya wazazi na watoto wanaoteseka katika hii hali.

Katika kurasa zinazofuata, utakuta visa vilivyosimuliwa na wazazi au mabibi na mababu zao wenyewe. Visa hivi walivisimulia kadiri walivyoviishi, na mtazamo na uelewa wao wa mambo. Wanatuonesha ujasiri wao, uimara wao, uangalifu wao, utashi wao wa kuwaona watoto wakifanikiwa shuleni....Wakati mwingine, wanatuonesha

udhaifu wao, kuvunjika moyo, mipaka yao, ugumu wao wa kuelewa taratibu za shule....Mara zote maisha yao ni magumu, na shule huwaongezea tu matatizo (mashaka, gharama, fedheha...) na si tu matumaini ya maisha bora ya baadaye kwa watoto wao. Kwa hiyo si vema kuwahukumu.

Kutokana na hivi visa, tusijumishe hali halisi ya shule katika Tanzania. Kwa bahati, idadi kubwa ya watoto wanahudhuria madarasani katika hali ya kawaida hadi wanapomaliza elimu ya msingi. Visa vilivyomo katika hii hati haviakisi uhalisia bali ni sura halisi ya hali ilivyo.

their weaknesses, their discouragement, their limits, their difficulties to understand the process of school... Their life is often very tough and the school brings them more problems (worries, expenses, humiliations, etc.) and not only the hope of a better future for their children. It is important not to judge them.

Through these stories, we must not generalise the situation of schools in Tanzania. Fortunately, the huge majority of Tanzanian children regularly attend their classes until the end of primary school. The stories in this document are not a reflection of the reality for all students, but they show an aspect of school experienced by some in Tanzania.

A Brief Overview of School in Tanzania.

On these pages we won't try to explain the Tanzanian educational system, but try to give the reader some background information to help their understanding of the stories.

Public education is organised in two schools.

Primary school is for children from 7 to 13 years. The curriculum is taught in Swahili through 7 levels, from Standard 1 to Standard 7.

At the end of Standard 4, a national exam determines if the student can continue to Standard 5, or if he or she doubles Standard 4.

At the end of Standard 7 there is another national exam determining which pupils can continue to secondary school and which ones will have to stop.

Primary school is compulsory and free of charge. However, the parents have to pay for a uniform, and very often the school asks them to contribute to expenses, such as registration, benches and desks, examination fees, etc. In fact, primary school is not really free of charge for families.

Mtazamo kwa kifupi kuhusu shule Tanzania.

Katika kurasa hizi hatutarajii kuelezea mfumo wa elimu wa Tanzania, tunachohitaji ni kuwaelezea na kuwawezesha viongozi kusaidia.

Elimu kwa umma inatolewa kwa namna mbili mashuleni.

Elimu ya msingi inayochukua wanafunzi umri wa miaka kati ya 7 na 13. Mafunzo yanayotolewa ni kwa lugha ya kiswahili kwa muda wa miaka 7 yani kuanzia darasa la 1 mpaka la 7.

Mwisho wa darasa la 4 unatolewa mtihani wa kuwapima wanafunzi watakaoendelea na darasa la 5 au watakaorudia darasa la 4.

Na ifikapo mwisho wa mwaka wa 7, kuna mtihani mwingine unaopima mwanafunzi yupi ataweza kuendelea na masomo ya shule ya sekondari, au ni yupi atakaye ishia hapo.

Elimu ya msingi ni ya lazima na inatolewa bure. Wazazi wanachotakiwa ni kununua sale, na hapa na pale shule zinawahitaji kuchangia gharama ndogondogo mfano (usajiri, madawati na madesiki, gharama za mitihani na mahitaji mengine) kwa wastani elimu ya msingi haitolewi bure kwa familia.

Kwa sababu kutokana na ukosefu, uhaba wa madarasa, baadhi ya wanafunzi wanasoma shule nusu siku tu. Mfano mzuri ni wale wa darasa la 1 na la pili ambao wanachangia vyumba vya madarasa, wanafunzi wa darasa la 1 watahudhuria darasani wakati wa asubuhi na wale wa darasa la 2 watahudhuria mchana, na wanapangiana utaratibu wa mahudhurio hayo juma kwa juma.

Mpango wa Memkwa. Baadhi ya Shule za Msingi, kuna madarasa maalumu ambayo yanapokea watoto waliokatisha masomo kabla ya muda wa miaka 7 ya shule kwa sababu mbalimbali, au wale ambao wamechelewa kujiunga na madarasa ya shule za msingi. Wanafunzi hao wanawezeshwa kuhudhuria madarasa hayo na kufanya mitihani inayowawezesha kuendelea na mfumo wa elimu ya msingi unaokubalika.

Elimu ya Sekondari inachukua watoto wenye umri kati ya miaka 14 na 19. Ambao madarasa yao yanafundishwa kwa lugha ya kiingereza kwa muda wa miaka 6 kwa kuanzia kidato cha 1 mpaka cha 6.

Asilimia 80% ya wanaofaulu mitihani ya kumaliza darasa la saba ndio zanaoweza kupata nafasi ya kuendelea shule za sekondari za serikali. Wengine wanaenda kuhudhuria masomo yao ya sekondari kwenye shule za binafsi, au wanasimama masomo.

Wengi wao zaidi wanasimama masomo baada ya kumaliza mitihani yao ya kidato cha 4.

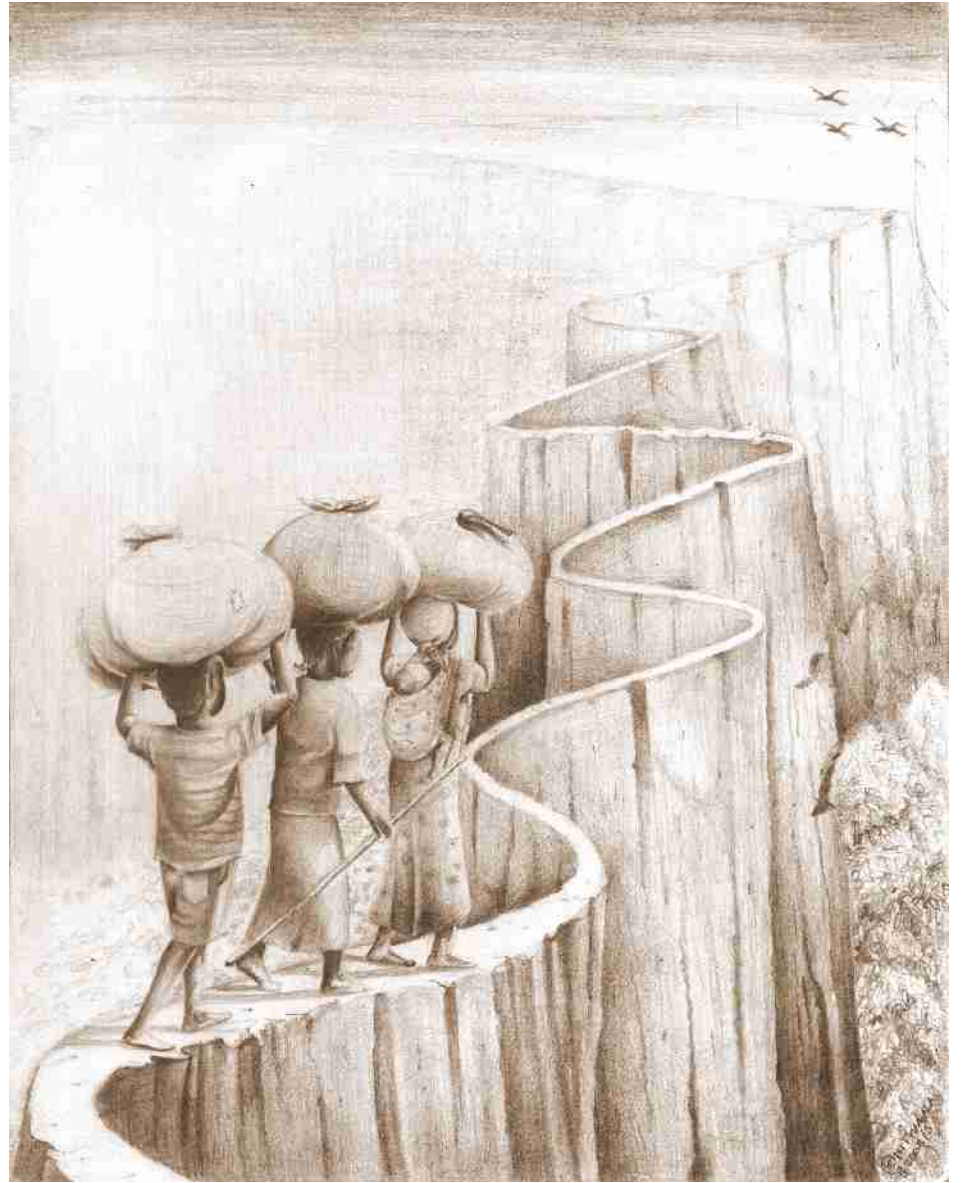
Because of the lack of classrooms, some pupils are at school only half the day. For example, if Standard 1 and 2 share a classroom, then the pupils in Standard 1 go to school in the morning and those in Standard 2 in the afternoon during one week, and then the next week it is reversed.

Memkwa programme: In some primary schools, there is a special class welcoming children whose education was interrupted, or who started late. Students of those classes participate in the national exams, and can then join the ordinary cursus.

Secondary school is for children aged 14 to 19. They are taught in English, through 6 levels, from Form 1 to Form 6.

Only about 80% of pupils who have succeeded the Standard 7 exam find a place in a public secondary school. The rest can go to a private secondary school, or stop their studies.

Many students stop their studies after the national exam at the end of Form 4.



Salma

Mama Ally is telling her daughter's story.

January 2009. I am Mama Ally and I have two children : a girl who is 9 (Salma), and a boy who is 5 (Ally). We live in Tegeta, a town close to Dar es Salaam.

Although I know how important school is for the children, it is not so easy to allow them to go regularly.

When Salma was 7, her father came and took her to his village so that she could go to school over there. Then Salma started Standard 1 and I got some news from the village where she was studying. In November 2008, the news was not good concerning Salma and I decided to go to the village and meet Salma's father. I discovered that for one year Salma wrote only once in her exercise book. So I proposed to take Salma with me to Tegeta and Salma's father agreed. Before leaving the village, I got the transfer document that is necessary to manage a change of school.

Mama Ally anasimulia hadithi ya mtoto wake.

Januari 2009. Mimi ni Mama Ally na nina watoto wawili: msichana mwenye umri wa miaka 9 (Salma), na Mvulana ambaye ana umri wa miaka 5 (Ally). Tunaishi Tegeta, nje kidogo ya mji wa Da es Salaam

Ingawaje nafahamu nini umuhimu wa shule kwa watoto, sio kitu rahisi kuwawezesha kwenda shule mara kwa mara.

Wakati Salma akiwa na miaka 7, baba yake alikuja na kumchukua kwendanae kijijini kwake ili aweze kumpeleka shule hukohuko. Kisha Salma alianza darasa la kwanza na nilipata baadhi ya taarifa kutoka kule kijijini alikokuwa anasoma. Mwezi wa Kumi na Moja 2008, taarifa hazikuwa nzuri kuhusiana na Salma na nilichukua uwamuzi wa kwenda kijijini na kukutana na baba yake Salma. Na ndipo niligundua kwamba katika kipindi cha mwaka mmoja Salma aliandika mara moja tu katika madaftari yake. Hivyo nilipendekeza Salma nirudi naye Tegeta na baba yake Salma alikubali. Kabla ya kuondoka pale kijijini, nilipata nakala za uhamisho ambazo zilikuwa muhimu ili kuwezesha kubadili shule.

Mapema nilipofika Tegeta mnamo mwezi wa Kumi 2008, nilitafuta shule kwa Salma, lakini ilikuwa vigumu :

Nilikutana na mwalimu na aliniambia wakati huu wa mwaka huwezi kumuandikisha mtoto, lakini angeliweza kunisaidia kama ningelichangia Tsh. 15.000.

Kingine ilinilazimu kusubiri Januari nilifanya hivyo kwa kuwa sikuwa na pesa ya kutosha. Niliporudi mwezi wa Decemba kumuandikisha kwa Januari, mwalimu aliomba cheti cha kuzaliwa cha Salma ambacho sikuwanacho. Aliniambia angeliweza kumkubalia Salma katika darasa lake kama ningelimpa Tsh 17.000. Nilijaribu kutafuta taarifa jinsi ya kupata cheti cha kuzaliwa cha Salma katika kipindi cha wiki chache, lakini wiki mbili baadaye mwalimu aliniambia kwamba kulikuwa zimebaki nafasi chache katika darasa lake na alihakikisha analipwa kiwango alichomumba. Nilifanya kazi kwa nguvu katika biashara zangu (kukaanga vichwa, na miguu ya kuku) hivyo kwamba ningeweza kupata pesa zilizoombwa na mwalimu.

Mtoto wa mamayangu ni mkubwa kuliko Salma. Sikumoja, kabla Salma hajachukuliwa na Babayake kumpeleka kijijini kwake, mamayangu alimpeleka mtotowake wa kiume pamoja na Salma shule ili kuwaandikisha. Mwalimu mkuu alimuomba Tsh 3.000 kwa watoto wawili, lakini alikuwa na Tsh 1.500 tu mkononi mwake. Yeye alikuja na kukutana na mimi, lakini wakati huo sikuwa na pesa yeyote. Hivyo mamayangu aliweza kumuandikisha mtoto wake tu na sio Salma.

Sitaisahau nafasi hii nilivyoikosa kumuingiza mtoto wangu shule kwa sababu ya Tsh 1.500. Na sasa, ilinilazimu kulipa Tsh 17.000 nisije nikaikosa tena nafasi. Siko pekeyangu iliyonibidi kumpa mwalimu kiasi cha fedha ili kuandikishwa shule mtoto wangu. Mama Rajabu, ambaye anafanyakazi

As soon as I came back to Tegeta in October 2008, I looked for a school for Salma, but it was difficult :

I met the teacher and he told me that at this time of the year you cannot register a child, but he could help me if I contributed 15.000 Tsh.

or else I had to wait until January which is what I did because I did not have so much money. When I returned in December to register her for January, the teacher asked me for Salma's birth certificate which I did not have. He told me that he could accept Salma in his class if I gave him 17.000 Tsh. I began to look for information on how to get Salma's birth certificate in a few weeks' time, but two weeks later the teacher told me that there were very few free places left in his class and it would be surer to pay what he asked. I worked very hard in my business (frying heads and legs of chicken) so that I was able to earn the money requested by the teacher. I paid the money because I was very afraid to miss again a chance for my daughter.

My mother has a son a little bit older than Salma. One day, before Salma's father took her to his village, my mother brought his son and Salma to the school in order to register them. The headteacher asked her for 3.000 Tsh for the two children, but she had only 1.500 Tsh in her hand. She came and met me, but at this time, I did not have any money. So my mother could only register her son and not Salma.

I will never forget how I missed the chance to put my daughter at the school because of 1.500 Tsh. And now, I had to pay 17.000 Tsh not to miss a chance again. I am not alone to be obliged to give the teacher some money in order to register my

child in school. Mama Rajabu, who works with me, had to pay 17.000 Tsh as well : she has a birth certificate, but her son is 8 and he is late for Standard 1, so she had to pay.

When I was a little girl, I did not have the chance to go to school and now I do not know how to read and write. Maybe it is why I am ready to work very hard in order to send my children to school now.

I am really ready to do all kinds of jobs like selling samosas, cooking heads of chicken, etc.

It is very important that I get a birth certificate for each of my children and for myself as well, even if it is not an emergency for me. For Ally, it is quite easy and not too expensive (3.500 Tsh) because I have his announcement. For Salma, it will be more difficult and I will have to pay 15.000 Tsh because I do not have her announcement.

March 2009. I received a letter from the headteacher and he wanted to meet me. He told me that Salma was not registered in the school and could not continue to go to school. I explained to him how I registered Salma, giving 17.000 Tsh to the teacher. He answered me : "The way you used was not the good way. The teacher you told me is not in this school anymore, but he moved to another school. Your daughter is not on the list and you now have to pay 13.000 Tsh : 3.000 for the registration and 10.000 for the bench and the desk. If you pay that, the full registration is possible and the name of your child will be sent to the District."

I was very disappointed because I knew and had trusted the teacher. However, I knew the place where he lives.

na mimi, pia alilipa Tsh 17.000 : Yeye alikuwanacho cheti cha kuzaliwa lakini mtoto wake wa kiume alikuwa na umri wa miaka 8 na alishachelewa kuanza darasa la kwanza, hivyo yeye alilipa kwa sababu hiyo.

Nilipokuwa msichana mdogo, sikupata nafasi ya kwenda shule na sasa sijui kusoma na kuandika. Labda kwanini nikotayari kufanyakazi kwa nguvu sana ili sasa nimpeleke mtoto wangu shule.

Nikotayari kufanyakazi ya aina yoyote ile kama kazi ya kuuza sambusa, vichwa vya kuku, kupika nakadharika.

Ni muhimu sana kwamba kupata cheti cha kuzaliwa kwa kila mtoto wangu na mimi mwenyewe pia hatakama sio dharula kwangu. Kwa Ally ni rahisi na sio ghali sana (Tsh 3.000) kwa sababu ninalo tangazo lake. Kwa Salma itakuwa ngumu zaidi na itanilazimu kulipa Tsh 15.000 kwa sababu sina tangazo lake.

Machi 2009. Nilipokea barua kutoka kwa mwalimu mkuu alitaka kukutana na mimi. Aliniambia kwamba Salma hakuandikishwa shule na asingeweza kuendelea kwenda shule. Nilimfahamisha jinsi nilivyomuandikisha Salma, nililipa Tsh 17.000 kwa mwalimu. Yeye alinijibu, njia uliyoitumia haikuwa njia mzuri. Mwalimu uliyeniambia hayupo katika shule hii tena, lakini alihama kwenda kwenye shule nyingine. Msichana wako hayupo kwenye orodha na sasa inakulazimu ulipe Tsh 13.000 kama ifuatavyo 3.000 kwa kumuandikisha na 10.000 kwa madawati. Kama utalipa hivyo, itawezekana kukamilisha usajili na jina la mtoto wako na litapelekwa Wilayani. Nilichukizwa sana kwa sababu nilimjua na nilimuamini huyo mwalimu. Ingawaje nilijua sehemu alipoishi.

Aprili 2009. Ilikuwa muhimu kwangu kwenda na kumuona mwalimu wake Salma aliyehama ili kuzungumza nae. Nilikutananae dukani alipomaliza kufundisha shuleni. Yeye alishangazwa kuniona mimi.

Nilimuuliza alifikiria kufanya nini sasa kuhusiana na msichana wangu.

Nilimuambia kwamba nilimuamini yeye, nilimpa kiasi cha fedha na niliona suluhu mbili ; aidha kunirudishia fedha zangu au kumpatia mwanangu Salma usajili. Yeye alisema kwamba angelikwenda kumuona mwalimu mkuu siku moja au mbili zijazo.

Kwa hakika alikwenda kukutana na mwalimu wake Salma na sio mwalimu mkuu kama alivyosema. Aliniambia kwamba alimuelezea halihalisi kwa mwalimu mpya ambaye alimkubali Salma katika darasa lake na kuweka jina lake katika orodha ya wanafunzi wake.

Sasa nasubiri muda kidogo kabla ya kukutana na mwalimu mkuu kuhusu mchango wa Tsh 13.000 ambazo anazitaka.

Kuhusiana na cheti chake Salma cha kuzaliwa, nilipanga kwenda kijijini kwangu kupata karatasi inayochukua nafasi ya tangazo, lakini ni vigumu mno. Ninakwenda kumwomba mjumbe wangu wa nyumba kumi barua ili niende kwenye serikali ya mitaa.

April 2009. It was important for me to go and see Salma's former teacher in order to have a conversation with him. I met him in the shop where he came after finishing school. He was very surprised to see me.

I asked him what he thought to do now concerning my daughter.

I told him that I had trusted him, I had given him some money and I saw two solutions : either he gives me back my money, or he gets Salma registered at school. He said that he would go and see the headteacher one or two days later.

In fact he went and met Salma's teacher and not the headteacher as he said. He told me that he explained the situation to the new teacher who agreed to accept Salma in his class and put her name on the list of pupils.

Now I wait a little bit of time before meeting the headteacher about the contribution of 13.000 Tsh that he requires.

Concerning Salma's birth certificate, I had planned to go to my village to get a paper replacing the announcement, but it is too difficult. I am going to ask my ten-cell leader for a letter for the street government.



Mudi

Babu Mudi is speaking with Issa, an ATD team member.

February 2009. I am Babu Mudi and I live here in Tandale, a neighbourhood of Dar es Salaam, with my wife and my grand-son Mudi, who is 13 years old.

In 2004, when he was 8, Bibi and I brought Mudi to school, and he started Standard 1. However, half a year later, he fell ill. He became really very sick, he was like crazy and it lasted maybe 6 months. We were obliged to bring him to Tanga and they were not sure if they would be able to save his life. We do not know exactly what his illness was, but he always had diarrhoea.

After getting better, a year later, we went to school and met the teacher with Mudi.

The teacher told us that Mudi was very confused

and did not understand anything ; it was useless to bring him back to school, because he could not learn anything. So we kept him at home and since then he did not go back to school anymore. That was four years ago. What would we have had to do then ?

Babu Mudi anaongea na Issa, mwanakikundi wa ATD.

Februari 2009. Naitwa Babu Mudi na ninaishi hapa Tandale, eneo la Dar es Salaam, pamoja na mke wangu na mjukuu wangu Mudi aliye na umri wa miaka 13.

Mwaka 2004, wakati alipokuwa na miaka minane, mimi na bibi tulimpeleka shule na akaanza darasa la kwanza. Hata hivyo baada ya miezi sita akaumwa. Akawa mgonjwa sana, kama vile kichaa na ikaendelea kama miezi sita hivi. Ilibidi tumpeleke Tanga na huko hawakuwa na uhakika kama wanaweza kuokoa maisha yake. Hatujui kwa uhakika ugonjwa wake ulikuwa ni nini, lakini kila siku alikuwa anaharisha.

Baada ya kupata nafuu baada ya mwaka mmoja, tukaenda shuleni na kukutana na mwalimu wa Mudi.

Akatuambia kwamba Mudi alikuwa amechanganyikiwa sana

na haelewi chochote, haina maana kumrudisha shuleni kwa sababu asingeweza kujifunza chochote. Kwa hiyo tukabaki naye nyumbani na tangu siku ile hajaenda tena shuleni. Ilikuwa miaka minne iliyopita. Tungefanya nini kwa wakati ule?

Umeniuliza kama tulijaribu kujua zaidi kutoka hospitalini ili kujua jinsi gani alivyoathirika? Lakini hatukuwa na wazo, hatukufikiria hayo. Tusingejua twende wapi. Unaniambia kuhusu shule maalumu ambayo inakubali watoto waliochanganyikiwa lakini hatukujua kama ipo.

Unajua, Mudi anaonekana kama mtu wa kawaida ukimwona unasema huoni tatizo lolote wakati Mudi anaposhiriki maktaba ya mtaani. Hata hivyo, bibi na mimi tunafikiri Mudi bado ana matatizo. Kwa mfano wakati tunapomtuma dukani kununua kitu, anasahau kitu alichotumwa.

Hata hivyo, sasa umri wake umepita kukubalika shuleni, hatuwezi kufanya chochote.

Kuhusu Memkwa, nimeisikia lakini sijui chochote jinsi gani mpango huu unavyofanya kazi. Nimekubali kwenda Memkwa ili kujua zaidi kama utanisindikiza. Niko tayari hata kununua sare.

Kabla hujaja kwetu, hatukujua tufanye nini na jinsi ya kufanya na Mudi.

Wiki chache baadaye Mudi akatokomea. Alienda kwa shangazi yake anayeishi sehemu nyingine ya Dar es Salaam.

You ask me if we tried to learn more about his illness at the hospital, in order to understand how much he was affected, but we did not have the idea, we did not think of that. We would not have known where to go. You tell me of a special school who accepts very confused children, but we did not know that it existed.

You know, Mudi seems normal when you see him. You say that you do not see any problem when Mudi participates in the street library. However, Bibi and I think that Mudi still has a problem. For example, when we ask him to go to the shop to buy something, he forgets what he has to get.

Anyway, he is too old now to be accepted in primary school, we cannot do anything.

Concerning Memkwa, I heard about it but I do not know at all how this program works. I will agree to go to Memkwa in order to learn more, if you accompany me. I am ready to buy a uniform as well.

Before you came to see us, we did not know at all what to do or how to do it with Mudi.

A few weeks later, Mudi disappeared : he went to his aunt who lives in another neighbourhood of Dar.



Katerin

Mr. Josef is speaking.

January 2009. My name is Mr. Josef. I have 5 daughters and I live in Tandale, a neighbourhood of Dar es Salaam, in Tanzania. I have no permanent job and every day I have to find work in order to get some money to make a living for my family. Fortunately I have a small hut and I have no rent to pay, but in spite of that our life is very tough. None of my daughters are married and they are all at home. With my 2 grand children and my older sister, we are 10 persons in two small rooms.

My opinion is that school is very important.

I know that with a good education, my children will be able to have a less difficult life than mine.

In my neighbourhood, there are some people from ATD Fourth World coming every week in order to run a street library. I think that what they do with the children is very useful. When this street library did not exist, our children were hanging around anywhere, today they go there to learn, to draw, to speak with others, and that gives them the light. I am happy to have hung up this blackboard on the wall of my house. Our children can learn a lot of things with this blackboard. Now the older children

Bw. Josef anaongea.

Januari 2009. Naitwa Bw. Josef. Nina watoto wa kike watano na ninaishi Tandale, eneo la Dar es Salaam, Tanzania. Sina ajira ya kudumu na kila siku lazima nitafute kazi ili nipate hela ya kufanya familia yangu iweze kuishi. Kwa bahati nina kibanda kidogo na sina kodi ya kulipa. Lakini mbali na hili maisha ni magumu. Hakuna hata mtoto wangu wa kike aliyeolewa na wote wako nyumbani. Pamoja na wajukuu zangu na dada yangu mkubwa tupo watu kumi ndani ya vyumba vidogo viwili.

Maoni yangu ni kwamba shule ni muhimu sana.

Na elimu bora najua watoto wangu wataweza kuwa na maisha rahisi kidogo kuliko mimi.

Katika eneo langu kuna watu kutoka ATD Dunia la Nne. Wanakuja kila wiki ili kuendesha maktaba ya mtaani. Nafikiri wanachokifanya na watoto ni cha maana sana. Wakati hii maktaba ya mtaani haijakuwepo watoto wetu walikuwa wanazurura mahali popote pale. Leo hii wanaenda pale kujifunza kuchora, kuongea na wenzao na hiyo inawapa mwanga. Ninafurahi kuwa nimeweka huu ubao kwenye ukuta wa nyumba yangu. Watoto wetu

wanaweza kujifunza vitu vingi na ubao huu. Sasa watoto wakubwa wanaweza kuwafundisha watoto wadogo vitu walivyojifunza tayari kwenye maktaba ya mtaani. Hiki ni kitu kizuri.

Ingawa najua shule ni muhimu kwa watoto wangu, siwezi kufanya kitu ninachotaka kufanya kila siku kwa sababu maisha ni magumu sana.

Kwa mfano Magdalena, mtoto wangu wa kike mkubwa, hakuweza kwenda shule. Wakati alipokuwa na umri wa kwenda shule bado sikujua kama nitaendelea kuishi hapa au kama nitarudi kijijini. Kwa wakati huo sikuwa na nyumba yangu mwenyewe, baba yangu alikufa hivi karibuni na dada yangu akaniomba nirudi kijijini. Nilisita sana sikujua cha kufanya, sikujua nitaishi wapi na familia yangu. Nilipoamua kuishi hapa Magdalena alikuwa amechelewa sana, alikuwa mkubwa sana kwenda shuleni. Sijui siku hizi ikoje, hiyo ilikuwa miaka 15 iliyopita. Watoto wangu wengine wote walienda shule. Mkubwa kamaliza darasa la saba, na mdogo bado yupo shuleni.

Katerin ni mtoto wangu wa kike mdogo,

ana miaka 14 na yupo darasa la tano tangu Januari. Mpaka hivi karibuni alikuwa mwanafunzi mzuri, alifanya vizuri shuleni. Hata hivyo Agosti iliyopita akaanza kukosa kwenda shuleni baadhi ya siku, mara moja au mbili kila wiki. Asubuhi alimwambia mama yake anaumwa na akakaa nyumbani kwa muda mfupi. Baadaye kidogo akaenda nje kucheza. Najua anapenda kucheza mpira wa mikono zaidi ya kwenda shule. Na pia kwenda kuangalia video kwenye nyumba ya jirani mwenye luninga. Tatizo ni kwamba alisema anaumwa lakini hakai nyumbani. Sasa tumeanza kulijadili hili suala na mke wangu.

can teach the younger ones what they have learned at the street library. This is a good thing.

Although I know that school is important for my children, I cannot always do what I would like to do, because life is very difficult.

For example, Magdalena, my eldest daughter, could not go to school. When she was at the age for going to school, I did not know yet if I was going to stay here or if I was going to go back to the village. At that time, I did not have a house of my own, my father had just died and my sister asked me to come back to the village. I hesitated a lot, I did not know what to do, and I did not know where to live with my family. When I decided to stay here, it was too late for Magdalena, she was too old to go to school. I do not know how it would be these days, this was 15 years ago. All my other children went to school : the oldest finished Standard 7 and the youngest is still in school.

Katerin is my youngest daughter,

she is 14 and she is in Standard 5 since January. Until recently, she was a good student ; she worked very well at school. However, last August, she began to miss school some days, just one or two every week. In the morning, she told her mother she was sick and she stayed at home for a short time. A little later she went out to play. I know she prefers to play handball rather than to go to school. And also she prefers to go watch videos in a neighbour's house where they have a TV. The problem is that she says that she is ill, but she does not stay at home. Now we have begun to discuss this question with my wife.

In October, the school asked me to come and meet Katerin's teacher and the head teacher as well. The teacher told me that I was obliged to send my daughter to school and that I could be arrested and thrown into jail if I did not. I was very afraid and I answered that I did not live in Dar at the moment and that Katerin was living with her sisters. The head teacher said that he was going to give Katerin a transfer so that she could go to a school close to the place where I live. Her teacher replied that it was not a good time to do a transfer, because it was the Standard 4 exam period and no school would accept a new student at that time.

The teacher asked me to come regularly to school in order to meet him.

He was interested in getting to know Katerin better and to understand her better. For example, he asked me which media and which games she liked. He told me, "In order to support Katerin, you and I have to be very close".

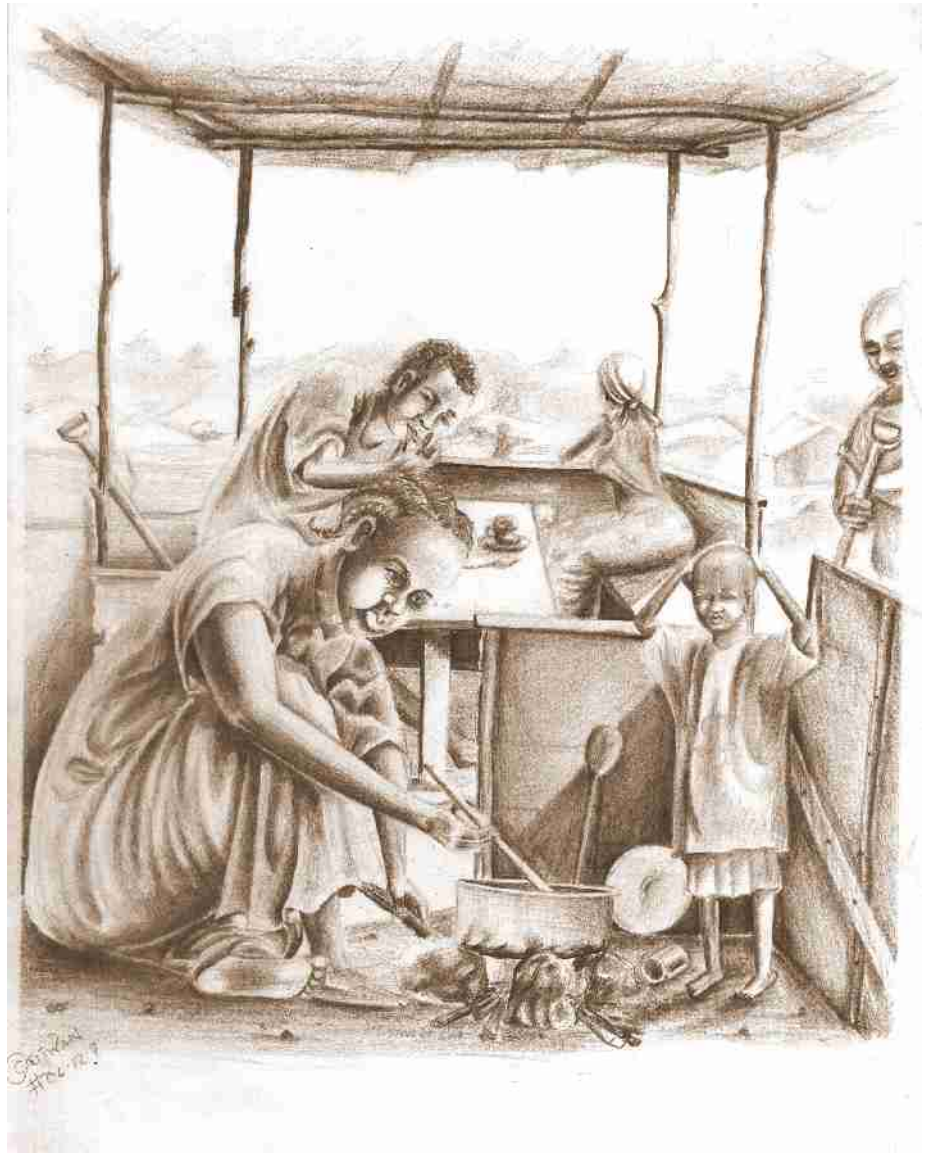
After these meetings, Katerin began to go back to school regularly. She passed the Standard 4 exam. Two months later, now in Standard 5, she is missing school again and the teacher wants to do a transfer because he is afraid that she might be a bad example for other students.

Mwezi wa kumi shule iliniomba nije nikutane na mwalimu wa Katerin na mwalimu mkuu vilevile. Mwalimu aliniambia nina wajibu wa kumpeleka mtoto wangu shuleni na hivyo naweza kufungwa na kutupwa jela kama sitafanya hivyo. Niliogopa sana na nikamjibu kwa sasa siishi Dar na kwamba Katerin anaishi na dada zake. Mwalimu mkuu akasema atampa Katerin uhamisho ili aende kwenye shule iliyo karibu na ninapoishi. Mwalimu akajibu kwamba haikuwa muda mzuri kumhamisha Katerin kwa sababu ilikuwa ni kipindi cha mitihani ya darasa la nne na hakuna shule itakayopokea mwanafunzi mpya kwa muda huo.

Mwalimu akaniomba nije shuleni mara kwa mara ili nikutane naye.

Alipenda kumjua Katerin vizuri na kumwelewa vizuri. Kwa mfano aliniuliza vyombo gani vya habari anavyovipenda na michezo gani anayoipenda. Aliniambia ili kumsaidia Katerin wewe na mimi lazima tuwe karibu sana.

Baada ya ya kukutana huku mara kwa mara Katerin akaanza kwenda shule kila siku. Alifaulu mitihani ya darasa la nne. Miezi miwili baadaye akiwa darasa la tano akakosa tena shule, shule na mwalimu wanataka kumhamisha kwa sababu wanaogopa anaweza kuwa mfano mbaya kwa wanafunzi wengine.



Sadiki

Amani is telling his son's story.

March 2009. I am Amani M. I live in Mbagala, a neighbourhood of Dar es Salaam. I work at the Magogoni Fishmarket as a firewood seller.

I have big problems with Sadiki, my son who is 14 and who stopped going to school four years ago. That was in 2005, he was in Standard 3 and he began to play truant. He was hanging around, had bad games, fought with his friends and did not want to study anymore. If he had not stopped going to school, today he would be in his last year or he would even have already finished primary school.

Some of my neighbours advised me to bring him to the police station.,so I did.

Other people advised me to lock him in a room naked in order to make him go back to school. I did it.

I beat him. I tried everything I could think of to oblige him to go back to school. I did not know what to do with him.

One day, he was locked into the room. He tried to escape through the window and got trapped by his

Amani anasimulia hadiithi ya mtoto wake.

March 2009. Mimi ni Amani M., naishi Dar es Salaam katika kitongoji cha Mbagala. Nafanyakazi katika Soko la Samaki Magogoni kama muuza kuni.

Ninamatatizo makubwa na Sadiki mwanangu wa kiume mwenye umri wa miaka 14 ambaye aliacha kwenda shule miaka mine iliyopita. Hiyo ilikuwa kuanzia mwaka 2005, akiwa katika daraja la 3 na alianza kucheza michezo ya utoro. Alikuwa akizunguka sehemu zisizoeleweka, kucheza michezo mibaya, alipigana na marafikizake, na hakutaka kusoma hatakidogo. Kama asingeacha kwenda shule, leo hii angekuwa tayari yupo katika mwaka wake wa mwisho au angekuwa tayari ameshamaliza shule ya msingi.

Baadhi ya majirani zangu walinishauri nimpeleke polisi, nilifanya hivyo.

Watu wengine walinishauri nimfungie chumbani akiwa uchi ili aweze kuacha utoro na kwenda shule, nilifanya hivyo. Nilimchapa, nilijaribu kila kitu nilichoweza kufikiria kumlazimisha aende shule. Sikujua nimfanye nini.

Alifungwa chumbani siku moja. Alijaribu kutoroka kupitia dirishani na kunasa shingo yake. Kwa bahati nzuri baadhi

Ya watu walisikia kelele ngeni, walikwenda nyuma ya nyumba na walimuona yeye. Tangu hapo nilishindwa na sikujua ningeweza kujaribu kufanya kitu gani.

Baadhi ya jamaa zangu walinishauri nimpleke yeye Kijijini Msijute katika Mkoa wa Mtwara. Kama angelihama labda angeweza kubadili tabia yake. Wakati huo maisha yangu yalikuwa magumu sana na sikuweza kufuatilia maswala ya uhamisho. Mawazo yangu yalikuwa ni kumuanzisha tena Darasa la kwanza wakati akiwa kijijini Msijute.

Sasa Sadiki anazungumza.

Wakati nikiwa Msijute, katika Mkoa wa Mtwara, niliishi na shangazi yangu. Yeye aliniambia kwamba alitaka kunipeleka shule, lakini hakufanya hivyo na hakufuatilia taratibu za uhamisho ili kuweza kujiunga na shule ya Msijute.

Leo hii ningependa nirudi shule, nipo tayari kwa hilo. Sijui kusoma wala kuandika.

Kama nitaendelea kukua bila kuelimika, maisha yangu yatakuwa magumu sana.

Mmoja kati ya marafiki zangu na ambaye nilikuwanae katika darasa moja, tayari ameshaanza Kidato cha kwanza katika shule ya Sekondari. Ninapomuona ninajisikia vibaya sana kwa sababu wanapata elimu na mimi sipati. Siku moja nilikutana na Msiba, Mmoja kati ya marafiki zangu, na alilogopa kwamba ningeweza kuwa mwizi. Aliniambia nimuombe babayangu anipeleke shule.

neck. Fortunately some people heard a strange noise, they went around the house and they saw him. Since then I am defeated and I do not know what I can try.

Some people advised me to bring him to Msijute, a village in Mtwara Region. If he moved, maybe he would change his behaviour. At this moment, my life is very hard and I am not able to follow up the question of the transfer document. My idea was to make him start Standard 1 again when he would be at Msijute.

Sadiki is now speaking.

When I was at Msijute, in Mtwara Region, I lived with my aunt. She told me that she wanted to bring me to school, but she never did and she did not follow the transfer procedure in order for me to join Msijute school.

Today I would like to go back to school, I am ready for that. I do not even know how to read and write.

If I continue to grow up without being educated, my life will be very hard.

Some of my friends with whom I was at school in the same class are already starting Form 1 in secondary school. When I see them, I feel very bad, because they are getting an education and I am not. One day I met Msiba, one of my former schoolmates, and he was afraid that I would become a thief. He told me to ask my father to bring me back to school.

April 2009. Amani is speaking.

I did not know Memkwa class, and I discovered it

when Salehe told me about it (Salehe is a friend from ATD Fourth World and he comes and meets us every week at the Fishmarket). Of course I was ready to do what was needed so that Sadiki could go back to school.

Salehe agreed to accompany me in order to get some information about Memkwa and to see what I had to do so that Sadiki could join the school. We met teacher Mtunza and his wife at their home near the school.

We explained the situation to him about Sadiki since he had stopped going to school. The teacher asked us Sadiki's age, he wanted to know if Sadiki knows how to read and write a little bit, and at which standard level he stopped going to school. Then teacher Mtunza explained to us the rules in this school. He told us that to register a child you will have to pay Tsh 13.500 for the building and the desks. And now, the parents committee decided during last month's meeting that each family will have to contribute Tsh 3.000 a month for a better development of their children. And teacher Mtunza informed us that I had to register my son before the mid term of the year, because after June they will not receive anymore children.

I will work very hard to make sure that before the end of May I will be able to complete everything so that my son starts school again.

Aprili 2009. Amani anazungumza.

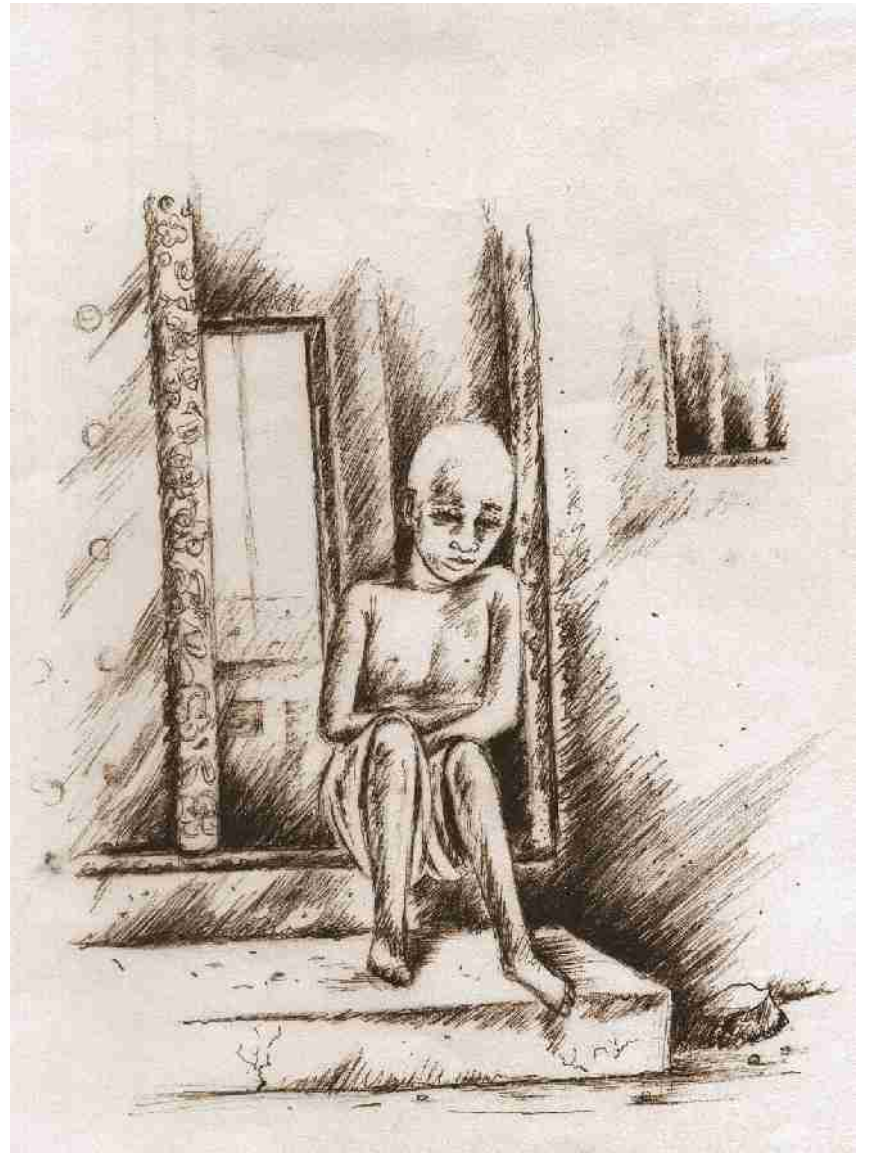
Sikujua darasa la Memkwa, na nililigundua

wakati Salehe aliponiambia kuhusu hilo. (Salehe ni rafiki kutoka ATD Dunia ya Nne na anakuja na kukutana na sisi kila wiki katika Soko la Samaki). Nilikuwa tayari hasa kufanya kilichohitajika hivyo Sadiki kuweza kwenda shule.

Salehe alikubali kunisindikiza ili kupata baadhi ya taarifa kuhusu Memkwa na nilichotakiwa kufanya kumuwezesha Sadiki kujiunga na shule. Tulikutana na mwalimu Mtunza na mkewe nyumbani kwao karibu na shule.

Tulimfahamisha hali halisi kuhusu Sadiki tangia alipoacha kwenda shule. Mwalimu alitauliza umri wa Sadiki, alitaka kujua iwapo Sadiki anajua kusoma na kuandika kidogo, na aliacha kwenda shule akiwa katika darasa la ngapi. Kisha mwalimu Mtunza alitufahamisha kuhusu taratibu za shule. Alituambia kwamba kumuandikisha mtoto unahitaji kulipa Tsh 13.500 mchango wa jengo na madawati. Na sasa, kamati ya wazazi waliamua katika kikao chao cha mwisho mwezi uliopita kila mzazi achangie Tsh 3.000 kila mwezi kwa ajili ya maendeleo ya watoto wao. Na mwalimu Mtunza alitufahamisha kwamba inanibidi kumuandikisha mwanangu kabla ya likizo ya kati ya mwaka, kwa sababu baada ya mwezi Juni hawatampokea mtoto yeyote tena.

Nitajitahidi kufanyakazi kwa nguvu kuhakikisha kwamba kabla ya mwisho wa mwezi Mei nitaweza kukamilisha kilakitu hivyo mtoto wangu ananza shule tena.



Ibrahim

Mama Ibrahim is speaking.

January 2009. I am Mama Ibrahim and I have three boys : Ibrahim who is 14, Amari who is 7 and a baby. With my husband and our boys, we have lived in Tandale, a neighbourhood of Dar es Salaam, for two years. Before coming to Dar, we lived in Chalinze.

At the moment, none of my children go to school.

Ibrahim went to school when we were in Chalinze, but he stopped when he joined us in Dar. Amari has not started to go to school yet. The problem is that we do not know if we are going to stay here, or go back to Chalinze.

Ibrahim had started school at the age of 9. When we left Chalinze in April 2007, he was 12 and was in Standard 3. He went to school regularly ; he was a good student who was number one in the exams and a leader in his class. When we came to Dar, we did not know what would happen, how our life would be, so we decided to leave Ibrahim in Chalinze living with my mother until we could settle down. A few months later, my mother got ill and had to come to Dar for treatment. She entrusted Ibrahim to the care of her eldest sister, but my aunt was too old to care for a young boy.

Mama Ibrahim anaongea.

Januari 2009. Naitwa Mama Ibrahim na nina watoto wa kiume watatu. Ibrahim ana miaka 14, Amari ana miaka 7 na mwingine ni mtoto mchanga. Mume wangu pamoja na watoto wetu wa kiume tunaishi Tandale, eneo la Dar es Salaam, kwa miaka miwili sasa na kabla ya kuja hapa tuliishi Chalinze.

Kwa sasa watoto wangu wote hawaendi shule.

Ibrahim alienda shule wakati tupo Chalinze lakini aliacha tangu alipotufuata hapa Dar es Salaam. Amari alikuwa bado hajaanza schule. Tatizo hatujui kama tutakaa hapa au tutarudi Chalinze.

Ibrahim alianza shule akiwa na miaka tisa. Wakati tunaondoka Chalinze mwezi wa nne 2007, alikuwa na miaka 12 na alikuwa darasa la tatu. Alienda shule kila mara. Alikuwa mwanafunzi mzuri na alikuwa wa kwanza kwenye mitihani na kiongozi darasani kwake. Wakati tulipokuja Dar hatukujua nini kitatokea, jinsi gani maisha yetu yatakavyokuwa. Kwa hiyo tukaamua kumuacha Ibrahim Chalinze aishi na mama yangu mpaka hapo tutakapotulia vizuri. Miezi michache baadaye mama akaumwa na ilibidi aje Dar kwa matibabu. Alimkabidhi

Ibrahim kwa dada yake mkubwa amlee lakini shangazi yangu ni mzee sana kumlea kijana mdogo. Hawezi kumthibiti na analalamika kwamba hakai nyumbani bali anazurura mtaani tu. Tatizo lingine ni jinsi ya kupata chakula. Alinipigia simu ili kuniambia matatizo yake na kuniomba nije kumchukua Ibrahim. Hiyo ilikuwa ni Desemba 2007, wakati wa likizo. Ibrahim alikuwa ndiyo amemaliza darasa la tatu.

Ibrahim alirudi nyumbani na nilitaka kumwandikisha Memkwa kwa sababu wao hawahitaji cheti cha uhamisho toka shule ya awali. Kuna Memkwa katika shule moja ya Tandale lakini Memkwa siyo bure na tuna hela kidogo sana. Kodi pamoja na chakula, maisha ni magumu hapa.

Sikujaribu kumwandikisha Ibrahim katika shule za serikali kwa sababu nilijua nitahitaji cheti cha uhamisho.

Kwa uzoefu wangu hiki cheti cha uhamisho siyo bure. Wazazi wangu waliniambia hivyo wakati nilipokuwa darasa la pili walihama kutoka Chalinze kwenda Tanga na ilibidi wamlipe mkuu wa shule ili waweze kupata cheti cha uhamisho. Wala sijui shilingi ngapi ilibidi walipe au kuhonga au kama ilikuwa ni bure. Ninachojua ni kwamba haikuwa bure. Ndiyo maana sijafanya chochote mpaka hivi sasa kupata hicho cheti. Sijui mtu yeyote Chalinze mjini ambaye anaweza kwenda shuleni ili kuomba cheti cha uhamisho. Inanibidi niende mwenyewe lakini nasubiri niwe na uhakika wa kupata hela za kutosha mfukoni mwangu ili niweze kukumbana na gharama yoyote ambayo inaweza kutokea nitakapoenda Chalinze kutafuta hicho cheti.

She had no control over him and complained that he did not stay at home but hung around in the streets. Another problem was how to get food. She phoned me in order to tell me her difficulties and ask me to come and take Ibrahim with me. That was in December of 2007, during the holidays. Ibrahim had just finished Standard 3.

Ibrahim came back home and I wanted to register him in Memkwa, because there they do not ask for the transfer paper from the last school. There is a Memkwa in one of the schools of Tandale, but Memkwa is not free of charge and we have very little money. Life is tough here, with the rent and the food.

I did not try to register Ibrahim in a public school, because I knew that I needed this transfer paper.

My experience is that this paper is not free. My parents told me that : when I was in Standard 2, they moved from Chalinze to Tanga and they had to pay money to the principal in order to get the transfer certificate. I know neither how much they had paid nor if it was a fee or a bribe. I just know that it was not free. That is why I did not do anything up to now to get this paper. I do not know anybody in Chalinze town who could go to the school in order to ask for the transfer paper. I should go myself, but I am waiting to be sure to have enough money in my pocket to be able to face any expenses that might occur when going to Chalinze to fetch the paper. However it is difficult to save some money.

For more than one year Ibrahim has not gone to school anymore and does nothing,

but we do not know yet if we are going to stay in Dar or move again. That is why we are waiting to take him back to school.

Issa, who comes every week to Tandale where he runs an ATD street library, met the principal of M. school. The principal told him that it is too late to make a transfer because Ibrahim left school for more than three months. The only option is a Memkwa class. We spoke about that with my husband, and we prefer waiting, because we do not know yet if we will stay here. I do not want to take my son to school now, and then out again. We are probably going to move soon and we will register Ibrahim in a Memkwa class after having moved.

Concerning Amari, it is a little late because the year has started. Issa told me that he asked a teacher from the school next to M. school if Amari could start to go to school now. The teacher answered that I should give a birth certificate and 15.000 Tsh (this is the amount asked to all newly registered children). I do not have the birth certificate for Amari.

I am going to speak with my husband, but I am not the driver of the house, it is my husband who decides.

Kwa zaidi ya mwaka mmoja Ibrahim hajaenda tena shule wala hafanyi chochote,

lakini bado hatujui kama tutaendelea kuishi Dar au tutahama tena. Ndiyo maana tunasubiri kumrudisha shuleni.

Issa ambaye anakuja kila wiki Tandale kuendesha maktaba ya mtaani ya ATD alikutana na mkuu wa shule wa Shule ya M. Mkuu wa shule akamwambia Ibrahim hawezi kuhamishwa tena kwa kuwa ameacha shule kwa zaidi ya miezi mitatu. Kilichobakia ni darasa la Memkwa. Nimeongea na mume wangu kuhusu hilo na tumependelea kushubiri kwa sababu bado hatujui kama tutaishi hapa. Sitaki kumpeleka mwanangu shule sasa na kumtoa tena. Inawezekana tukahama hivi karibunina tutamwandikisha Ibrahim Memkwa baada ya kuhama.

Kuhusu Amari, tumechelewa kidogo kwa sababu mwaka umeshaanza. Issa kaniambia alimwuliza Mwalimu wa shulemoja iliyo karibu na Shule ya M. kama Amari anaweza kuanza shule sasa. Mwalimu akajibu kwamba inabidi nipeleke cheti cha kuzaliwa na Tsh 15.000 (hiki kiasi kinalipwa na wanafunzi wote wapya wanaoandikishwa). Sina cheti cha kuzaliwa cha Amari.

Nitaongea na mume wangu lakini hata hivyo mimi siye dereva wa nyumba, ni mume wangu anayeamua.



Jafari

Baba Jafari is telling his son's story.

April 2009. I am Baba Jafari, I live with my family at M., a neighbourhood of Dar es Salaam. I work at night as a watchman. My son Jafari is 12 and I am worried because he does not want to go to school anymore.

One day, a few weeks ago, a neighbour came to meet me. I was surprised because I did not know him. His name is Issa and he told me : "I heard you are fighting with your boy because of school and you did not manage to make him go, so I met Jafari yesterday because it is something I care about".

He is right, I had a lot of problems with Jafari and his school.

I do not really know how long it has been since he has not gone to school.

I thought that I had tried everything that was possible.
I accompanied him to school by force, but I cannot do that everyday.
I took him to the police station in order to frighten him. They locked him up a whole day, and then told him to sign the register every morning and

Baba Jafari anasimulia historia ya kijana wake.

Aprili 2009. Mimi ni baba Jafari, naishi M. pamoja na familia yangu, jirani na Dar es Salaam. Nafanya kazi za usiku kama mlinzi. Kijana wangu Jafari ana miaka 12 na nina wasiwasi kwa sababu hataki kwenda shule tena.

Siku moja, majuma machache yaliyopita, jirani alikuja kuonana nami nilishangazwa kwa sababu nilikuwa simfahamu. Jina lake anaitwa Issa na akiniambia : "Nimesikia ukimgombeza kijana wako kwa sababu ya shule na haukuweza kufanikiwa, hivyo nimeonana na Jafari jana kwa sababu ni kitu ambacho najali".

Yupo sahihi, nilikuwa na matatizo mengi sana na Jafari na shule yake.

Nilikuwa sijui hasa tangu lini ameanza kutoenda shule tena.

Nilidhani kwamba nilijaribu kila kitu kilichowezekana. Nilimsindikiza shule kwa lazima, lakini siwezi kufanya hivyo kila siku.
Nilimpeleka kituo cha polisi ili nimwogopeshe. Walimfungia siku nzima na wakamwambia awe anapita kusaini kitabu kila siku asubuhi aendapo shule na mchana

anaporudi toka shule. Jafari alifanya hivyo kwa muda wa wiki moja tu kisha akasimama.

Nilipigana nae na kumchapa lakini sikufanikiwa.

Walimu wa shule yake walinishauli nimbabilishe shule lakini nikakataa. Kama mtoto wangu hataki kusoma, kubadilisha shule hakutamsaidia. Na zaidi ya hapo shule hii ipo karibu na nyumbani, hivyo hakuna nauli ya daladala inayohitajiwa.

Najua umuhimu wa cheti cha shule. Ndugu yangu alishindwa kupata kazi kwa sababu aliishia shule darasa la tatu na mwisho akarudi kijijini. Hivyo nilikubaliana pendekezo la Issa kutusaidia sisi ili tungeweza kwenda na kuonana na walimu. Labda ili kuwa kazi ya Mungu kwamba kijana wangu angerudi shule kupitia mtu mwingine. Nililazimika kununua nguo ya shule mpya kwa mshahara wangu ulifuatia.

Issa alienda na Jafari shuleni siku moja baada ya kututembelea. Kwa kuwa Jafari na mimi hatukukumbuka jina la mwalimu wake wa mwazo wakuwauliza walimu wawili wa darasa la nne, lakini hakuna kati yao aliyemtambua Jafari. Mkuu wa shule aliangalia kwenye daftari ya usajili lakini hakukuta jina la Jafari. Ikaonekana hakuna anayemjua Jafari. Mwishowe wakakutana na kijana aliyemtambua Jafari. Alikumbuka kwamba walikuwa wote darasa la 3 Jafari alipoacha kwenda shule. Aliwambia kwamba yapata miaka 3 Jafari alipoacha kuhudhulia shule akawambia kwamba ilikuwa yapata miaka miwili iliyopita. Jafari alipowielezea kuhusu kutembelea kwao shule

nikagundua toka alipoacha kwende shule. Sikujua kuwa ilikuwa muda mrefu.

Wakati alipoanza kufanya utundu labda alikuwa anajificha nje ili kwamba nisijue kilichokuwa kikiendelea.

Kisha mkuu wa shule akaniomba niende kuonana naye. Lakini wiki iliyofuata nilikuwa na kazi nyingi sana na sikupata muda nikawa na pigania kunua sare za Jafari na nikanunua. Nilikuwa nikimtafuta Issa na nilipompata

every afternoon on his way back and forth from school. Jafari only did it for one week and then stopped.

I fought and beat him, but without success.

The teachers from his school asked me to make him change school, but I refused. If my son does not want to study, a change of school does not help him. Moreover, this school is close to home, so no bus fare is needed.

I know the importance of a school certificate. A relative of mine never found a job because he had only done Standard 3 and he finally went back to the village. So I agreed with the proposition of Issa, that he would help us to go to see the teachers. Perhaps it was God's work that my son goes back to school through somebody else's intervention.

I had to buy a new uniform for Jafari and I decided to do it with my next salary.

The day after his first visit, Issa went to school with Jafari. As Jafari and I did not remember the name of his last teacher, they asked the two Standard 4 teachers, but none of them knew Jafari. The head teacher looked in a big register but did not find Jafari. It seemed that nobody knew Jafari. Finally, they met a boy who recognised Jafari : he remembered that they were together in Standard 3 when Jafari stopped going to school. He told them that it was more than two years ago...

When Jafari explained to me about their visit to school,

I discovered how long he had not been going to school. I did not know that it was for so long.

When he began to play truant, probably he stayed hidden outside so that I did not know what happened.

Then the head teacher asked me to come and meet him. But during the next weeks I was very

busy with my work and I could not find any time. I was fighting to buy a uniform for Jafari and I did it. I had been looking for Issa, and when I met him, he told me that the next day he would meet the head teacher and would talk with him. I will let Issa continue the story...

Issa is continuing to tell Jafari's story.

I met Mrs Moshi, the head teacher of B. primary school. She wondered what the best solution was for a pupil who had been out of class for at least two years. She asked me to come with Jafari the next day

so she could see if he knew how to read.

The next day, Jafari and I went to school and met the head teacher who tested Jafari's knowledge in reading. She said that Jafari knew how to read syllables except the difficult ones. She said he should go to Memkwa class for one year, then do the Standard 4 exam and come back to B. school for Standard 5. With the help of five teachers, she found Jafari's name and student number in the registers. The Memkwa class is not in B. school, but in T. school which is in the same plot. Mrs Moshi wrote a paper for the Memkwa teacher.

We went to see the Memkwa teacher and the first thing he said was "This is money". I told him that I would not give him any money, because I am not Jafari's relative, but just a neighbour. I explained that Jafari stopped coming to school, but that he wanted to come back now. I told the teacher, "You are among those who are needed to help the child go back to school". The teacher explained that they did not receive children in a situation like this because Jafari started in B. school and stopped there. He said : "All the teachers have training in how to care for children." And he gave other explanations which I didn't understand. The teacher sent me to the other Memkwa teacher,

akaniambia kuwa siku inayofuatia, angeonana na mkuu wa shule na angeongea naye. Kwahiyo sasa ni rahisi na ni hakika zaidi kama Issa alisimulia mwenyewe.

Issa anaendelea kusimulia historia ya Jafari.

Nilikutana na mke wa Moshi, mkuu wa shule ya msingi ya B. Alishangaa kuwa ilikuwa suluhu gani kwa watoto ambao walikuwa wamekosa darasa kwa muda wa miaka miwili. Akaniomba niende na Jafari siku iliyofuata.

Alitaka kuona kama Jafari anajua kusoma.

Siku iliyofuata mimi na Jafari tulienda shule na tukaonana na Mkuu wa shule ambaye alimjaribu ufahamu wa Jafari katika kusoma. Akasema Jafari anajua kusoma silabi isipokuwa anapangiwa kwenda darasa la Memkwa kwa mwaka mmoja na kisha afanye mtihani wa darasa la nne na arudi tena B. shuleni kwa ajili ya darasa la tano. Kwa msaada wa walimu watano, alilikuta jina la Jafari na namba ya usajili katika kitabu cha usajili. Darasa la Memkwa halipo katika shule ya B. ila katika shule ya T. ambayo ipo katika eneo sawa. Mama Moshi aliwandikia walimu wa Memkwa karatasi.

Tulikwenda kuona na walimu wa Memkwa na kitu cha kwanza yeye alisema ilikuwa "hii hela". Nilimwambia kwamba nisingempa yeye pesa yoyote, kwa sababu mimi sio ndugu yake Jafari ila jirani tu. Nikaelezea kwamba Jafari alisimama kuja shule lakini alitaka kurudi shule na sasa nilimwambia mwalimu : "wewe ni mmojawapo ya wanaohitajika kumsaidia mtoto arudi shule." Mwalimu alielezea kuwa hawakuwahi kupokea mtoto katika hali kama hiyo kwa sababu Jafari alianzia shule B. na akasimamia huko. Alisema "walimu wote wamefunzwa namna ya kuwatunza watoto" na akatoa maelezo zaidi ambayo sikuyaelewa. Mwalimu akanituma kwenda kwa mwalimu mwingine wa Memkwa ambaye alisema mambo fulani "Angalia umri wa mtoto. Baba hajui namna ya

kumlea. Walimu wa shule nyingine hawafanyi kazi yao ipasavyo. Wameende kwenye mafunzo kama mwalimu mwingine yeyote, kwanini wanamtuma kwetu sisi. Hapana, inabidi ukae chini na mwalimu wa Memkwa mwingine na kuongea nao. Mlete baba yake Jafari aongee."

Kwangu mimi nilitafsiri kwamba wanataka pesa kabla hawajampokea darasani kwao.

Nikawaeleza kwamba kulingana na hali yao kifedha, ni masikini. Hawataweza kulipa pesa yoyote kumpeleka mtoto wao darasa la Memkwa. Hatukufikia mwafaka wowote na kisha wakaondoka kwenda mahali pengine. Jafari na mimi tukarudi kuonana na mwalimu mkuu na walimu wengine wa shule ya B. na nikawaambia kilichotokea. Walimu wote wakachukia. Mwalimu mkuu akasema "Subiri, tutaenda kuonana na Mratibu. Tafadhali njoo kesho."

Baba Jafari anasimulia ufuatiliaji wa historia ya mwanae.

Siku iliyofuata, mimi, Issa na Jafari tulirudi shule ya B. na tukaonana na Mratibu ambaye ofisi zake zipo shule. Akatupatia barua ya kuipelekwa kwa mwalimu mkuu na shule ya T.

Kisha tukaenda kumwona. Akamuliza Jafari kama anataka kusoma na kwanini alisimama kusoma ila Jafari hakujibu kitu. Nikaelezea nilichojaribu kufanya na kile ambacho walimu wa shule ya B. walichojaribu kufanya. Mkuu wa shule akamwambia Jafari kama unakubali kurudi shule sitaki mzaha. Kama ukisimama tena, sitakuchapa, lakini nitaandika barua Mahakamani na watakupeleka Mbeya, ambako kuna shule ya wanafunzi watukutu na utakaa huko bila kumwona baba yako mpaka umalize darasa la saba. Akaniomba kwenda shule Jumatatu pamoja na Jafari ili amtambulishie kwa walimu wengine na kupewa maelezo juu ya namna ya kuchangia michango na kuhusu namna Memkwa inafanya kazi. Hivyo Jafari aanze shule Jumatatu.

who said the same things : "Look at the age of the child. The father doesn't know how to care for him. The teachers in the other school don't do their job well. They got training like anybody else, why do they send him to us ? No, you have to sit down with the other Memkwa teacher and talk. Bring Jafari's father to talk."

For me this meant that they wanted some money before accepting Jafari in their class.

I explained that according to the parents' financial situation, as they are poor, they would not be able to pay any money to get their child into Memkwa class. We did not reach any agreement and they left.

Jafari and I went back to meet the head teacher and other teachers of B. school and told them what had happened. All the teachers were angry. The head teacher said : "Wait, we are going to see the Mratibu. Please, come back tomorrow."

Baba Jafari is telling the follow up of his son's story.

The day after, Issa, Jafari and I went back to B. school and met the Mratibu who has an office at the school. He gave us a letter for the head teacher of T. school.

Then we went to see her. She asked Jafari if he wanted to study and why he stopped school, but Jafari did not answer. I explained what I had tried to do, and what the teachers of B. school had tried to do. The head teacher told Jafari : "If you agree to come, so I don't want any joke. If you stop again I will not beat you, but I will write a letter to the court and they will send you to Mbeya. There is a school there for reluctant students and you will not see your father until end of Standard 7." She asked me to come to school on Monday morning with Jafari, to be introduced to the teacher and to be given explanations about the contributions and about how Memkwa worked. So Jafari should start school on Monday.



Daudi

Mama and Baba Daudi are telling their son's story

January 2009. We are Mama and Baba Daudi. We have two sons (Daudi who is 10 years old and Maiko who is 7) and one daughter (Maria who is 4). We live in Tandale, a neighbourhood of Dar es Salaam. We would like to move to a better area and get two rooms, but it would be too expensive for us. We think that this part of Tandale is not a good place for children.

Daudi is deaf so it is very difficult to find a school which will accept him.

For almost one year, he has not been to school.

Three years ago, when he was 7, we looked for a place for him at school. My mother, Mama Daudi said, lives in Tabora and Daudi passed a hearing test at the school in Tabora. We learnt that Daudi hears nothing at all in his right and very little in his left ear. We hoped Daudi would start school in Tabora, but there were already 80 people on the waiting list. They only had 30 places, so they did not take Daudi.

Mama na baba Daudi wanasimulia historia ya vijana wao.

Januari 2009. Sisi ni mama na baba Daudi. Tunao vijana wawili (Daudi mwenye umri wa miaka 10 na Maiko mwenye umri wa miaka 7) na binti mmoja (Maria mwenye umri wa miaka 4). Tunaishi Tandale iliyopo Dar es Salaam. Tilitaka kuhamia sehemu nzuri na kupata vyumba viwili, lakini gharama ya kulipia vyumba hivyo ilikuwa kubwa kwetu. Tunafikiri kwamba eneo hili la Tandale si zuri kwa watoto.

Daudi ni kiziwi na bubu na ni vigumu kupata shule itakayokuwa tayari kumpokea.

Kwa takribani mwaka mmoja, hajaweza kuwa shule.

Miaka mitatu iliyopita, alipokuwa na miaka 7, tulianza kumtafutia shule. Mama yangu, mama Daudi anasema, alikuja kutoka Tabora (anaishi Tabora) na Daudi alipitia jaribio la kusikia katika shule ya Tabora. Tukatambua kwamba Daudi hasikii kabisa katika sikio lake la kulia na anasikia kidogo katika sikio lake la kushoto. Tulitegemea Daudi ataanza shule Tabora, lakini tayari walikuwepo watu 80 waliokuwa wanasubiri kuchaguliwa na kulikuwa na nafasi 30 tu, kwa hiyo hawakumchukua Daudi.

Kwa hapa Dar es Salaam, tulienda shule ya Buguruni, lakini walichagua viziwi na bubu 10 tu.

Kwa hiyo hawakuwa na nafasi, walituambia tsubiri kwa mwaka ujao.

Baadaye tulijaribu kutafuta shule Dodoma, ambapo dada yangu mmoja aliishi huko, anasema mama Daudi. Katika shule hiyo hawakuwa wanaangalia au kupima uwezo wa kusikia, walikuwa wanaulizia maswali ili kujua chanzo cha tatizo. Zilikuwepo nafasi 12 tu kwa watoto viziwi na bubu na walikubali kumpokea Daudi katika shule ya bweni. Alianza kusoma Dodoma alipokuwa na umri wa miaka 7 na alisoma kwa muda wa miaka miwili kwa darasa la awali, baadaye akaendelea darasa la pili. Mnamo Aprili 2008, hatukuwa na uwezo wa kulipia ada tena. Ada ilikuwa ni gharama kubwa sana na maisha yetu yalikuwa magumu sana, Daudi aliacha shule na kurudi Dar es Salaam kwa muda wa miezi tisa hakwenda shule.

Desemba mwishoni Issa, rafiki kutoka ATD Dunia ya Nne alikuja kuongea na sisi kutoka shule za umma waliwakaribisha watoto viziwi na bubu shule ya Sinza, ni jirani si mbali kutoka hapa. Wiki iliyopita nilienda pale nikiwa na Issa na Daudi, anasema baba Daudi, tuliambiwa kwamba Daudi atatakiwa kuanza darasa la kwanza tena na wataona kama ataaweza kufaulu darasa la pili. Walimwomba Daudi kufanya jaribio la kusikia tena kati ya Muhimbili hospitali au katika shule ya Buguruni, kwa sababu hawakuwa na mashine Sinza.

Pia tunafikiria kwamba itakuwa vigumu kwa Daudi kwenda shule Sinza na kurudi nyumbani kila siku. Mwalimu alisema hilo sio tatizo kwa sababu kuna watoto wenye umri mdogo kuliko Daudi ambao wanamudu kwenda shule na kurudi nyumbani peke yao. Lakini sio swala la kwenda shuleni pekee lakini pia tatizo la usafiri wa basi.

Nilipokwenda Sinza, anasema baba Daudi, niliwauliza kama wataweza kumchukua Daudi katika shule ya bweni,

Here in Dar, we went to the Buguruni School, but they only take 10 new deaf students each year.

As they had no place, they told us to wait for the next year.

Then we tried to find a school in Dodoma, where one of my sisters lives, Mama Daudi said. In that school, they did not measure the hearing capacity, they just asked questions to know where the problem came from. There were only 12 places for deaf children and they accepted to take Daudi in the boarding school. He started at Dodoma when he was 7 years old and he spent two years in Standard 1, then he started Standard 2. In April 2008, we were not able to pay the school fees anymore : they were more and more expensive and our life was harder and harder. Daudi left the school and came back to Dar. For nine months he did not go to school anymore.

Last December Issa, a friend from ATD Fourth World, came to speak with us about a public school welcoming deaf children at Sinza, a neighbourhood not very far from here. Last week I went there with Issa and Daudi, Baba Daudi said. We were told that Daudi would start Standard 1 again and they would see if he could pass to Standard 2. They asked him to do a hearing test again, either at Muhimbili hospital, or at the Buguruni School because they do not have the machine at Sinza.

We also think it is difficult for Daudi to go to school in Sinza, and then have to come back home everyday. The teacher said that this was not a problem, that there were other children even younger than him who travel alone to school. But it is not only the question of going to school alone, it is also the question of the bus fare.

When I went to Sinza, Baba Daudi said, I asked if they could take Daudi at the boarding

school because we were very worried about his behaviour in the neighbourhood. He is not really a quiet child, he comes back very late in the evening ; he jumps over the wall and gets away in the street. He often goes so far that we don't know where he is. As Daudi is deaf, the people use him and send him to get cigarettes or marihuana or to fetch somebody. We think that if he was in a boarding school he would be away from these problems. But at the school in Sinza, they told me that they could not accept him in the boarding school because he lived in Dar es Salaam.

We would prefer that he goes back to Dodoma, but we do not have enough money for that.

First of all we would like it if he goes to school like all other children.

When he will be at school, he will spend less time outside and will maybe change his behaviour.

February 2009. Finally, at the end of last month, Daudi went back to Dodoma with a friend from there. He will return to the boarding school where he already went when we find the money to pay for it. They ask 200.000 Tsh for one year. We have to pay at least half the amount now.

March 2009. I went to Dodoma, Baba Daudi said, and I met the principal of the boarding school. Daudi has been at school since February. I found out that, in fact, they only ask for 45.000 Tsh for the whole year, and not 200.000 Tsh as I was told by my friend's wife, who refused to go and meet the principal with me.

kwa sababu tulikuwa tunahofia tabia yake kwa majirani. Hakuwa mtoto mtulivu, huwa anachelewa kurudi jioni, huruka na kwenda mbali na mtaa, huenda mbali kiasi kwamba hatuwezi kujua alipo. Daudi ni kiziwi na bubu. Watu humtumia kumuagiza kuwaletea sigara, bangi au kumtafuta mtu mwingine. Tunafikiri kwamba akiwa shule ya bweni ataepuka matatizo yote haya. Lakini katika shule ya Sinza hawakukubali kumpokea katika shule ya bweni kwa sababu anaishi Dar es Salaam.

Tulipendelea kumrudisha tena Dodoma, lakini hatuna pesa za kutosha kufanya hivyo.

Kwanza kabisa tungependa aende shule kama watoto wengine.

Atakapokuwa shule, atatumia muda mchache nje ya shule na tabia yake inaweza kubadilika.

Februari 2009. Hatimaye mwisho wa mwezi uliopita, Daudi alirudi Dodoma pamoja na mtu aliyetoka katika mji huu aliyekuwa anakwenda huko. Atarudi katika shule ya bweni aliyosoma mwanzo. Ataishi kwa shangazi yake kwa muda, akisubiri mpaka tutakapopata pesa za kulipia shule ya bweni. Wanahitaji Tsh 200.000 kwa mwaka kwa sasa tunatakiwa tulipe angalau nusu ya kiwango kinachotakiwa.

Machi 2009. Nilikwenda Dodoma, anasema baba Daudi, nikakutana na mkuu wa shule. Daudi yuko shuleni tangu Februari. Nikagundua kwamba wanahitaji Tsh 45.000 tu kwa mwaka mzima na sio Tsh 200.000 kama nilivyokuwa nimeambiwa na mke wa rafiki yangu, lakini yeye alikataa kwenda kukutana na kiongozi wa shule pamoja na mimi.



What did we learn through the meetings with these families ?

We will not try to find a conclusion for these stories.

We can only recognise that for some children, school is not the opportunity that will give them a better future. In some families, school is not the chance in which parents believed, hoping that their children would have a less difficult life than themselves.

To write these stories, we met every family several times over several weeks.

Sometimes the situation did not move during these weeks.

Sometimes these meetings gave the parents a wake up call, and gave them the energy to try something else despite their discouragement, reinforced their determination to get a place at school for their child, in spite of his age or the lack of a paper...

Sometimes these meetings allowed the children to become aware of the importance of going regularly to school. Some of them realised that they played with their own future...

Tulijifunza nini kutokana na mikutano pamoja na hizi familia ?

Hatukujaribu kutafuta hitimisho la hivi visa.

Tunaweza kutambua kwamba kwa baadhi ya watoto, shule siyo nafasi itakayowapatia maisha bora ya baadaye. Katika baadhi ya familia, shule siyo nafasi wanayoiamini, kuitumainia kwamba watoto wao watapata maisha nafuu kuliko waliyo nayo wao wenyewe.

Katika kuandika hivi visa, tulikutana na kila familia mara kadhaa kwa kipindi cha wiki chache.

Wakati mwingine, mazingira hayakuruhusu kuendelea kipindi cha wiki hii.

Wakati mwingine, hii mikutano iliwaamsha wazazi, ikawapatia nguvu za kujaribu tena kitu kingine, ikaimarisha utashi wao kupata nafasi ya shule kwa watoto wao, licha ya umri au kutokuwa na hati ya uthibitisho.

Wakati mwingine hii mikutano iliwaruhusu watoto kutambua umuhimu wa kuhudhuria shule kama kawaida. Baadhi yao walitambua kwamba walichezea maisha yao ya baadaye.....

Wakati tulipokuwa tukikusanya hivi visa, tulikutana na wazazi au mabibi na mababu wa watoto ambao hawakuwa na habari zozote kuhusu haki zao. Mathalani, hawakuwa na majibu yoyote (na hata waliokuwepo hawakuweza kuwasaidia) kwa maswali yafuatayo :

- Kuna nini kwa mtoto mlemavu ?
- Kuna nini kwa mtoto mwenye umri mkubwa kwa kiwango cha darasa lake ?
- Tunawezaje kupata cheti cha kuzaliwa tunapokuwa hatuna tangazo ?
- Ni kiasi gani tunachowajibika kulipia kwa hati ya uhamisho ?
- ...

Pia tulikutana na wazazi wakikabiliiana na suala la fedha, tatizo ambalo ni la kawaida katika familia maskini, mazingira ambamo ndimo visa hivi vilimotoka. Lakini tatizo kuu halikuwa fedha yenyewe: ugumu mkubwa kwa wazazi ulikuwa kutokujua kiasi ambacho wangelipia ili kuweza kupata hati, usajili...na kutokujua endapo itakuwa ada au hongo... Zaidi kuliko suala la fedha, lilikuwa ni suala la rushwa....

Kutokana na hii mikutano pia wakati mwingine tuliona ugumu wa mahusiano yaliyopo kati ya watoto na wazazi wao. Inaonekana kwamba haya mahusiano yamekuwa na asili hiyo wa muda mrefu (kawaida katika misingi ya mamlaka) wakati ambapo mazingira yamebadilika, hususani katika familia tulizokutana nazo ambazo kwa sasa zinaishi katika vitongoji vya mji mkubwa na siyo vijijini tena, na watoto wanaweza kutoroka kutoka katika mamlaka ya wazazi wao.

Ingawa hii mikutano iliruhusu baadhi ya mabadiliko, haikufanya miujiza, lakini kwa wazazi ilionesha kwamba hawakuwa peke yao katika matatizo ya aina hiyo. Uwezekano wa kubadilishana mawazo na habari kadhaa mara nyingi unatosha kuimarisha uwezo wa wazazi kupata ufumbuzi, kuanza mazungumzo mapya na watoto wao....Jukumu la majirani, nafasi ya jumuiya ni muhimu katika kusaidia familia zisizo na matatizo pamoja na urahisi wa kwenda shule.

While we collected these stories, we met parents or grand-parents who were missing information about their rights. For example, they did not know the answer to these questions (and no one else around can help them) :

- what options exist for a disabled child ?
- what options exist for a child too old for his Standard level ?
- how can we get a birth certificate if we do not have an announcement ?
- how much does a transfer document cost ?
- ...

As well, we met parents being confronted with the question of money, which is usual for poor families where these stories occur, but the principal difficulty was not lack of money itself. The most difficult question for the parents was never knowing how much they would have to pay to get a paper, a registration, and never knowing if it would be a fee or a bribe... More than a question of money, it was often a question of corruption...

Through these meetings, we also saw how difficult relations between parents and their children can be. It seems that the nature of this relation is unchanged for a long time (essentially based on authority) whilst the environment has changed and particularly the families we met who now live in neighbourhoods in a big town and not in a village anymore.

Although these meetings allowed some changes, they did not work any miracles. They showed the parents that they are not alone with these kinds of difficulties. The possibility of exchanging ideas, and information is often sufficient to strengthen the ability of the parents to find a solution, to begin a new dialogue with their child...The neighbours and the community provide the main support to the families who are having difficulties with access to school.

