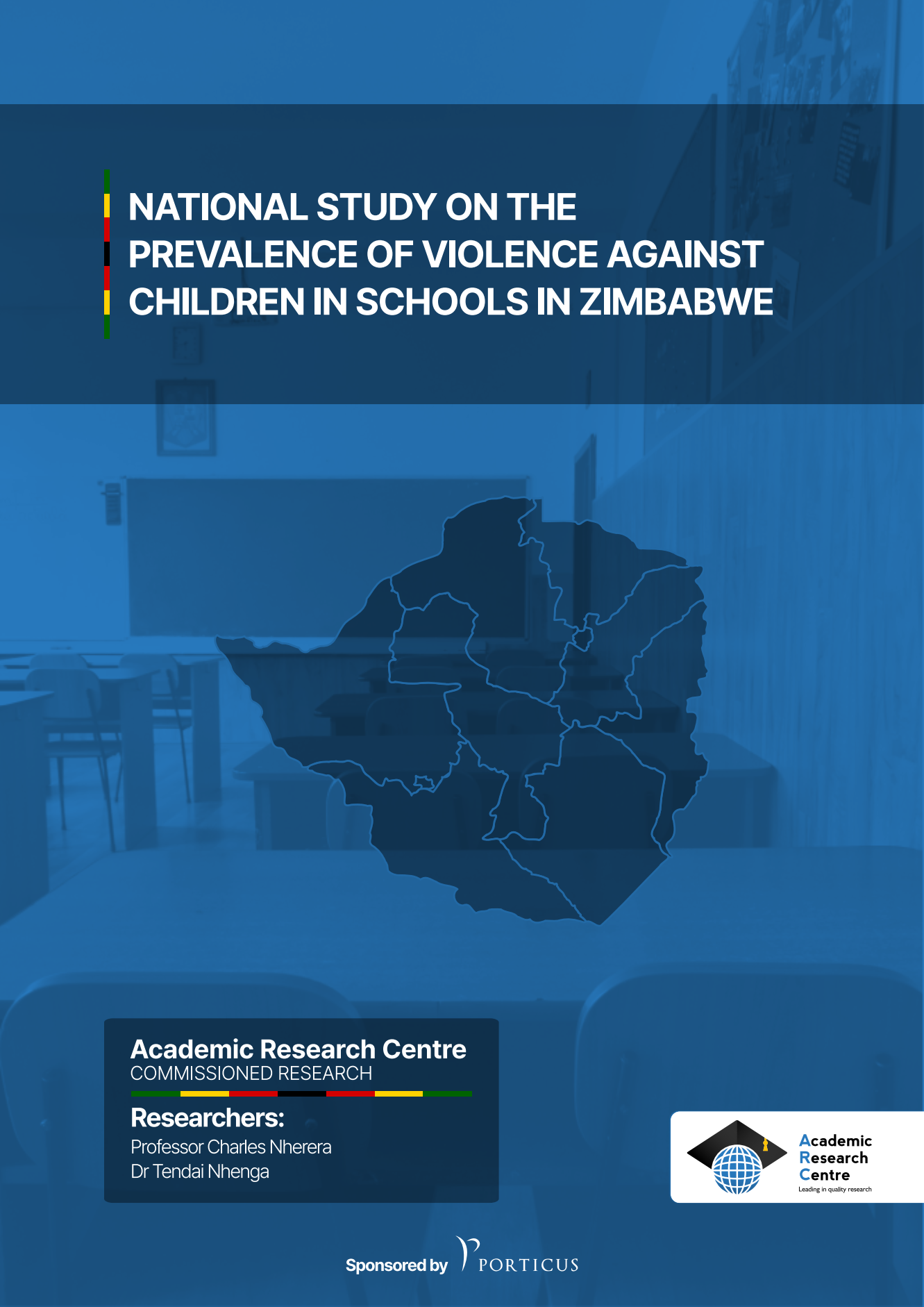




NATIONAL STUDY ON THE PREVALENCE OF VIOLENCE AGAINST CHILDREN IN SCHOOLS IN ZIMBABWE

Academic Research Centre
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DEFINITION OF TERMS

- Bulling:** The act of intentional and aggressive behaviour on an individual whereby the victim is inferior to the perpetrator. Bulling exists where power is imbalanced between two parties on which one part is vulnerable and is unable to protect itself. Bulling can be physical which can be done through beating or verbal which includes insulting or threatening.
- Bush Boarding:** is a situation where pupils from mostly poor families build boarding shacks close to the schools where they live to avoid walking long distances every day to schools
- Corporal Punishment:** The act of enforcing physical force on a child with the intention of causing pain or discomforts. Corporal punishment is also a way to physically discipline a child and can be done through flogging, beating or manual work.
- Council owned Schools** – Primary, Secondary or High Schools owned by local authorities such as city, town or rural district councils
- Cyber Bullying:** The act of posting messages, videos or pictures with the intention of threatening or harassing a child.
- Emotional Violence:** Emotional violence involves restricting a child's movements, deriding the child, threatening, criticizing and discriminating a child.
- Faith based Schools:** are schools which have a specific religious affiliation, often funded in part by that religious organisation or faith. They are usually connected to a local place of worship.
- Government owned Schools:** Primary, Secondary or High schools that are owned by the government and are fully or partially funded by the government and job appointments to government schools are run through the government.
- Physical Violence:** An act committed on a child that can result to an injury such as bruises or broken bones.

Privately owned Schools: A private school is a primary, secondary or high school not administered or funded by the government, unlike a public school. They are also known as independent schools, non-governmental, privately funded, or non-state schools. They are usually funded by fees charged at their students.

Responsible Authority: These refer to the owners of the schools who can be government, council, church, private individual or trust, mine or farm

Sexual Violence: The act of forcing a child on unwanted sexual activities without consent. Sexual violence also involves manipulating a child to sexual activities where one can take advantage of the child's vulnerability.

Trust Schools: Independent primary and secondary schools which are run by a board of governors and are not for profit

Violence against children with disability: All forms of violence perpetrated against children with disability based on their disability

Vuzu parties: Wild parties which are attended by mostly teenagers where they engage in alcohol, drug and substance abuse and end up voluntarily or involuntarily engaging in sexual activities with various partners. The parties are most prevalent in Bulawayo.

ABBREVIATIONS

ADPs	Awareness of Alternative Disciplinary Procedures
AIDS	Acquired Immunodeficiency Syndrome
CP	Corporal Punishment
ECD	Early Childhood Development
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
IC	Intellectual Challenges
LMICs	Low- and Middle-Income Countries
NBSLEA	National Baseline Survey of the Life Experiences of Adolescents
NCMs	National Case Management System
NGOs	Non-Governmental Organizations
SBVAC	School-Based Violence Against Children
ToRS	Terms of Reference
UNCRC	United Nations Convention on the Rights of Children
UNCT	United Nations Country Team
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VAC	Violence against Children
VCPCs	Village Child Protection Committees
ZIMSTAT	Zimbabwe National Statistics Agency

1. EXECUTIVE SUMMARY

1.1 Education as a fundamental human right (SDG 4)

As provided in section 75 of the Constitution of Zimbabwe, and further stipulated in the Education Amendment Act, 2019 (Act 15-2019), and in line with Strategic Development Goal (SDG) 4, education is a fundamental right of each and every citizen in the country. Education is crucial for the holistic development of children as it stimulates their creative talents and critical thinking, develops their social and life skills, and enables them to grow with confidence and self-esteem as individuals. Schools offer children the possibility of learning and internalising values of; solidarity, tolerance, respect. An ideal school environment inculcates in pupils and staff, values that enable the promotion of non-violent behaviour and overcoming tension and ability to mediate conflicts. Where this is not the case however, the school environment may expose both children and staff to different forms of violence.

1.2 School-based violence as an impediment to education

Children may experience and learn violence through playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, or other forms of cruel and humiliating treatment at the hands of fellow pupils, teachers, and other school staff. For the victims of such violence, schooling becomes an ordeal characterised by pain, trauma and fear, instead of the numerous opportunities normally associated with education. School-based violence negatively impacts on children's academic performance, their health, wellbeing, and their capacity to operate as confident individuals who are capable of developing open and trusting relationships with others. The negative impact of violence in schools goes beyond the children who are directly involved, as it also affects those who witness the violence, thereby creating an atmosphere of anxiety and insecurity which hinders their learning and psycho-social development. Violence or the threat of it may even make parents and guardians keep their children out of school, and cause children to drop out of school to avoid harm.

1.3 Paucity of research on school-based violence

There has not been any recent comprehensive study to establish the; prevalence, frequency, incidence, and trends of the different forms of violence in the various types of schools in Zimbabwe. Also, there is lack of an agreed-upon focus and definitions regarding school-based violence in the country and the few studies that

have been conducted have not been collaborative or at least built on previous data to provide a more comprehensive situation analysis regarding school-based violence against children.

1.4 Objectives of the current study

This National Study on the Prevalence of Violence Against Children in Schools in Zimbabwe set out to address these data gaps and provide a baseline for future studies. The study was therefore guided by the following objectives:

- Ascertain the prevalence of school-based violence against children (SBVAC) nationally in Zimbabwe and how its different forms manifest depending on: type of school, educational level, gender, disability and socio-economic status of pupils.
- Identify the different forms of SBVAC and the actions or behaviours that attract particular forms of violence both by adults and children.
- Establish the perceptions about the different forms of SBVAC held by children, teachers, administrators and parents / guardians.
- Establish any common characteristics of the perpetrators of SBVAC, such as: sex, age, qualifications, location of school, and type of school.
- Establish any safeguarding and child protection mechanisms in place at different levels of the school administrative system, from national legislative provisions to school-based rules and regulations.
- Proffer recommendations and a policy brief to guide policy and practice in efforts to eliminate SBVAC.

1.5 Data collection methods

This study employed a mixed methods approach (Creswell, 2014) which allowed the data to be unpacked to determine the prevalence, normative components and contexts around school-based violence. This mixed methods study had three main components to answer the study questions: namely the Qualitative participatory focus groups (called Round Robin Discussions); in-depth interviews; and Focus group discussions. Quantitative data was collected to determine the level of prevalence of violence against children in schools.

The Round Robin methodology was based on rigorously tested participatory activities, using a focus group discussion approach with elements that have been proven to be effective in measuring social norms. Round Robin sessions at each school consisted of a full day of events held with 40 school children (boys and girls)

sampled from selected secondary/High schools with a number of participatory qualitative activities to explore conceptualizations of childhood, identification of the forms of violence in schools, the determinants of violence and listing and ranking, social norms and recommendations for responses. Topics covered centred around corporal punishment, bullying, adolescent relationship violence and sexual violence and abuse.

Focus group discussions were held with school staff (teachers, school heads, other school staff), local community members, and parents in each of the chosen sites to establish the prevalence of violence against children in mostly primary schools and a select few high schools, to establish the general relationship between teachers and learners, forms, frequency, perpetrators, prevalence and influence of each type of violence perpetrated against girls and against boys in their schools. The FDGs also explored issues around the nexus between home/community violence and school-based violence and measures that had been put in place for conflict resolution and to curb the different forms and levels of violence against learners and school staff.

Face-to-face key informant interviews were also conducted with school heads, provincial education directors and other senior government officials at supervisory and policy making level.

At the end of each Round Robin event and Focus Group Discussions, participants who were identified as extremely affected by the issues discussed or topics discussed as a group were invited through purposive sampling to engage in in-depth and critical incident interviews.

For the quantitative component of this study, questionnaires were administered in person to at least 3200 school participants from a total of 1103 schools. The questionnaire consisted of a series of questions soliciting both qualitative and quantitative data. The prevalence of VAC was assessed on the basis of several variables that include the following: Age, Sex, Ethnicity/Religion, grade/form, residence, length of stay, wealth index quintile, socioeconomic status, parental education, family structure (household headed by a single parent or by a child), household stress levels caused by financial or health problems, and parental attitudes and beliefs about education, school exposure child labour, aspirations, household characteristics, school characteristics (climate, policies, resources, family involvement practices, reforms), school programmes (programme participation,

course taking, classroom characteristics, curriculum and instruction, student assessment), access to services, results, self-determination, physical health, satisfaction, socio-economic background and other related factors.

1.6 Key findings related to the following variables:

- Prevalence of School Based Violence;
- Types of School Based Violence;
- Forms of Violence;
- Actions and perceptions about the causes of Violence;
- Safeguarding and Child Protection; and
- Link between school responses and Child Protection mechanisms.

1.6.1 Prevalence of School Based Violence

Teachers, school heads, parents, community care workers and children at all levels all indicated the various types of violence that was occurring in just about all types of schools, though to varying degrees such as: Bullying (including physical, verbal, emotional and cyber where social media and pornography related violence was rife among Forms 3 to 4), Sexual abuse especially against the girls by both their male peers and school staff (teaching and non-teaching staff), Corporal punishment and violence against children with disabilities (and in a few cases, violence by children with disabilities against able-bodied children).

1.6.2 Types of School Based Violence

The study noted that, SBVAC was prevalent in all the five provinces visited, especially student-student physical abuse and bullying in particular as well as teacher-student violence, even though to a much lower extent. Although all the respondents registered its occurrence, those in ECD and children with Intellectual Challenges (IC) mentioned this relatively more often. Verbal abuse was also cited by almost all the respondent categories but mostly from Grades 3 and above. Drug and alcohol abuse was also mentioned by parents, CCWs, teachers, school head and almost all the learner categories. Sexual violence was mentioned mostly by middle to upper primary learners from grades 3-7 as well as the school teachers and heads. Corporal punishment often administered using: bare hands, sticks, chalkboard dusters, and hosepipes was

mentioned, but mostly by primary school learners, especially the lower Grades from ECD to Grade 4.

1.6.3 Forms of school-based violence

The current study proved that school-based violence against children is common in both the rural and urban schools. The most prevalent forms of violence learners encountered were:

- bullying,
- corporal punishment,
- physical fighting, and
- sexual violence.

1.6.4 Actions and perceptions about the causes of school-based violence

The study noted that the participants were of the perception that students' relationships with peers who influence them negatively has a huge bearing on committing school-based violence. The relationships both increase their risk of being negatively influenced in engaging in violence themselves as well as their chance of having violence committed against them. On the other hand, most students, especially new-comers were bullied as a way of an "initiation rite" into the school. Some acts of violence such as bullying may be perpetrated while under the influence of drugs or substances and this seems to be a trend in most schools especially in urban areas. The argument among the students was "revenge bullying" will provide great relief from the pain that you were feeling when you were bullied then or it will provide some sort of satisfaction – "having equalled the equation." Normally this happens with students when they get to Form 2, 3, 4, 5, 6 and revenging on the lower forms. More so, according to the students both girls and boys, courtship and dating exposes individuals to increased aggression from other adolescents who view the victim as a competitor.

More importantly it was also revealed that poverty can make one vulnerable to abuse and this was the main dimension that came out. The message that resonated in the discussions showed that one's upbringing might have a bearing on how one behaves at school with students coming from families with

a history of violence likely to turn out as bullies. The time one spends on social media can increase a student's risk of being bullied online and also becoming a cyber-bully. Secondly, social media and television was viewed to have a magnificent risk of exposing children to culture of gangsterism and violence and many who were exposed risked becoming bullies. The students mentioned also that some students who fail to deal with personal issues or bitterness normally find remedy in/through bullying.

Furthermore, the study revealed that the participants were of the view that the leading cause of corporal punishment in both urban and rural settings, regardless of the type or ownership of the school is the perception that punishing children is normal and acceptable. Teachers, other staff and parents alike consider it necessary for children to grow up as competent and responsible individuals. The study found that corporal punishment remains widespread in just about all types of schools that were part of this study and that legal bans were not sufficient to eliminate the practice.

With regard to sexual violence among learners, it was noted that, sexual violence perpetrated by boys was framed within a broader framework of gender-based violence and a pervasive culture of male aggression. Most male students also were of the opinion that the dressing of girls was what, in most cases, provoked boys and men to rape them. Certain items of sexy dressing that reveal the body has been linked to self-objectification. A lot of students also cited poverty as a contributing factor to sexual violence, in particular to transactional sex and girls being involved in prostitution. The majority of students suggested that modernity and penetration of Western values and images through social media compound the problems of sexual violence

1.6.5 Safeguarding and child protection

The study pointed out that among the learners, the teacher was the point of call to report cases of violence perpetrated against any individual. Learners at all schools in the provinces visited indicated that teachers and school heads were their best protectors from harm and therefore the ones they trusted to report cases of violence against them. It was noted that another common response was to involve other stakeholders to try and help with the misbehaviour. Key stakeholders identified were the community leaders, role models, community

CPCs, CCWs, police, church and the junior council. In addition, complementary structures in dealing with violence amongst learners were the disciplinary committees, prefects and suggestion boxes. Separate FGDs with teachers and parents revealed that both sides thought it was important for them to join forces in dealing with the discipline of children. The schools reported engaging the learners in various moral education, starting with the school rules, assembly lectures and peer educators. Permanent and partial dismissal from school was cited, especially among the secondary school learners, the lower and upper sixth learners. Noted also were references to behaviourist approaches to controlling behaviour. References were made to the use of negative punishment through withholding privileges, negative reinforcement, positive reinforcement and assignment of responsibility.

1.6.6 Link between school responses and Child Protection mechanisms

The study highlighted that there is gross underreporting of incidents of violence in schools for a range of reasons. Many learners find it difficult to speak out for fear of the stigma that may be attached to them with a lot fearing not being believed or being blamed for the abuse. Many schools also have poor and ineffective management systems and lack basic rules and regulations that were understood and adhered to by all, and which were applied consistently relating to sexual violence. Most informants (Heads of schools, DSIs & the Police etc.) acknowledged the existence of physical and verbal violence in schools but generally found it difficult to actually define/delineate it. It was clear from the KIs with the Ministry of Primary and Secondary Education at all levels (district, provincial and national) that there was a general absence of a SBVAC data collection instrument. Given the size of districts, the study revealed that it was difficult for DSIs to track the forms/nature of SBVAC.

1.7 Key recommendations

Based on the key findings the summarised recommendations below seek to emphasise that rather than dismissing violence as inevitable, identifying risk factors for school-based violence may help break the cycle. Risk factors for violence may be identified at several levels. It is therefore essential to put in place multiple mitigatory factors which cover the whole lifespan of a child. Often, schools place a strong emphasis on encouraging students, teachers and parents to report incidents

of violence without having appropriate plans in place to support victims and perpetrators.

The Ministry of Primary and Secondary Education, together with the Ministries of Health and Child Care, Ministry of Home Affairs, Ministry of Justice and Ministry of Public Service Labour and Social Welfare, local support networks (which may include organisations such as ChildLine), together with the schools need to collectively establish appropriate reporting mechanisms for victims of School-based Violence against Children, and have an agreed protocol for dealing with cases and reports of violence.

There is a need for confidential and non-judgmental and safe mechanisms for reporting. Protecting children who report violence is central to ensuring their safety and will make reporting mechanisms more likely to be used. Clear guidelines outlining reporting protocols and pathways, may act as a highly protective factor for young people, reducing the prevalence and increasing the accountability of those responsible for violence perpetration. Teachers play an important role in responding appropriately to violence that is happening on school premises. Teachers also play an important role in modelling positive behaviour and teaching children life skills. Therefore, they were important role models and need to react properly if they were told about or witness violence. Schools should be safe and confidential places where teachers can discuss their own experiences with violence and be offered support. This support should come from outside of the school (for example, a social worker or psychosocial service) to avoid teachers hesitating to ask for support if they fear negative consequences for their career.

Government should work towards formulating strong laws and policies that protect schoolchildren from harassment and bullying. The Ministry of Primary and Secondary Education should take a leading role to put in place laws and clear policies. In support, schools must provide platforms where learners may get together and talk about their differences, practice conflict resolution, work through problems, and build their understanding of those around them.

Intervention strategies against corporal punishment should be multilevel, targeting not only teacher behaviour but also attitudes and cultural norms about corporal punishment at school and in homes and the broader community. Interventions

against violence against children with disabilities should align to the three domains within which the violence emanates. The Government of Zimbabwe adopted the Inclusive Education Policy in line with Sustainable Development Goal number 4 which emphasise equal opportunities for lifelong education and learning.

2. BACKGROUND TO THE STUDY

Global patterns of violence against children are variegated and dependent on various factors including social norms, levels of economic development and level of women empowerment among others. Several analyses that have been undertaken characterize the patterns of violence among children across the World. In Zimbabwe, just a few studies have been conducted on violence against children. Fry, et. al. (2016) investigated the social determinants of violence against children, with a specific focus on intimate partner violence, child marriages, violence in bush boarding among others. They established that many of their respondents in schools believed that corporal punishment was the most effective means to instil discipline, and teachers were using it to manage their classrooms. Pupils overwhelmingly indicated that as many as 71 per cent of the teachers were using corporal punishment on students. The study suggests that such practices could be addressed by convincing teachers, the effectiveness of alternative non-violent positive forms of discipline.

The Zimbabwe National Statistics Agency (ZIMSTAT) et. al. (2013) data revealed that despite strict policies about its use officially, corporal punishment was still prevalent in schools. (At the time of this Survey, there was in place, an Education Circular P. 35 of 3 May 1993, which only allowed school heads to administer corporal punishment on boys on their buttocks and for girls on their palms. For girls, school heads were only allowed to use a special 'light' cane that was issued by the Ministry of Primary and Secondary Education.) It also established that between 35 and 40 per cent of parents and other adult household members believed physical punishment was necessary to discipline children as part of child-rearing, (ZIMSTAT, 2013). Girls were particularly vulnerable to violence, especially sexual violence. (ZIMSTAT, et. al., 2013,). The Zimbabwe National Statistics Agency (ZIMSTAT) et. al. (2013) reported that against persistently high levels of violence against women and girls in Zimbabwe generally, 1 in 3 girls were sexually violated before the age of 18, while demand, uptake, and access to protection services by professionals was very low at 2.4%. According to the NBSLEA study, factors at the individual,

interpersonal and community levels placed both boys and girls at risk to all forms of violence. The survey report revealed that:

Almost two thirds of the females and three-quarters of the males aged 18-24 years experienced physical violence prior to 18 years. Almost 50 percent of either sex aged 13-17 years experienced physical violence in the 12 months preceding the survey. (p. xxi).

Noriko and Rasmussen (2018), investigated the lifetime experiences of violence before the age of 18 as reported by those 18-24 years old and the previous year experiences for adolescents aged 13 to 17 years. The study measured experiences of emotional, physical and sexual violence, as well as violence perpetrated by intimate partners. With regard to emotional violence, ZIMSTAT et. al. (2013) established that approximately 18 percent of females and 16 percent of males aged 13 to 17 years had experienced emotional violence by an adult either or both at school and at home in the year preceding the survey. Based on the significant findings that sexual, physical and emotional violence against children were serious social and health problems in Zimbabwe, the study recommended immediate and long-term sustained interventions.

Gender, disability, low socio-economic status, orphaned and vulnerable, and other disadvantage factors compound the vulnerability of children to VAC. Chikwiri and Lemmer (2014) concur with Leach, et. al. (2003) regarding a harsh 'gender regime' that is constructed daily through unquestioned routine practices in many Zimbabwean primary schools. Also, entrenched social norms and values play a significant role as drivers of violence and make response and interventions difficult (Fry, et. al., 2016). The norms influence child rearing practices from early childhood to social practices such as '*kutamba chiramu*' (a cultural practice in which an elder sister's husband assumed the role of socialising a young girl into adulthood and often this included inappropriate touching of the girl's body and at times even over-extended to sex, even though this was not allowed). Social norms also influence perceptions regarding childrearing and issues of child labour, corporal punishment, and verbal abuse with a long-lasting physical and emotional / psychological negative impact on the children. Social norms complicate matters for the children as they are socialised to accept inappropriate adult behaviour against them as part of life and therefore do not report the incidents, even though this is sometimes out of fear of

reprisals. The extent to which such culturally based social norms have been impacted by religious beliefs and modernity needs to be established empirically as they seem to continue even among religious and educated communities and households.

Regarding children with disabilities, Nhapi (2020) observes how their situation is further compounded by numerous other barriers, such as stigma, abuse and services not designed to accommodate their specific needs. Disabled young girls are particularly doubly disadvantaged as they face both disability and gender-based discrimination (ibid). Again, social norms exacerbate the situation as it shapes perceptions regarding disability and people's behaviour towards children with various types of disability, including open discrimination in comparison to other children and in extreme cases even killing them at birth or preventing them from free interaction with other children.

There are, very few national studies on emotional, sexual or physical violence against children in sub-Saharan Africa. Nine national studies have been conducted on violence against children in sub-Saharan Africa which marks a greater improvement looking back to the period before 2011. Nonetheless, there are no empirical studies published in Zimbabwe on emotional violence. There has not been an in-depth study on the prevalence and patterns of violence against children in schools in all its forms and in different socio-cultural, religious, geo-political and economic contexts.

3. TERMS OF REFERENCE

This study was guided by the following Terms of Reference (ToRs):

- 3.1 Ascertain the prevalence of school-based violence against children (SBVAC) nationally in Zimbabwe and how its different forms manifest depending on: type of school, educational level, gender, disability and socio-economic status of pupils.
- 3.2 Identify the different forms of SBVAC and the actions or behaviours that attract particular forms of violence both by adults and children.
- 3.3 Establish the perceptions about the different forms of SBVAC held by children, teachers, administrators and parents / guardians.
- 3.4 Establish any common characteristics of the perpetrators of SBVAC, such as: sex, age, qualifications, location of school, and type of school.
- 3.5 Establish any safeguarding and child protection mechanisms in place at different levels of the school administrative system, from national legislative provisions to school-based rules and regulations.
- 3.6 Proffer recommendations and a policy brief to guide policy and practice in efforts to eliminate SBVAC.

4. STAKEHOLDER ANALYSIS

The following stakeholder analysis was effected to enable a systematic determination of the methods and procedures appropriate to conduct the study:

Table 1: Stakeholder Analysis

ORGANISATION	AREAS OF RESEARCH / INTEREST
Sites where VAC is mainly perpetrated	
Schools	– Corporal punishment
– School Heads	– Bullying, (physical, emotional, and cyber)
– Teachers	– Sexual violence against boys and girls by school staff
– Learners	– Sexual violence against boys and girls by other children
– Psychosocial committees	– Psychological / Emotional harassment by school staff and fellow pupils
Community	– Adolescent and intergenerational relationship violence involving school children
– School Development Committees	– Sexual violence against school children within the community
– School Management Committees	– Physical attack of children by community members
– Community leaders	– Other forms of threat to boys and girls (blackmail, cyberbullying)
– Village Child Protection Committees (VCPCs)	
– Local Police	
– Local clinic / hospital	
– District Social Welfare Officer	
Home	
– Parents / guardians)	– Adolescent and intergenerational relationship violence involving school children
– Adult family members, friends and visitors	– Sexual violence against school children within the family unit
– Siblings and other children	– Physical attack of children by household members
– Learners	– Psychological / Emotional harassment by family and other members
Policy, regulatory and funding authorities	
Ministry of Primary and Secondary Education	– The Education Act, Statutory Instrument no 362 of 1998 (Ministry of Education 2004)
	– Education Amendment Act Number 15 of 2020
	– Ministry statutory instruments, policy circulars and directives
	– Enforcement of legislative and policy provisions
Ministry of Public Service, Labour and Social Welfare	– Children's Act [Chapter 5:06] as amended in 2001
	– National Case Management System (NCMS)
	– Decentralised social services system: child safeguarding and protection
Zimbabwe Republic Police (Victim-Friendly Unit)	– Records of child abuse cases
	– Prevention of violence against children
	– Apprehension of perpetrators
Parliamentary Committee on Education	– The Education Act, Statutory Instrument no 362 of

ORGANISATION

AREAS OF RESEARCH / INTEREST

Education Liaison Committee

School Responsible Authorities (Churches, School Trusts, Individuals, Companies, etc)

Ministry of Health and Child Care

1998 (Ministry of Education 2004)

- Education Amendment Act Number 15 of 2020
- Children's Act [Chapter 5:06] as amended in 2001
- Review of the Acts and introduction of new legislative provisions
- Review of the education systems, successes, challenges, lessons learnt and recommendations
- Compliance with the Education Amendments Act Number 15 of 2020 by drawing up of disciplinary policy for the schools under their respective authorities in accordance with standards set out in regulations prescribed by the Minister of Primary and Secondary Education for the purpose
- Supervision of schools
- Health and safety of children in school, particularly providing leadership and direction in preventing COVID-19

– Advocacy groups

I/NGOs such as:

- Save the Children
- Deaf Zimbabwe Trust

- Advocacy and awareness campaigns to stop violence against children

UN Agencies and Development Partners - Grant Support

United Nations Country Team (UNCT)

UNICEF

UNESCO

Save the Children

USAID

- Financial support for research into child safeguarding and protection
- Financial support for intervention programmes

5. STUDY APPROACH: SAMPLING, AND METHODS OF DATA COLLECTION

5.1 Key players involved in data collection

The research was conducted under the leadership of two Principal Investigators; Professor Charles Nherera who conducted and coordinated key informant interviews and focus group discussions (FGDs), and Dr Tendai Nhenga who coordinated the Round Robin activities, was responsible for data management. The Co-Investigators were Dr Mangezvo who worked closely with Professor Nherera and Mr Chikaka who coordinated teams of enumerators for the quantitative data collection through self-administered questionnaires. For the qualitative data collection, a team of eight (8) Facilitators who received prior training in the adopted data collection methods assisted in conducting; the key informant interviews, FGDs, and one field administrator who was responsible for logistics and other fieldwork arrangements. Local contact persons were identified at each research site to make advance preparations such as; inviting identified participants and organising venues, and facilities to ensure activities proceeded seamlessly.

5.2 Ethical approval and considerations

The study was approved by the Medical Research Council of Zimbabwe (MRCZ) backed by support letters from the Ministry of Primary and Secondary Education (Appendix A) and the Ministry of Labour Public Works and Social Welfare. This involved scrutiny of the research protocol and all the research instruments as well as consent forms used during data collection. The research teams for qualitative data collection were accompanied by qualified Social Workers from Childline Zimbabwe to handle professionally, any situations where children's emotions could be triggered negatively get distressed during the research activities. The Social Workers also handled cases where cases of abuse were reported by the children which required immediate referral processes and intervention to protect the affected children. These arrangements were explained to the children and their parents or guardians through the consent forms of verbally at the commencement of the either FGDs or RRs. Critical incident interviews were also arranged discreetly with children who were identified as needing further probing to establish suspected abuse and therefore needing immediate protection.

5.3 Study Approach

The study employed a mixed methods approach (Creswell, 2014) which allows the data to be unpacked to determine the prevalence, normative components and contexts around school-based violence. This data was triangulated with existing evidence from the NBLEA secondary analysis, MICS data and the systematic literature review. The study had three main components to answer the research questions namely: the Qualitative participatory focus groups (called Round Robin Discussions); in-depth interviews; and Focus group discussions. Quantitative data was collected to determine the level of prevalence of violence against children in schools.

Given the sensitive character of the subject in question, the study employed methods and tools that provided safe spaces for children and key informants to generate substantive deliberations and insights regarding their situation. Due to the easing off of the COVID-19 pandemic, its lock-downs, and associated restrictions, interviews and other data collection methods were conducted face-to-face, but under prevailing strict safety protocols as determined by the Ministry of Health and Child Care and enforced locally.

5.4 Sampling

The sample was drawn from five out of the ten provinces in the country. As illustrated in the map in Figure 1, Zimbabwe is divided into ten administrative provinces which are: Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Matabeleland North, Matabeleland South, and Midlands which are mainly rural and further divided into 63 administrative districts, while Bulawayo and the capital city Harare are metropolitan provinces and also divided into 9 administrative districts each. However, Harare and Bulawayo Metropolitan Provinces are divided into education districts only, while for other purposes such as population census, and political divisions, they are considered to be single districts. The administrative districts nationally, are all linked to their provincial offices which in turn report to central government headquartered in Harare, according to their respective line Ministries.

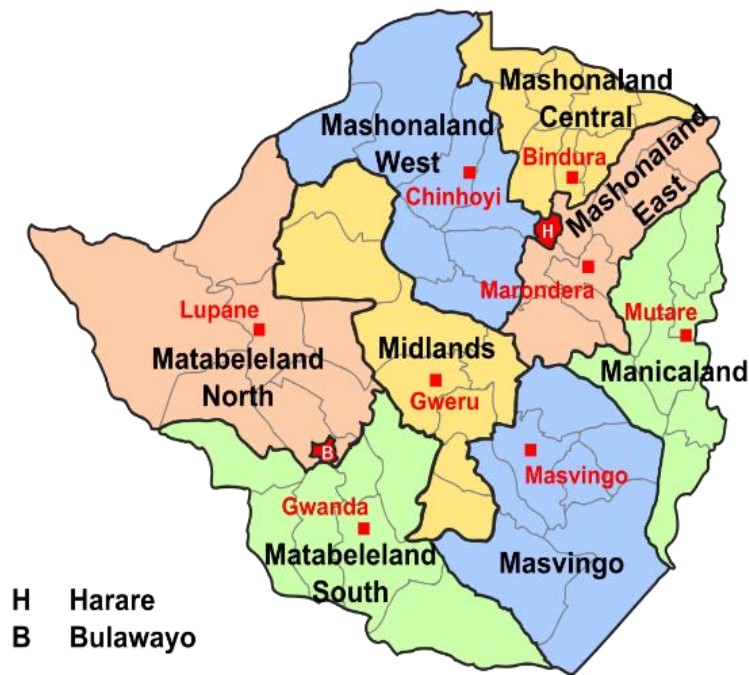


Figure 1: Zimbabwe Administrative Provinces and Capitals

https://en.wikipedia.org/wiki/Provinces_of_Zimbabwe0

The sample size for the study was calculated at school level and at learners' level using the formula below:

$$n = \frac{N}{1 + Ne^2}$$

Where **n** was the sample size, **N** was the known population size (number of schools and learners) **e** was the precision which was set at 0.05.

5.5 Structure of the Education System in Zimbabwe

The formal education system in Zimbabwe is comprised of nine years of primary schooling, that include; infant and junior education, followed by four years of secondary school for the majority who leave with the Ordinary ('O') Level Certificate and a further two years of schooling for the Advanced ('A') Level Certificate. The Ministry of Primary and Secondary Education (MoPSE) is responsible for these levels of education, from Infant to Upper Secondary or 'A' level which are the focus of the current study and are structured as follows:

5.5.1 Infant education - consists of two years of Early Childhood Development (ECD A and ECD B) for children aged 3 to 5 years, and Grades 1 and 2 for children aged between 5 and 7 years. ECD A is for children turning four during the year they enrol for school.

5.5.2 Junior education - is comprised of children in Grades 3 to 7 who are normally aged from 8 to 12 years. The subjects that are examined in

Grade 7 include: Mathematics, English, General paper and a local language.

5.5.3 Lower secondary education - consists of Forms 1 to 4 for children normally aged 13 to 16 years and culminates in the Ordinary Level ('O' Level) examinations. The majority of children either leave school, continue to higher and tertiary education including vocational training, or drop out of the school system to join the informal employment sector or remain unemployed.

5.5.4 Upper secondary education – is for youths normally aged between 17 and 18 years and consists of two years of study, i.e. Form 5 (Lower Sixth) and Form 6 (Upper Sixth) which culminate in 'A' Level examinations. There are also learners who may no longer be classified as children, as they are above 18 years old, but will still be in the learning environment of schools together with younger learners of the normal school-going age.

5.6 Qualitative Data Collection

Sample was drawn from the selected 5 out of the ten (10) provinces nationally.

Sample sizes from each province for the two types of qualitative data collection methods are illustrated in Table 1:

Table 2: Qualitative Data Collections Sampling

Activity	Districts	No Per province	Total	Inclusion Criteria
Two (2) day Round Robin Event (Primary Schools)	5 Province s	40	200	Equal Number of boys and girls from Primary Schools representing the different types of schools
Two (2) day Round Robin Event (Secondary Schools)	5 Province s	40	200	Equal Number of boys and girls from Secondary Schools representing the different types of schools
3 (1) day FDGs with teachers, parents and community members of different schools	5 provinces	30	150	Ten (10) of each group representing different types of schools in the province (half from Primary Schools and the other from Secondary schools)
TOTAL			550	

The following data collection processes and methods were employed:

5.6.1 Consent and referral processes

Consent was sought from all participants through completion of consent forms approved by the Medical Research Council of Zimbabwe (MRCZ). While adults completed the forms themselves with the assistance of the Facilitators where necessary, parental consent for children was sought from their parents / guardians through the local contact persons and school heads who sent the forms to the respective homes prior to the research activities. The children also signed child assent forms after being informed that participation was voluntary and they could even decide to leave after the commencement of either the Focus Group Discussions (FGDs) or Round Robins (RRs).

The lead researchers acted as the named persons for disclosure of any information arising out of the research that identified current child protection concerns or potentially harmful information. The leads reached decisions on whether and how to act and were in a position to trigger this action. This commitment to disclose was made known to all interviewees in advance as part of the informed consent process. Where current harm was identified in children (i.e. in their current context), they were referred to speak to appropriate professionals, in this case a Child Line social worker who accompanied the team at each site. The relevant social welfare professional was informed to determine the most appropriate course of action for those aged 18 and under. A detailed safeguarding and referral pathway guided the protocol for referrals. All participants were also given the referral information for further services.

5.6.2 Round Robin

The Round Robin methodology is based on rigorously tested participatory activities, using a focus group discussion approach with elements that have been proven to be effective in measuring social norms¹. The approach relies on an interactive process, soliciting consecutive contributions from each participant. It also has the distinct advantage of encouraging contributions from all participants in the group, allowing each one equal opportunity to voice their thoughts, and a space to present their ideas without undue influence by potentially overly assertive individuals.

At each school, children were stratified by level, i.e. ECD, Lower Primary (Grades 1-4), Upper Primary (Grades 5-7), Lower Secondary (Forms 1-2 and 1-3 where there was A Level) and Upper Secondary (Forms 3-4 and 4-6 where there was A Level). The children were further stratified by gender and arranged in alphabetic order using class registers. An excel RAND function was then used to generate 6 random numbers for each level to participate in the study. Participants move through a series of “table topics” facilitated by a trained facilitator.

Round Robin sessions at each school consisted of a full day of events held with school children sampled from selected primary schools and secondary schools with a number of participatory qualitative activities to explore conceptualizations of childhood, identification of the forms of violence in schools, the determinants of violence and listing and ranking, social norms and recommendations for responses. Participants moved through a series of ‘table topics’ facilitated by trained facilitators. Data collected through this method were transcribed, translated (where necessary) and analysed thematically to feed into this report around areas that include:

- Corporal punishment;
- Bullying;
- Adolescent relationship violence; and Sexual violence and abuse.

Table 3: Schools Sampled for the Round Robin by their Province, Level, and Attributes

PROVINCE	NAME OF SCHOOL	No. of Participants	HIGHEST LEVEL	ATTRIBUTES AND DEMOGRAPHICS
MATABELELAND NORTH	MN High School	40 (20 girls and 20 boys)	A-Level	- Government Owned - Co-Ed - Bush Boarding - Formal Boarding - Inclusive Education - Tonga Speaking
	BN High School	40 (20 girls and 20 boys)	A-Level	- Government Owned - Co-Ed - Located at growth point/Business Centre - Boarding - Tonga Speaking
BULAWAYO	MP High School	40 (20 girls and 20 boys)	A-Level	- Government Owned - Day Schooling - High Density - High School - Co-ed
MASHONALAND CENTRAL	MZ High School	40 (20 girls and 20 boys)	A-Level	- Faith Based - Mainly Single Sex (few girls) - High Fee paying - Boarding (for boys only)

PROVINCE	NAME OF SCHOOL	No. of Participants	HIGHEST LEVEL	ATTRIBUTES AND DEMOGRAPHICS
	KM Secondary School	40 (20 girls and 20 boys)	0-Level	- Located in Farming/mining Area - Rural Council Owned - Peri-Urban - Resettlement School - Rural - Artisanal Mining Area - Co-Ed - Small enrolment
MANICALAND	SA High School	40 (20 girls and 20 boys)	A-Level	- Faith Based - Co-ed - Located in artisanal mining area - High enrolment - Boarding - Co-ed
	KN Girls	20 girls	A-Level	- Private (Individual) - Single Sex - Rural Location - Boarding - High fee paying
	KN Boys	20 boys	A-Level	- Private (Individual) - Single Sex - Rural Location - Boarding - High Fee paying
HARARE	DN Secondary School (Harare)	40 (20 girls and 20 boys)	O-Level	- Government - Children with Disabilities (with able bodied children) - Co-ed

5.6.3 Straight Focus Group Discussions (FGDs)

Focus group discussions were held with school staff (teachers, school heads, other school staff), local community members, and parents in each of the chosen sites to establish the prevalence of violence against children in schools, from their context and to identify a nexus between violence at home/community and that in the schools. Each FGD consisted of 6-8 participants in each of the listed sites. The broad questions for the Facilitators addressed the following issues:

- The general relationship between teachers and learners.
- The forms and frequency of violence perpetrated against girls and against boys in their schools.
- The perpetrators of violence of each type of violence
- The prevalence of violence against (male and female) teachers by learners, parents and community members
- The nexus between home/community violence and school-based violence
- The influences of the types of school on violence against children in school
- Measures that had been put in place for conflict resolution and to curb the different forms and levels of violence against learners and school staff.

Table 4: Schools Sampled for the Study by their Province, Level and Attributes

PROVINCE	NAME OF SCHOOL	No. of Participant	HIGHEST LEVEL	ATTRIBUTES AND DEMOGRAPHICS
MATABELELAND NORTH	DNS Satellite School	40 (20 girls and 20 boys)	Primary	Rural Council Owned Co-ed Poor Rural Tonga Speaking
	BN Primary School	40 (20 girls and 20 boys)	Primary	Primary School In High Density suburb Co-ed Rural Service Centre Tonga Speaking
BULAWAYO	NK Primary School	40 (20 girls and 20 boys)	Primary	City Council School High Density Suburb Co-ed Ndebele Speaking
	GB High School	40 (boys)	A-Level	Boys High School Low Density Suburb Former Group A English/Ndebele
	MB High	40 (40 boys)	A-Level	Boys High School Low Density Suburb Former Group A English & Ndebele
MASHONALAND CENTRAL	Ran Mine School	40	Primary	Primary School Mine-owned Small mining and agricultural community High Density Suburb Shona speaking Co-ed
	MC Primary School	40	Primary	Primary School Farm-owned School Rural Shona Speaking Co-ed
MANICALAND	CH Primary School	40	Primary	Government Former Group A Low Density School Co-ed English/Shona Speaking Day Schooling
	HTZ Primary School	20	Primary	Primary School Boarding Faith Based Shona Speaking Co-ed
HARARE	R Primary Special School	40	Primary	Primary School Special School Co-ed

				Industrial area
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5.6.4 Key Informant Interviews

Face-to-face key informant interviews were also conducted with school heads, provincial education directors and other senior government officials at supervisory and policy making level. The interviews solicited information regarding their knowledge and understanding of the nature, dynamics, prevalence and interventions on violence against children in schools, response mechanisms in place, and their suggestions for solutions.

5.6.5 Critical Incident Interviews

At the end of each Round Robin event and Focus Group Discussions, participants who were identified as extremely affected by the issues discussed or topics discussed as a group were invited through purposive sampling to engage in critical incident interviews. Depending on the seriousness of the issues or circumstances, some of such participants were referred to a Childline Social Worker to further assist the child in line with their standard practice and procedures. Generally, pupils needing referral were identified by observing their emotional behaviour and/or the seriousness of their responses, such as depressed faces or description of abuse experienced by themselves or other persons known by the participants. Fortunately, just a few such cases needing immediate referral procedures were encountered and immediately taken up by the accompanying respective local Childline Social Worker in each district visited.

5.7 Quantitative data collection

Stratified sampling was conducted to select the schools from each of the five (5) provinces selected. The schools in each province were grouped into categories namely: Government (Central, City/District Council and Town Board) and NGO (Church/Mission, Mine, Private Company, Farm, Trust and Other). A sample of schools, representative of each category (stratum) was randomly selected (using random numbers generated from excel) from each province. Learners were stratified by gender and selected from the schools' registers using the systematic random method.

Table 5: Quantitative Data Collections Sampling

	PRIMARY		LOWER SECONDARY		UPPER SECONDARY		
Province	Males	Females	Males	Females	Males	Females	Total
Bulawayo	26	28	29	34	33	41	191
Harare	82	86	83	98	91	118	558
Manicaland	100	98	100	93	95	82	568
Masvingo	89	87	85	81	78	73	493
Mat South	40	39	41	38	42	35	235
Grand Total	400	400	400	400	401	401	2402

5.7.1 Questionnaires

For the quantitative component of this study, questionnaires were administered in person to at least 3200 school participants from a total of 1103 schools. The questionnaire consisted of a series of questions soliciting both qualitative and quantitative data. They were carried out face to face with school children from primary, secondary and for children with disabilities. The questionnaires provided an effective means of measuring the prevalence of violence against children in its various forms, and contexts in relatively large numbers of subjects in different types of schools.

The prevalence of VAC was assessed on the basis of several variables that include the following: Age, Sex, Ethnicity/Religion, grade/form, residence, length of stay, wealth index quintile, socioeconomic status, parental education, family structure (household headed by a single parent or by a child), household stress levels caused by financial or health problems, and parental attitudes and beliefs about education, school exposure child labour, aspirations, household characteristics, school characteristics (climate, policies, resources, family involvement practices, reforms), school programmes (programme participation, course taking, classroom characteristics, curriculum and instruction, student assessment), access to services, results, self-determination, physical health, satisfaction, socio-economic background and other related factors.

5.7.2 Quantitative sample

Quantitative data was collected from a total of 3379 learners. Almost half of them were Government-owned schools (n=1670, 49.4%), with faith-based schools contributing almost a quarter of them (n=834, 24.7%). All Trust-owned

schools that had been selected refused to participate in the survey. A total of 1929 respondents (57.1%) were at secondary school level, with the Form 3s being the majority (n=452, 13.4%). However, those in Grade 7 formed the majority (n=582, 17.2%) and Form 6 (n=269, 8.0%) were the lowest in number. There were more female learners (n=1822, 53.9%) than males and the majority of the learners (n=1823, 54.0%) were in the age group 13-17 years. Only 1.6% of the learners were above 20 years of age.

Table 6: Schools Sampled for the Study by their Province, Level and Attributes

Variable N=3379		n (%)
Responsible Authority	Church	834(24.7)
	Council	571(16.9)
	Government	1670(49.4)
	Private	304(9.0)
School Level	Primary	1450(42.9)
	Secondary	1929(57.1)
Grade/Form	Grade 5	366(10.8)
	Grade 6	502(14.9)
	Grade 7	582(17.2)
	Form 1	247(7.3)
	Form 2	281(8.3)
	Form 3	452(13.4)
	Form 4	358(10.6)
	Form 5	322(9.5)
	Form 6	269(8.0)
Gender	Females	1822(53.9)
	Male	1557(46.1)
Age Group	10 - 12 Years	1069(31.6)
	13 - 17 Years	1823(54.0)
	18 - 19 Years	433(12.8)
	≥20 Years	54(1.6)
Province	Bulawayo	514(15.2)
	Harare	728(21.5)
	Manicaland	646(19.1)
	Mashonaland Central	908(26.9)
	Matabeleland North	583(17.3)
District	Bindura	267(7.9)
	Binga	583(17.3)
	Bulawayo	514(15.2)
	Harare	728(21.5)
	Mazowe	641(19.0)
	Mutare	465(13.8)
	Mutasa	181(5.4)

Table 7: Schools that participated in the survey by province and sex

PROVINCE	SCHOOL	GIRLS (n)	%	BOYS (n)	%	RESPONSIBLE AUTHORITY
Matabeleland North	BN High	27	8.5	39	14.7	Government
	DS Primary	18	5.7	11	4.2	Council

PROVINCE	SCHOOL	GIRLS (n)	%	BOYS (n)	%	RESPONSIBLE AUTHORITY
(N = 583 Boys = 318 Girls = 265)	KR High	35	11.0	24	9.1	Government
	KR Primary	34	10.7	26	9.8	Church / Mission
	MN High School	28	8.8	25	9.4	Government
	MS Secondary	24	7.5	17	6.4	Council
	SI Primary	35	11.0	27	10.2	Council
	SI Secondary	22	6.9	17	6.4	Government
	SIN Primary	31	9.7	27	10.2	Council
	SINS High	29	9.1	25	9.4	Government
	SINS Primary	35	11.0	27	10.2	Council
Bulawayo (N = 564 Boys = 286 Girls = 278)	KH Primary	52	18.2	38	13.7	Government
	MS High	33	11.5	30	10.8	Private
	ML Boys High	0	0.0	30	10.8	Government /Single sex
	MP High	33	11.5	23	8.3	Government
	MPM Primary	28	9.8	29	10.4	Government
	NK Primary	26	9.1	34	12.2	Council
	PM High	35	12.2	28	10.1	Government
	SB High	49	17.1	45	16.2	Church / Mission
	SB primary	30	10.5	21	7.6	Church / Mission
Manicaland (N= 969 Boys = 522 Girls = 447)	AI institute	40	7.7	15	3.4	Private
	CH Junior P	51	9.8	30	6.7	Government
	DN High	41	7.9	23	5.1	Government
	DN Primary	23	4.4	18	4.0	Government
	MT Boys high	0	0.0	73	16.3	Government /Single Sex
	MT Girls High	72	13.8	0	0.0	Government / Single sex
	NY high	37	7.1	28	6.3	Council
	SD high	19	3.6	48	10.7	Church /Mission
	SJ High	38	7.3	43	9.6	Church /Mission
	SJ Primary	40	7.7	27	6.0	Church /Mission
	HZI Primary	28	5.4	24	5.4	Church /Mission
	PF Mutasa high	31	5.9	28	6.3	Government
	SJZ Zongoro High	25	4.8	38	8.5	Church /Mission
	SJZ Primary	32	6.1	24	5.4	Church /Mission
	SMT High	16	3.1	17	3.8	Church /Mission
	SMT Primary	29	5.6	11	2.5	Church /Mission
Harare (N = 789 Boys = 421 Girls = 368)	CR Boys High	0	0.0	67	18.2	Government / Single sex
	GV High 1	45	10.7	42	11.4	Government
	HT Girls High	39	9.3	0	0.0	Government / Single sex
	KM High 1	20	4.8	18	4.9	Government
	LM High	23	5.5	24	6.5	Government
	MG High	42	10.0	23	6.3	Government
	RC High	25	5.9	22	6.0	Private
	RK Primary	31	7.4	26	7.1	Council
	TD Primary	32	7.6	22	6.0	Government
	TNW Primary	28	6.7	32	8.7	Private
	TNW High	14	3.3	13	3.5	Private
	WD Primary	44	10.5	20	5.4	Council
	WP High	47	11.2	32	8.7	Government
	WS Primary	31	7.4	27	7.3	Council
Mashonaland Central (N= 911 Boys = 511 Girls = 400)	BSA Primary	35	6.8	28	7.0	Church / Mission
	CP High	43	8.4	13	3.3	Government
	HG High	41	8.0	24	6.0	Private
	HG Primary	31	6.1	30	7.5	Private
	MR Primary	12	2.3	10	2.5	Church / Mission
	AM Junior	31	6.1	28	7.0	Church / Mission
	GLN Primary	41	8.0	18	4.5	Farm
	GLN Secondary	31	6.1	39	9.8	Farm
	KNd High	33	6.5	44	11.0	Government
	LN Girls High	116	22.7	4	1.0	Government / Single sex
	MC Primary	37	7.2	23	5.8	Farm
	MZ Boys High	2	0.4	79	19.8	Church/Mission/Single sex
	MZM Primary	42	8.2	27	6.8	Mine
	SH High	16	3.1	33	8.3	Government
Total		2058	53.9	1758	46.1	

PROVINCE	SCHOOL	GIRLS (n)	%	BOYS (n)	%	RESPONSIBLE AUTHORITY
Grand Total						3816

Over sixty percent of the learners that participated in the survey (n=2264, 61.2%), were attending schools in urban areas whilst 123 (3.3%) and 103(2.9%) were going to schools located in the mining and peri-urban areas respectively as illustrated in the Figure 2.

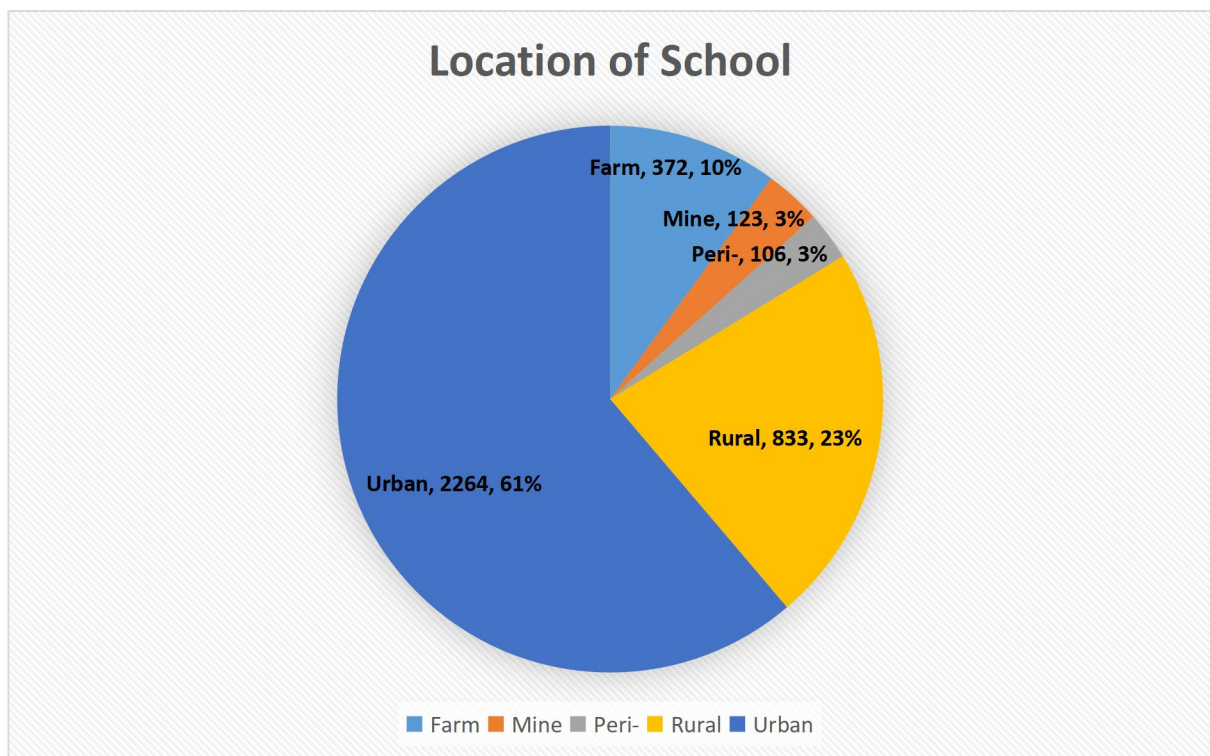


Figure 2: Distribution of learners by location of schools

The majority of learners (n=3195, 86%) were not orphans whilst 10% (n=349) were single orphans and only 2% (n=84) were double orphans as shown in the figure below.

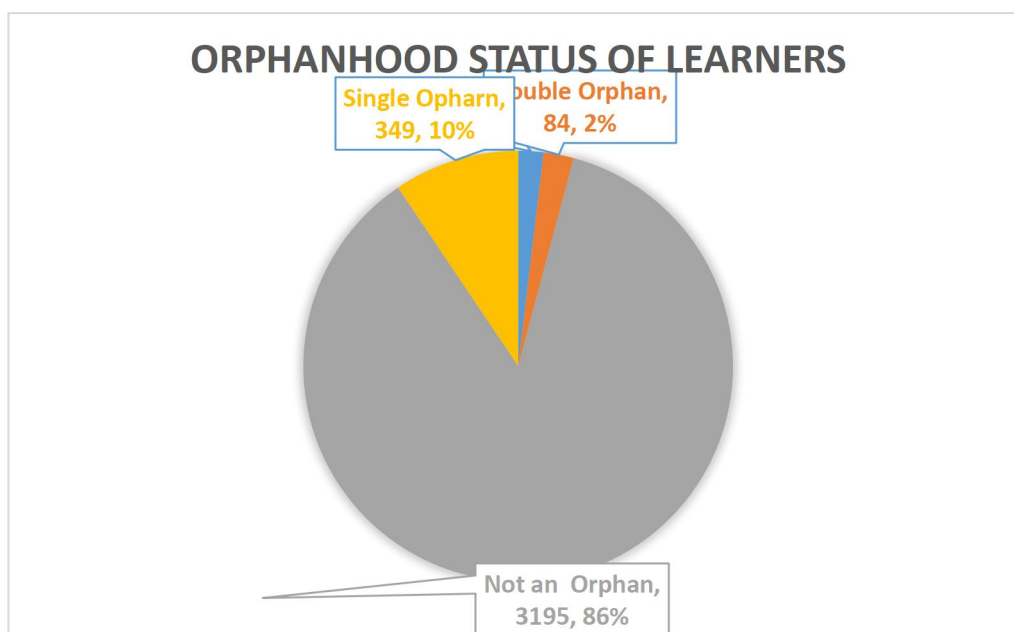


Figure 3: Orphanhood status of the learners

6. KEY FINDINGS AND ANALYSIS

6.1 Prevalence of School-Based Violence

Both the quantitative and qualitative investigations established that SBVAC was prevalent in all schools especially of a physical nature, and both student-student as well as teacher-student. Teachers, school heads, parents, community care workers and children at all levels all indicated the various types of violence that was occurring in just about all types of schools, though to varying degrees such as:

- Bullying (including physical, verbal, emotional and cyber where social media and pornography related violence was rife among Forms 3 to 4);
- Sexual abuse especially against the girls by both their male peers and school staff (teaching and non-teaching staff);
- Corporal punishment; and
- There was violence against children with disabilities (and in a few cases, violence by children with disabilities against able-bodied children).

Also mentioned by all categories of respondents alongside SBVAC was the rising drug and alcohol abuse by children, especially at secondary school level. Some categories of respondents also mentioned a new phenomenon of intra- and inter-school-based violence and gangsterism in urban schools, both day and boarding and both affluent and low-income. The following section gives a more detailed account of the prevalence of the different types of school-based violence across the country.

6.2 Types of School-Based Violence prevalent across the country

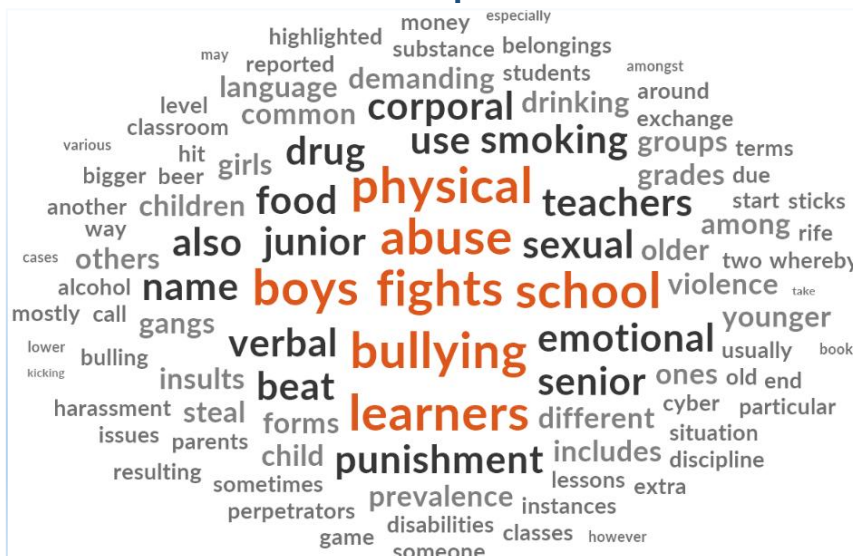


Figure 4: Responses from fieldwork FGDs on prevalence of SBVAC

As depicted in Figure 5, the Focus Group Discussions (FGDs) with all the various groups of respondents as well as Key Informant Interviews indicated that SBVAC was prevalent in all the five provinces visited, especially student-student physical abuse and bullying in particular as well as teacher-student violence, even though to a much lower extent. Although all the respondents registered its occurrence, those in ECD and children with Intellectual Challenges (IC) mentioned this relatively more often. This may be due to the tendency of these categories of respondents to report more often than older children and those living without disabilities. Verbal abuse was also cited by almost all the respondent categories but mostly from Grades 3 and above. Drug and alcohol abuse was mentioned by parents, CCWs, teachers, school head and almost all the learner categories. Among the learners, this was very high among at secondary school level. Among the primary learners, drug abuse was mentioned from as early as Grade 1 learners especially those from the mining communities which seem to be influenced by informal and small-scale artisanal miners (known locally in Shona as Makorokoza). An increasing number of school children are leaving school to join the informal miners who are prone to drug abuse and violence.

Sexual violence was mentioned mostly by middle to upper primary learners from grades 3-7 as well as the school teachers and heads. From the children with IC,

sexual violence was one of the three types of violence they cited more frequently, mainly due to their inability to communicate and being heard due to intellectual incapacitation. Intellectually challenged children also faced verbal but mostly physical abuse. Corporal punishment often administered using: bare hands, sticks, chalkboard dusters, and hosepipes was mentioned, but mostly by primary school learners, especially the lower Grades from ECD to Grade 4.

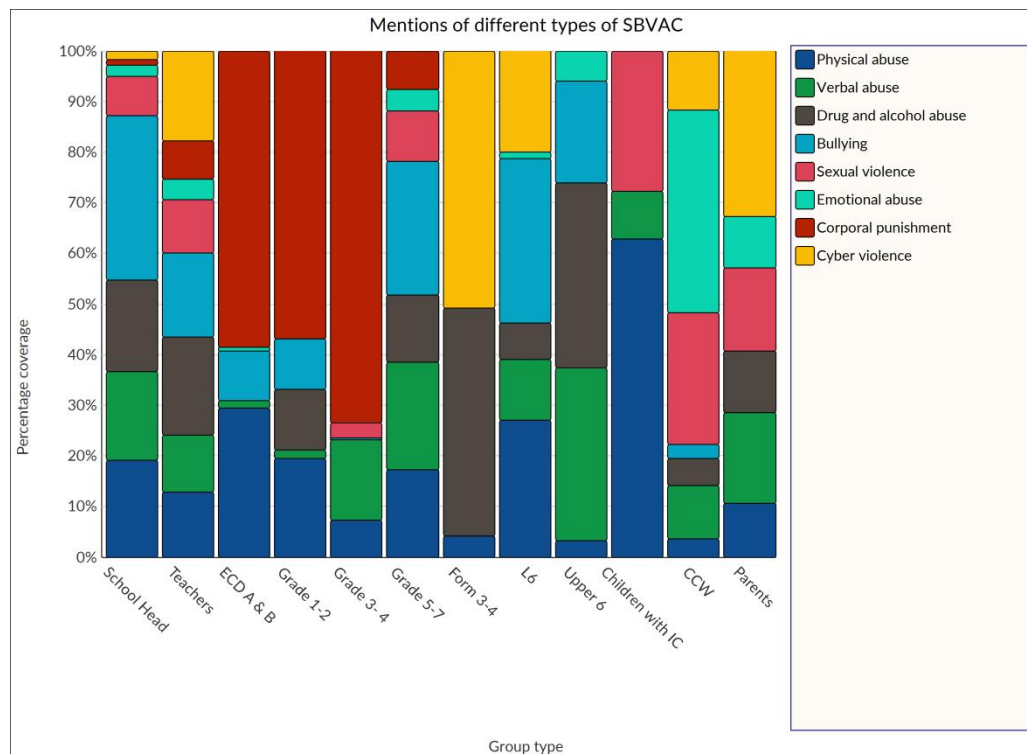


Figure 5: Frequency of mentions of different types of SBVAC during FGDs and KIs

As depicted in Figure 6, different groups of respondents cited forms of SBVAC variously. Corporal punishment and bullying were the most cited forms of violence, with bullying being the only one cited by all respondents, even though at different degrees of frequency. Physical violence was mostly reported among learners with intellectual disability. Cyber violence was largely reported among learners in forms 3-4 as well as parents. Parents who gave witness to cyber bullying could have been those that have open communication with their children such that learners felt comfortable to share the experiences especially cyber violence or those that monitor their children's cyber activity. Drug and alcohol abuse was largely cited among form 3-4 whilst responses from the school heads were the only responses that captured

all forms of SBVAC than any other group. It is possible due to position of authority to which all cases are reported and handled.

6.3 Forms of Violence in Different Types of Schools

6.3.1 Forms of Violence According to School Type and Authority

Table 8: Forms of Violence in different types of Secondary / High and Primary Schools

School ownership/authority	Bullying	Corporal punishment	Sexual violence	Violence against children with disabilities
Faith based	Bullying follows a hierarchy of seniority where seemingly a younger learner should both expect and accept it from a senior learner Bullying of new learners as part of initiation	Corporal punishment is prevalent The belief is that: you spare the rod and spoil the child	- Peer to peer sexual violence is high but occurs under a veil of secrecy to maintain the status quo of the school as a faith based morally upright entity - Sexual harassment from pastors	There were very few children with disabilities at the schools but they are treated with compassion.
Private owned	- Bullying is very pronounced and, in most instances, occurs among the same age groups rather than across different age groups - Bullying of those considered of less wealth/low social status	Corporal punishment is very high and is often agreed upon by the parents or guardians of the learners Teachers and heads denied	- Sexual violence occurs as the rich children mostly boys, get into relationships with girls who they buy gifts. - Transactional sexual relationships happen - Sexual harassment by school staff	- Learners with disabilities struggle to adjust to the learning environment with much difficulty. - Private schools that participated in the study do not provide any special facilities for learners with disabilities
Council owned	Bullying is happening in all its various forms and also bullying of new students has become a "culture" (institutionalised)	CP High although teachers deny	- Sexual assault - A lot of transactional sex with other learners - Sexual abuse by outsiders in Bush boarding	Emotional and verbal Bullying against children with disabilities
Government owned	Inter-high school Gangster violence within and outside school (BYO) (wealthy and low-income schools) Bullying of older forms by younger (game of numbers)	CP High although teachers deny	recruitment of learners for sexual orgies outside school (Bulawayo)	Emotional and physical bullying especially rural schools
Schools for Children with Disabilities	Able bodied bullied by CWD More pronounced with the boys	Very limited because teachers afraid of some of the violence CWD	Child on child sexual violence	Bullying and sexual violence

6.3.2 Forms of Violence in Co-Education versus Single Sex Schools

The initial target was to include at least four single sex schools in the study. However, some of the schools that declined to participate in the study are the single sex schools. Schools that participated in the study such as MZ High have been predominantly single sex for a long time though they have now transitioned to core- educational schools. KN Academy has both boys and girls though fits within the single sex category because it has separate boarding and learning facilities for boys and girls. As such issues of abuse between boys

and girls are minimal in single sex schools such as KN Academy. However, a peculiar phenomenon was noted where the learners yearn to be in the same learning environment with the other sex. Of interest at KN Academy was the effort that girls made to look good on Sunday church services which provide the only opportunity for them to be in the same space with boys. The ensuing battles are for the attention of boys. While these battles are insignificant, they have to an extent accounted for emotional bullying amongst the girls.

On the other hand, physical bullying and corporal punishment were rampant in both co-educational and single sex schools. The study also identified that bullying was a more pronounced form of school-based violence in boys-only boarding schools. Bullying was more pronounced and at times fatal in boys-only schools as explained by the learners at MZ High School and KN Academy. Boys are more concerned with showing masculinity and strength. Hence bullying creates vendettas which results in recurrent bullying and formation of allegiance cliques. In some instances, the school had to expel some learners because the extent of bullying had become uncontrollable.

For girls in schools that are transitioning to core-educational, bullying was mainly in the form of sexism where girls were constantly reminded that they should not be part of a boys' school. Being an insignificant population, the girls were fighting for recognition and for their place in the school. The school culture and systems had been configured for a boys-only community, hence even the teachers did not give the requisite attention to girls.

Learners also indicated a distinct type of emotional bullying which occurred in the hostels at single-sex schools, where they shamed those who came from considerably lower income households in comparison to the general statuses in the school. Even at elite schools, children from lower socio-economic backgrounds were bullied through being belittled with regard to material things. For example, the bath soap or body lotion that one uses can be a cause for the comparison of backgrounds. One learner had this to say, "At least a girl should use Kotex sanitary pads, Lux or Protex beauty soap, not the cheap stuff". While this may be insignificant at face value, it negatively affects the poor learners'

self-esteem and confidence as they cannot afford to meet the peer-imposed standards.

6.3.3 Forms of Violence According to Rural and Urban Location

School violence has often been considered a uniquely urban problem as suggested by Flynn et al (2018). However, the current study proved that school-based violence against children is common in both the rural and urban schools. It is important to note that the rural and urban divide determines how school-based violence occurs in the two settings.

6.4 Availability of Services

Disabled children living in remote and rural areas are at increased risk of exclusion and violence. Different from the rural areas, the proximity to special schools is more favourable in urban areas as such most children with disabilities who require special attention attend special schools. For example, in Bulawayo most children with disabilities are catered for by one school whereas in rural areas such as Binga children with disabilities only have the option of attending local schools which may not cover their specific needs.

6.4.1 Access to transport services

In urban areas access to increased transport networks also improves educational opportunities for children with disabilities and non-disabled children. An important point from the discussions at MN High School in Binga was also on the challenges faced by children with disabilities in remote rural areas where learners have to travel long distances to school. As such most children with disabilities end up dropping out of school and sometimes not starting school at all. The school has only had very few learners with disabilities and this could be because of mobility challenges for these children.

6.4.2 Proximity to Farming Compounds

Sometimes schools are located within or near farming compounds particularly in the rural areas. Farming compounds are often characterised by clustered small houses of mostly one room that accommodates farm workers. These compounds are common in commercial agricultural farms dotted around Zimbabwe. Some farming compounds have schools located within the farm and some have schools located outside the farm. KM Secondary in Mashonaland central province is one such school situated within a farming compound where children are more exposed to sexual violence, particularly girls. Such

communities have challenges of limited accommodation such that teenage children end up sleeping in the same rooms with their parents, thereby exposing them to sexual activities which they may end up experimenting with their peers at school. This means that the location of the school also contributes to the children's exposure to violence especially because the activities in the compound influence what happens within the school.

6.4.3 Distance travelled to School

The distances that children walk to and from school also contribute to their exposure to various forms of violence. Children in the rural areas are at a higher risk of all forms of abuse especially because of the long distances to and from school. Girls indicated that they are at a high risk of sexual abuse on the way to and from school by both their colleagues and community members who way-lay them.

6.4.4 Rural vs Urban Location

When it comes to corporal punishment, learners at MP High School perceived that, children in urban areas experienced less corporal punishment compared to those in the rural areas. They ascribed this to the fact that in urban areas, children are more exposed to information and they can negotiate their rights against corporal punishment. Additionally, Bulawayo, the second largest city in Zimbabwe is a highly volatile environment that is rife with violence. This might be due to the high number of young people who go to work in South Africa both as legal and illegal immigrants and seem to bring back violent behaviour that is more rampant there. In such circumstances, teachers are often afraid of the gangsterism which learners may resort to outside the school environment to settle scores with them, hence they apply corporal punishment with caution.

6.4.5 Drug, Alcohol and Substance Abuse

Different from the rural areas, the urban dynamic of SBVAC is evident in the pronounced abuse of drug abuse and the consequential influence they have on bullying and gang fights. School-based violence in urban high-density schools had taken a new twist with amplified gang violence outside school premises. In fact, the violence began in school and then roped in the community. The situation as explained by the learners at MP High is that each school considered itself as an invincible entity that should not be undermined by other schools. Therefore, learners were not safe both in the school and in the

community. While schools were struggling to deal with intra-school bullying, the inter-school violence had only worsened the situation.

6.4.6 Exposure to Social-Media

The exposure to various forms of social media had also had an influence on school violence as learners were exposed to negative behaviours. Learners at a density High school Bulawayo reported in the round robin FGD, incidences of some learners sending offensive and threatening messages to other learners; or sending denigrating pictures of victims of bullying in an attempt to damage the victim's reputation or ruin the friendships he or she has; or using the social media platform to spread unfounded gossip or rumours. Cyber bullying was also pronounced as learners were exposed to the Internet without proper guidance on safe usage. Increased access to the Internet and other social media for learners in the urban areas increased their exposure to cyber bullying and also contributed to high levels of sexual violence due to increased exposure to sexual material (see section 7.3.4.5 below).

6.5 Bullying

School bullying refers to one or more perpetrators who have greater physical or social power than their victim and act aggressively toward their victim. Olweus (1994) and Kaplan's (2007) define bullying as student's exposure, repeatedly, and overtime to negative actions that may involve verbal, violent and aggressive behaviour. Sampson (2002) adds that bullying is targeted at students who cannot properly defend themselves due to their small body sizes, strength, or being outnumbered. Usually, the behaviour of bullying is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bullied others may have serious, lasting problems

As Swearer S. M., et al (2012) observe, *"Bullying is now recognized as a widespread and often neglected problem in schools around the world, and one that has serious implications for children who are victimized by bullies and for those who perpetrate the bullying."*ⁱⁱ According to a UNESCO report, "almost one-third of young teens worldwide have recently experienced bullying, according to data released for the first time by the UNESCO Institute for Statistics (UIS), which is the official data source for the Sustainable Development Goal on education. The new data shows that bullying affects children everywhere, across all regions and countries of different income

levels". According to information obtained from the UNICEF website, "Slightly more than 1 in 3 students between the ages of 13 and 15 experience bullying, and about the same proportion are involved in physical fights." In most instances, victims of bullying protect perpetrators and at times witnesses just watch and do not intervene or report to authorities lest they become the victims of bullying which includes physical, social, verbal, psychological, and cyber bullying.

6.5.1 Prevalence of bullying in general

Bullying in Zimbabwean schools is rife. In a study on the impact of bullying at a primary school in Harare, Gomba (2021) found that bullying often occurred during categorised times and on particular locations. It happened before school, between classes, during breaks and after school. This often happened in the toilets, corridors, playgrounds and school surroundings. (Gomba, 2021) He identified four forms of bullying that were prevalent in the school which included; physical, social, verbal, and psychological bullying. The study established that boys were more likely to be physically bullied than girls. Boys were more inclined to aggressive acts, and to silently persevere when bullied, hence perpetuating a cycle of bullying. The smaller and perceived weaker pupils fell prey to the bigger and perceived stronger pupils who often took advantage of their physique. (Pfigu, 2018)

In their study on the extent of bullying in secondary schools in Zimbabwe, Gudyanga, Mudhlwa, & Wadesango (2014) found that 64 percent of the students that they interviewed admitted there was bullying in their schools; 28 percent refuted the presence of bullying in their schools and 8 percent were undecided. At least 42 percent admitted they had been bullied, 54 percent said they had not been bullied and 4 percent were undecided. Of the student respondents, 83 percent believed that boys were worse bullies than girls while 17 percent thought otherwise. Boys were found to be involved in physical bullying while girls tended to be more involved in verbal bullying and isolation. Mugove (2017) proffered five causes of bullying in boarding schools in Zimbabwe which included lack of strict school rules on bullying; attention seeking behaviour, poor upbringing; and influences of films and movies. (Mugove, 2017) According to the study, a good number of teachers in Zimbabwe did not regard bullying as any real threat to the general running of their schools. (Gudyanga, Mudhlwa, & Wadesango, 2014)

Cyber-bullying is fast emerging as one of the most perverse forms of violence happening in schools in Zimbabwe. Chiome (2015) explored the extent, pervasiveness, types and causes of cyber bullying, the psychological impact on students and the responses to cyber bullying from high school students in Zimbabwe. In this mixed methods study, cyber bullying was amazingly prevalent, affecting 86 percent of the 200 high school respondents (aged between of 13 and 19 years) in this study. Some 89 percent of females reported they had experienced cyber bullying compared to 83 percent for males. Cyber-bullying took various forms such as sending pornographic materials; threatening messages, teasing, name calling, use of vulgar language among others. Teens in this study cyber-bullied each other through Social networks, e-mails, instant messaging and text messages sent on cell phones. Text messages sent on cell phones accounted for 93 percent of those who confirmed having experienced cyber bullying; engaged in it; or knew of friends who had been targeted. (Chiome, 2015)

This trend, confirmed by this study, showed that a significant number of school-goers in Zimbabwe had experienced some form of bullying (physical, emotional, verbal cyber), despite the socio-economic status of the school (affluent or for children of poor backgrounds) or location (rural, urban, farm, per-urban, resettlement); and despite school ownership (government, private, council, church owned etc). Bullying was prevalent in just about all levels (secondary/high and primary schools) that were included in this study.

The different types of school bullying included mostly physical, emotional, verbal and cyberbullying. The most common forms of bullying highlighted by the senior students at all secondary/high schools were verbal and emotional bullying and this involved insults, being picked upon, name -calling, teasing, mocking, sarcasm, threats and ignoring or excluding someone from a group, gossiping or humiliating others. They also mentioned physical abuse in which students may be pushed, tripped or beaten and this was quite dominant amongst boys. Most of the learners who participated in the study indicated that they had been victims or perpetrators of bullying.

6.5.2 Bullying in different types of schools

Bullying was a systemic problem that affected all types of schools studied, regardless of whether it was a high school or a primary school, despite the socio-economic-cultural context, location of the schools. The prevalence of bullying was irrespective of the type or ownership of a school. Learners in just about all schools that were part of the study in all provinces in varying geographical locations, socio-economic cultural contexts, reported the prevalence of different types of bullying.

Table 9: Responses to whether learners had ever been bullied

Province and type of school	Ever Been Bullied		
Bulawayo	N=315	N=192	N=507
Government	187(59.4)	114(59.4)	301(59.4)
Church	95(30.2)	48(25.0)	143(28.2)
Private (individual)	33(10.5)	30(15.6)	63(12.4)
Harare	N=448	N=273	N=721
Government	388(86.6)	204(74.7)	592(82.1)
Council	37(8.3)	19(7.0)	56(7.8)
Private (individual)	23(5.1)	50(18.3)	73(10.1)
Manicaland	N=350	N=281	N=631
Government	140(40.0)	147(52.3)	287(45.5)
Church	181(51.7)	124(44.1)	305(48.3)
Private (individual)	29(8.3)	10(3.6)	39(6.2)
Mashonaland Central	N=561	N=340	N=901
Government	220(39.2)	74(21.8)	294(32.6)
Church	140(25.0)	113(33.2)	253(28.1)
Council	128(22.8)	100(29.4)	228(25.3)
Private (individual)	73(13.0)	53(15.6)	126(14.0)
Matabeleland North	N=410	N=171	N=581
Government	118(28.8)	61(35.7)	179(30.8)
Church	68(16.6)	54(31.6)	122(21.0)
Council	224(54.6)	56(32.7)	280(48.2)
Responsible Authority	N=2084	N=1257	N=3341
Government	1053(50.5)	600(47.7)	1653(49.5)
Church	484(23.2)	339(27.0)	823(24.6)
Council	389(18.7)	175(13.9)	564(16.9)
Private (individual)	158(7.6)	143(11.4)	301(9.0)

Figure 6 shows bullying rate by province and responsible authority.

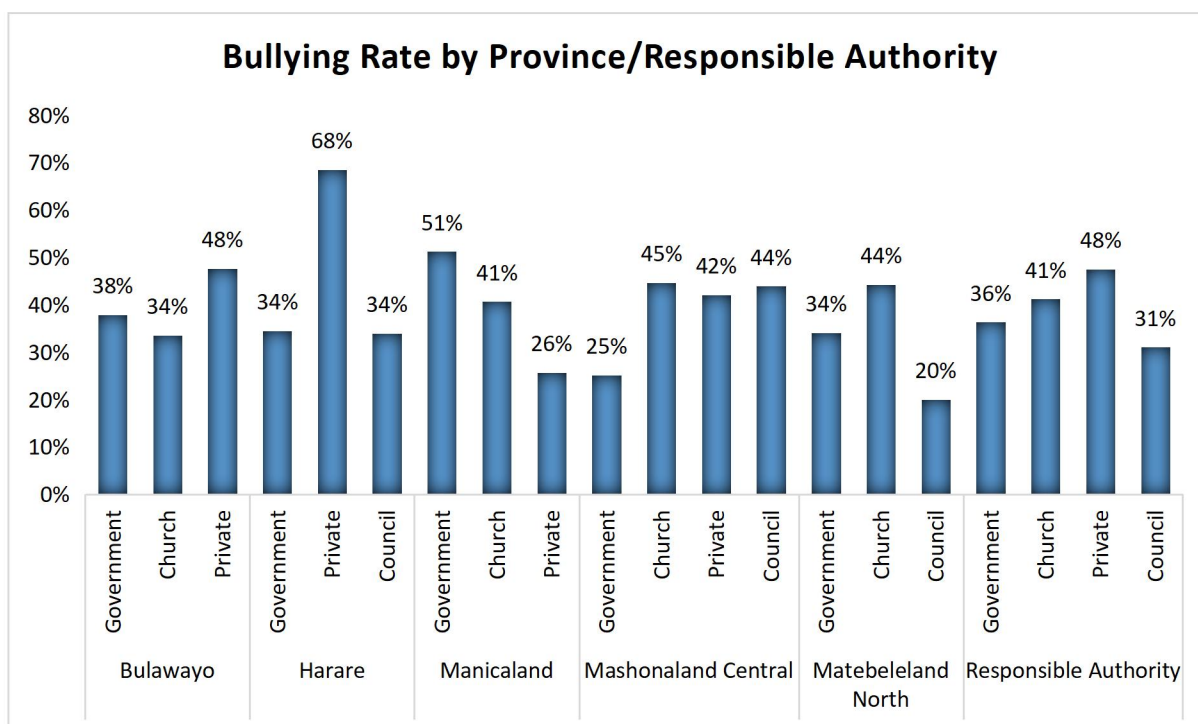


Figure 6: Bullying rate by province and responsible authority

From the quantitative study, bullying was reported as the most common form of violence in private and Government schools in all the provinces except for Mashonaland Central where church schools had bullying topping the list. This seems to be as a result of a long-standing tradition in government schools where younger or newly admitted learners are subjected to violent forms of initiation by the older learners with the school authorities turning a blind eye or a condoning this form of bullying. The Focus Group discussions with boys in two single sex high schools in Bulawayo revealed that bullying of younger boys was a tradition and also bullying of lower and upper six learners by form four learners was prevalent. The form fours took advantage of their numbers which exceeded that of the two upper forms.

Findings from individual and focus group interviews showed that bullying was prevalent in both day and the boarding schools in different forms, at different times, places and for different reasons.

Table 10: Ever been bullied at school by another person or a group of students

		No [N = 2084]		Yes [N= 1257]	
		n	%	n	%
Responsible Authority	p-value	0.0001			
	Church	484	23.2	339	27.0
	Council	389	18.7	175	13.9
	Government	1053	50.5	600	47.7
	Private	158	7.6	143	11.4
School Level	p-value	0.0001			
	Primary	848	40.7	585	46.5
	Secondary	1236	59.3	672	53.5

		No [N = 2084]		Yes [N= 1257]	
		n	%	n	%
Grade/Form	p-value	0.0001			
	Grade 5	206	9.9	151	12.0
	Grade 6	279	13.4	221	17.6
	Grade 7	363	17.4	213	16.9
	Form 1	151	7.2	94	7.5
	Form 2	164	7.9	114	9.1
	Form 3	264	12.7	181	14.4
	Form 4	227	10.9	129	10.3
	Form 5	234	11.2	84	6.7
	Form 6	196	9.4	70	5.6
Sex	p-value	0.001			
	Female	1195	57.3	606	48.2
	Male	889	42.7	651	51.8
Age Group	p-value	<0.0001			
	10 - 12 Years	611	29.3	445	35.4
	13 - 17 Years	1132	54.3	672	53.5
	18 - 19 Years	302	14.5	126	10.0
	≥20 Years	39	1.9	14	1.1
Province	p-value	<0.0001			
	Bulawayo	315	15.1	192	15.3
	Harare	448	21.5	273	21.7
	Manicaland	350	16.8	281	22.4
	Mashonaland Central	561	26.9	340	27.0
	Matabeleland North	410	19.7	171	13.6
District	p-value	<0.0001			
	Bindura	143	6.9	123	9.8
	Binga	410	19.7	171	13.6
	Bulawayo	315	15.1	192	15.3
	Harare	448	21.5	273	21.7
	Mazowe	418	20.1	217	17.3
	Mutare	233	11.2	224	17.8
	Mutasa	117	5.6	57	4.5
Orphanhood Status	p-value	0.053			
	Missing	39	1.9	36	2.9
	Double Orphan	55	2.6	42	3.3
	Not an Orphan	1733	83.2	1050	83.5
	Single Orphan	257	12.3	129	10.3
Location of school	p-value	0.001			
	Farm	239	11.5	130	10.3
	Mine	83	4.0	37	2.9
	Peri-Urban	61	2.9	42	3.3
	Resettlement	2	0.1	1	0.1
	Rural	489	23.5	228	18.1
	Urban	1210	58.1	819	65.2

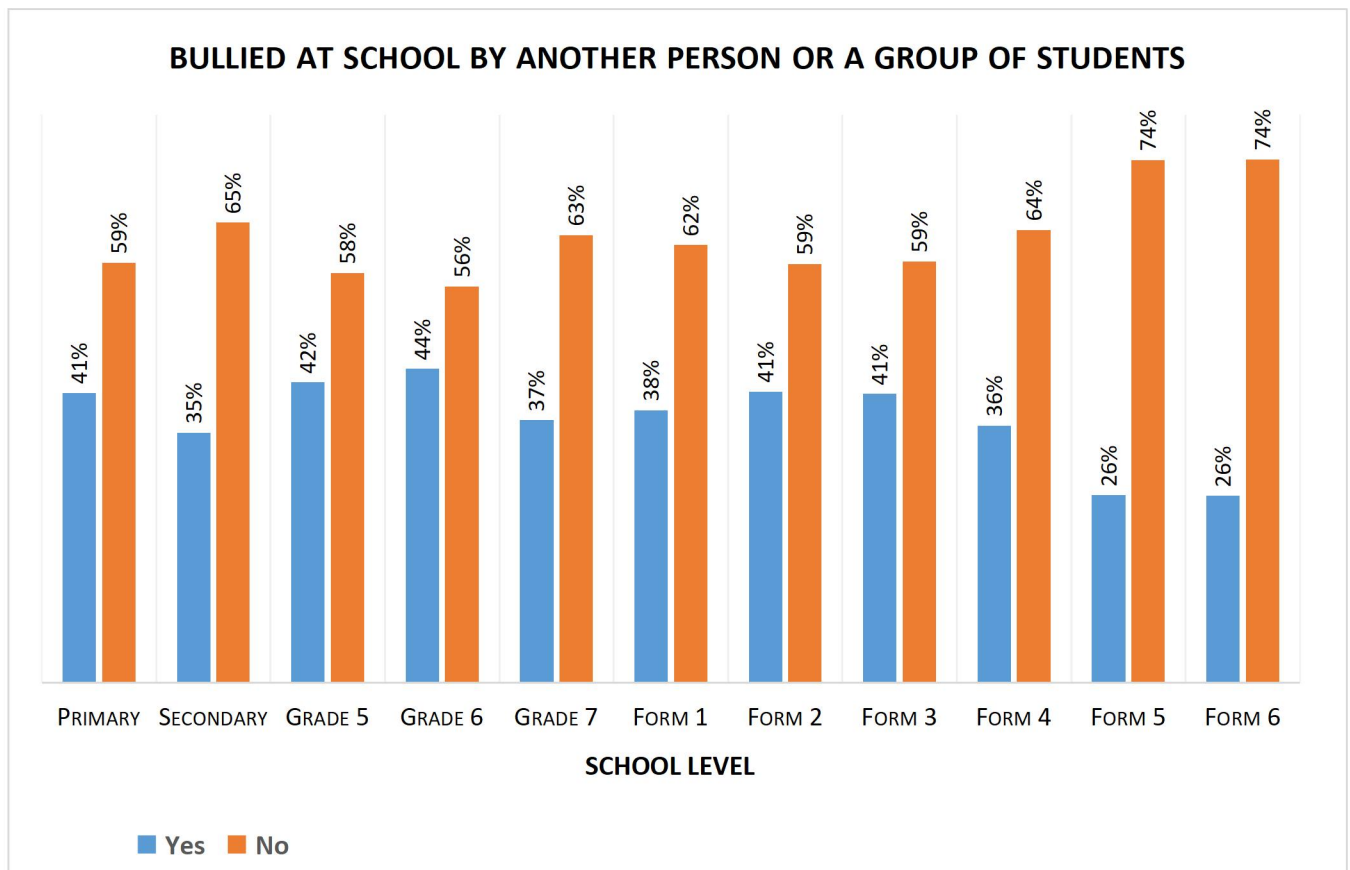


Figure 7: Bullies at school by another person or a group of students

The graph above indicates that bullying is significant across the middle grade till a student finishes high school (form6). Forms 5 and 6 students reported the lowest encounters of not being bullied by either (26%). Generally, starts during primary school level, either by a person or a group of students. Based on the FGDs and RR middle grades (grade 5) to senior grades (grade 7) in primary school reported that bullying occurs more during the middle grade and increases with seniority. In the graph 56% of the students' report bullying by another person or group of students in grade 5 and the trend escalates to 58% in grade 6 and continues to escalate 63% in grade 7. Senior grades such as grade 7, form 4, form 5 and 6 in primary and secondary school recorded high levels of students who were either bullied by another person or a group of students, whilst form 5 and 6 recorded the highest number of students who were bullied. Overall, secondary school students encountered bullying more than primary school students.

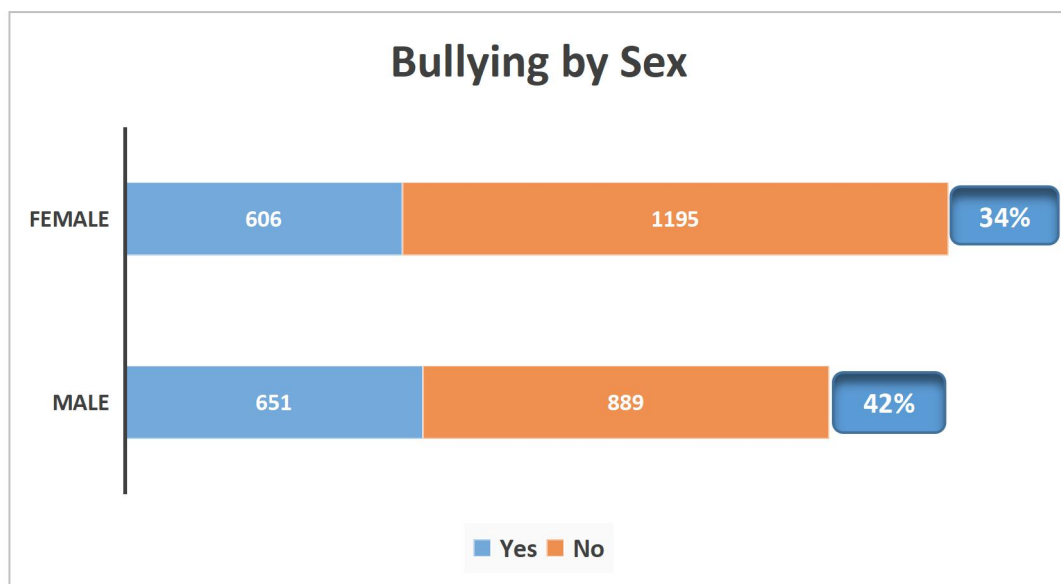


Figure 8: Bullying by sex

The above graph indicates that bullying is more pronounced at the age of 13-17. Bulk of the learners were found within this age range and they had been subjected to bullying. Another reason for increase in rate of bullying can be attributed to changes in hormones as the students will be going through puberty and adolescence which is a period characterised by high tempers and uncontrolled emotions

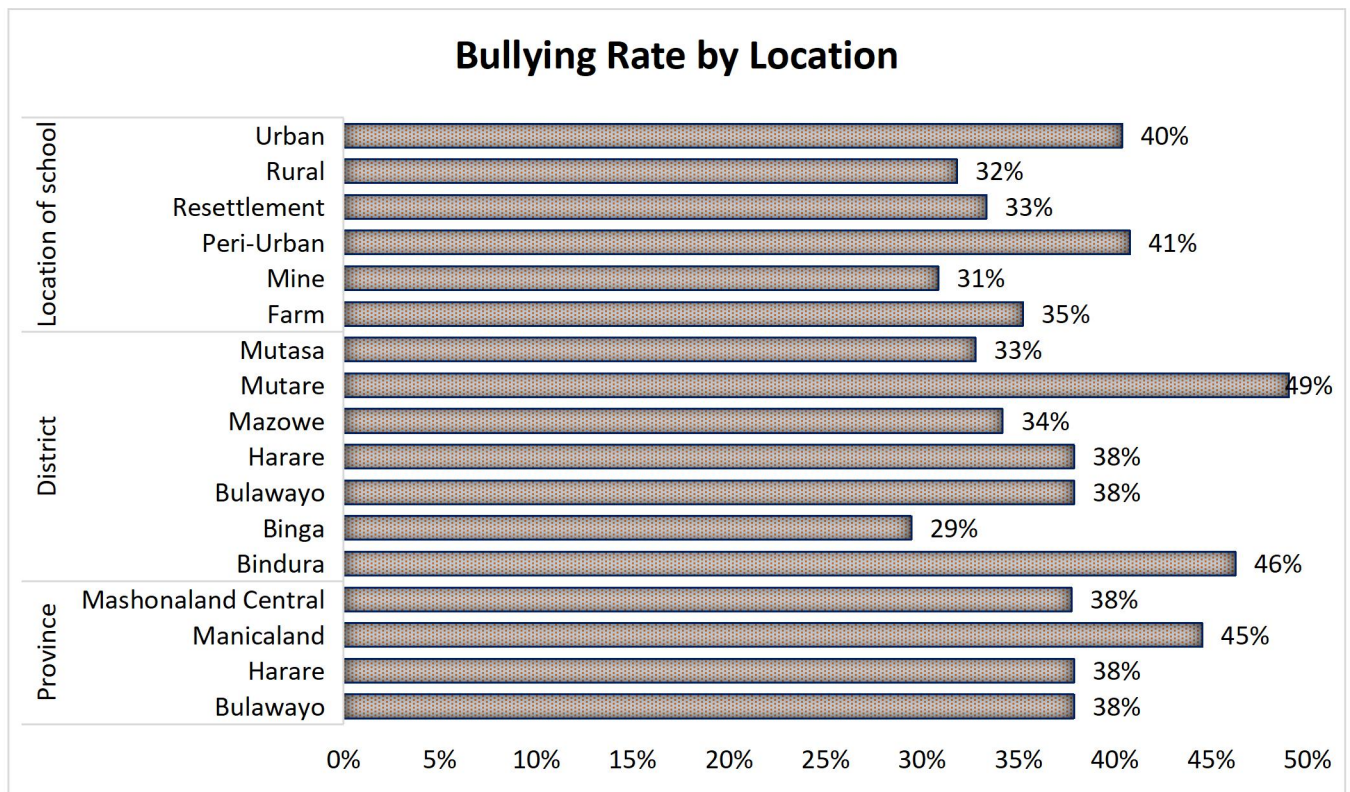


Figure 9 - Bullying by location

Figure 8 shows that bullying was most prevalent in schools located in peri-urban and urban settings. This aligns with the high rates of community and domestic violence in those poor locations, which in turn influence the violence that happens in the schools. Peri-urban and urban areas such as Manicaland which indicated that highest levels of bullying in each location category; harbour gangs and hooligans as such gangsterism coupled with drugs and alcohol abuse is rife. It is highly likely that learners have been at risk of modelling after senior members within gangs that they witness in their locations. Binga registered the least occurrence of bullying and this could have been attributed by remote and rural location where customs and values are highly regarded in the community and older persons are accorded respect and are also obliged in return to protect the young ones from violence and possible harm.

The study also revealed that physical fighting, (pushing, slapping, kicking, punching, grabbing, and use of weapons) with another person in the previous year was statistically significantly associated with district ($p=0.0001$) of the learners with Mazowe District ($n=329$, 21.0%) affected most, compared to other

districts; Responsible Authority ($p=0.0001$) with schools under Government authority ($p=0.0001$) reporting most physical fights compared to other schools under different authorities; School level ($p<0.001$) with more physical fights at primary level ($n=797$, 51.0%) compared to secondary; Location of school ($p=0.0001$) with the urban learners ($n=873$, 55.9%) reporting most of the physical fights. However, it was also established that the physical fights were not significantly associated with orphanhood status ($p=0.272$) as shown in the Table 7 below:

Table 11: Responses to whether learners had ever been in a physical fight (pushing, slapping, kicking, punching, or grabbing) with another person in the past year.

District	p-value	0.0001					
	Bindura	144	8.0	123	7.9	267	7.9
	Binga	310	17.2	272	17.4	582	17.3
	Bulawayo	290	16.1	222	14.2	512	15.2
	Harare	434	24.1	288	18.4	722	21.5
	Mazowe	310	17.2	329	21.0	639	19.0
	Mutare	239	13.3	222	14.2	461	13.7
	Mutasa	74	4.1	107	6.8	181	5.4
Responsible Authority	p-value	0.0001					
	Church	388	21.5	446	28.5	834	24.8
	Council	321	17.8	249	15.9	570	16.9
	Government	906	50.3	751	48.0	1657	49.3
	Private	186	10.3	117	7.5	303	9.0
School Level	p-value	<0.001					
	Primary	646	35.9	797	51.0	1443	42.9
	Secondary	1155	64.1	766	49.0	1921	57.1
Sex	p-value	0.0001					
	Females	1072	59.5	740	47.3	1812	53.9
	Male	729	40.5	823	52.7	1552	46.1
Orphanhood Status	p-value	0.272					
	Missing	34	1.9	42	2.7	76	2.3
	Double Orphan	47	2.6	50	3.2	97	2.9
	Not an Orphan	1518	84.3	1288	82.4	2806	83.4
	Single Orphan	202	11.2	183	11.7	385	11.4
Location of school	p-value	0.0001					
	Farm	163	9.1	209	13.4	372	11.1
	Mine	43	2.4	76	4.9	119	3.5
	Peri-Urban	62	3.4	42	2.7	104	3.1
	Resettlement	1	0.1	2	0.1	3	0.1
	Rural	364	20.2	361	23.1	725	21.6
	Urban	1168	64.9	873	55.9	2041	60.7

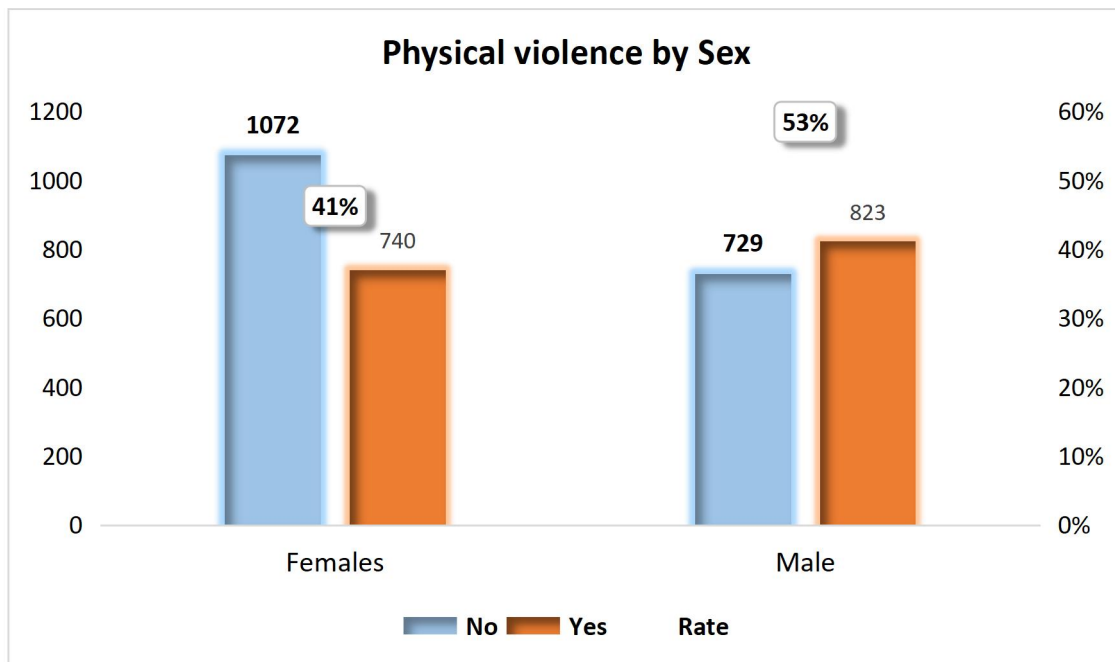


Figure 10: Physical fights by sex

From Figure 10 above the study noted that both males and female engaged in physical fights. However, with a clear difference of 12% the study revealed that physical fighting was more apparent among males than females. Based on the evidence gathered also from the FGDs and RR, females resorted more to verbal and emotional violence than physical violence as a result, females encountered more emotional violence and males suffered more physical violence.

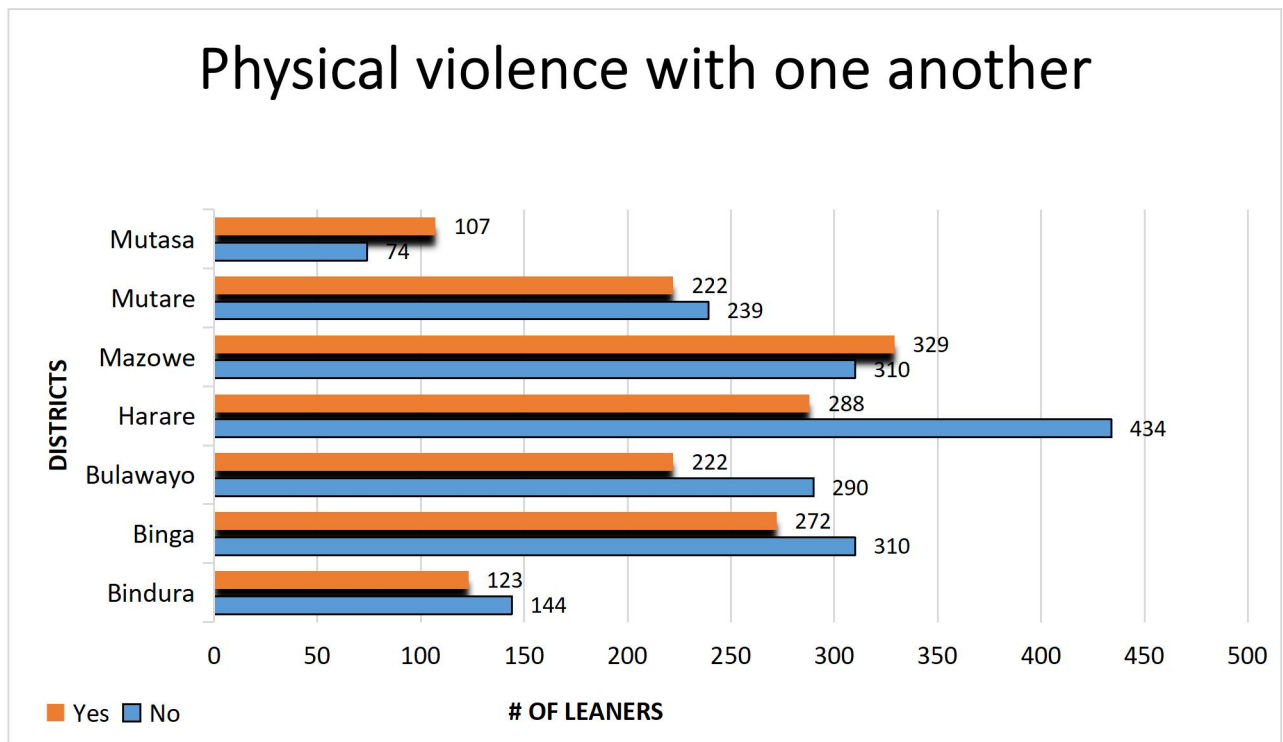


Figure 11: Physical violence with one another

Based on the table above, physical fighting was more elaborate in urban areas than rural areas due to the presence of gangsterism among students in the urban areas. In Bulawayo precisely, the research noted that there is a particular phenomenon of gangsterism that emanates from drug circles that are very vibrant and rife in the community. Such grudges are carried over to school and as such violence in school is associated with affiliation to gangs back in the community. More so in the urban areas there is rapid social and moral decay and elements of mixed cultures and individualism which have lessened the spirit of ubuntu whereas there is collective responsibility of each other and of parenting which still exists in the rural areas. Therefore, it is easier for children in the urban areas to engage in fights more than it is for children in the rural areas.

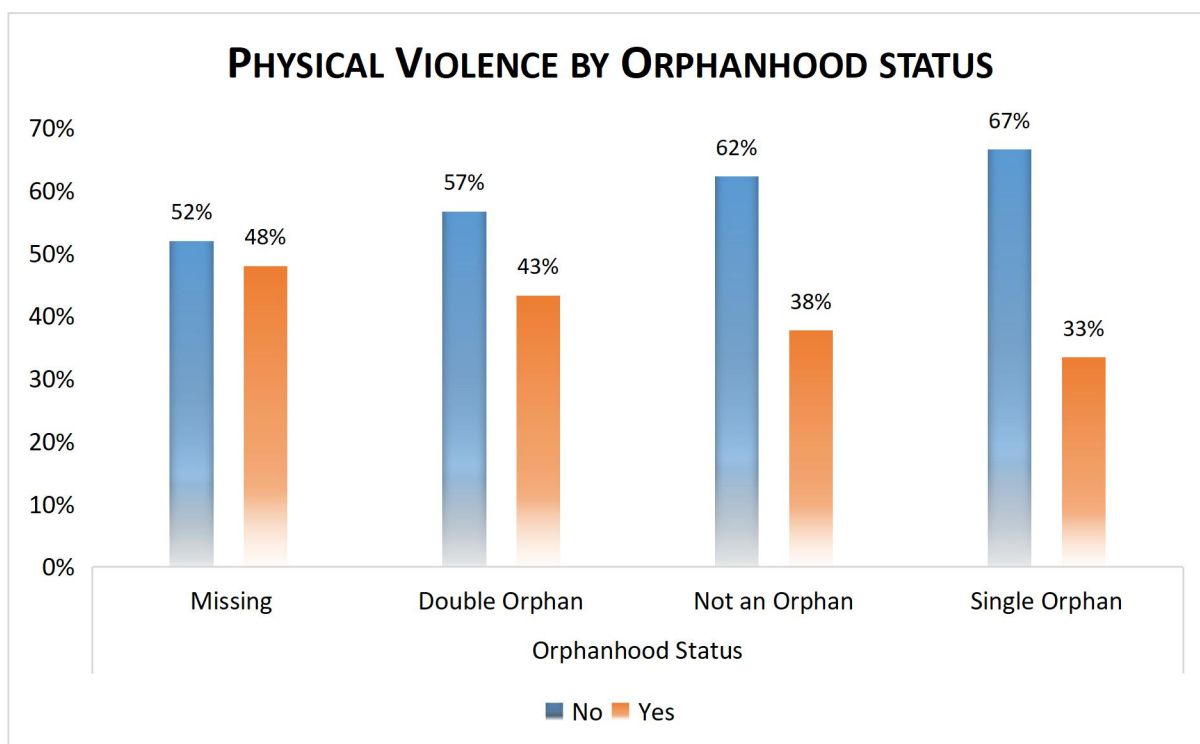


Figure 12 – Physical fights by orphan-hood status

The above table suggests that single orphans were most susceptible to be involved in physical violence orphan-hood was not really a factor in being a victim to physical violence among learners. Based of the FGDs and RRs with learners, it was revealed that single orphans especially those that would have lost the father were often ridiculed by other learner based on their status and that of their mothers who are often believed to be of loose moral due to widowhood and a such is possible that such learners would retaliate by engaging into physical fights as a means of show of force and protect their dignity and worth as single orphans in that way they would gain respect from other learners.

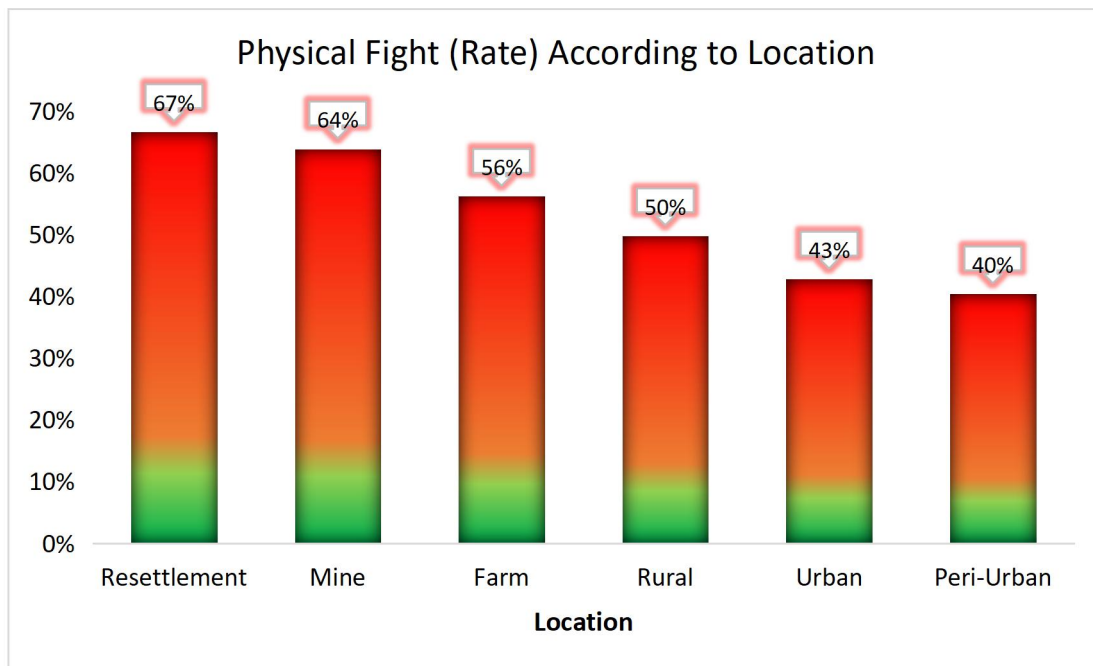


Figure 13: Physical fights by location

Figure 13 above show physical fights among learners by location. Physical fights were more elaborate in resettlement areas, mining areas as well as farm and rural areas. Physical fighting was relatively more pronounced in such areas as they share the same outlook and passage of rites experienced in these areas is relatively the same. Respect is earned through fighting. Physical fighting indicates level of growth among young men. It is also a form of entertainment during cow herding escapades. In the mining areas physical fighting is easily copied for the constant outbreaks of violence as mining groups jostle for control of mining areas.

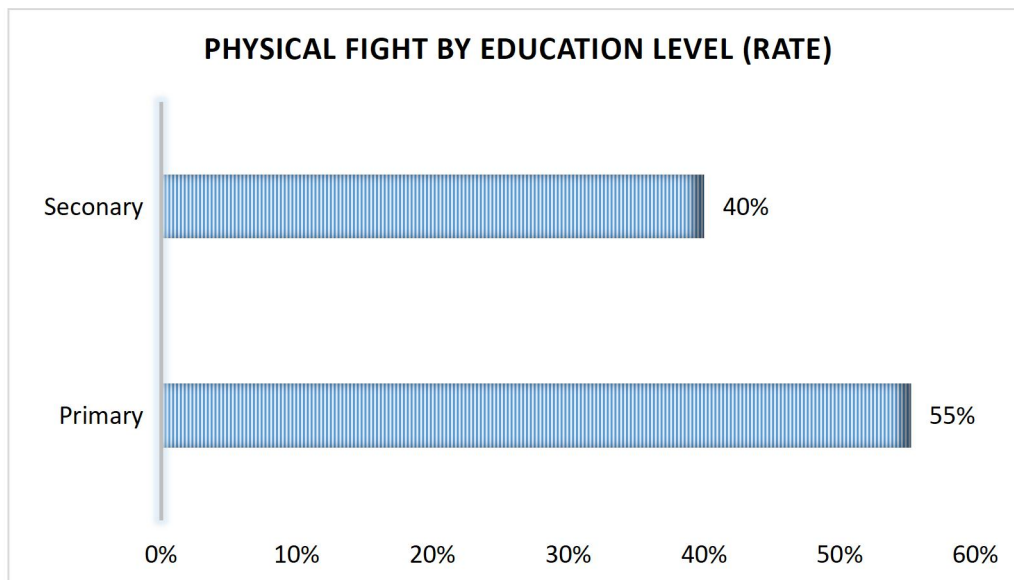


Figure 14 – Physical fights by educational level

The graph above shows physical fights by education level. The graph indicates that, physical fights were (10%) more pronounced among primary school learners than it was for secondary school learners. It most like likely that physical fights be more apportioned to primary school learners than secondary school learners if one factors in level of growth and development. Primary school learners are more likely to resort to physical fighting in resolving their issues whilst secondary school learners may resolve their differences through other means. Other forms of violence such as name calling and cyber bullying may carry more weight or degree in violating the victim than what physical fighting would have done. Victims may carry emotional scars over a longer period of time than they would carry bodily injuries. During FDG and RR discussions learners revealed that they were traumatised by other forms of violence other than physical violence. Healing from physical violence was deemed easier than healing from verbal aggression.

6.5.3 Age and Gender timelines of bullying

The variances were seen in the type of bullying prevalent between boys and girls and the ages when it peaked. The study also revealed that there was a statistically significant relationship between physical fights and Grade/Form of the learners ($p=0.0001$) with learners in Grade 7 and Form 3 reporting more fights ($n=334$, 21.4% and $n=183$, 11.7% respectively) compared to other Grades and Forms.

Figure 13 shows the relationship of physical fights and grade/form of the learners. Based on the results it was apparent that physical fights were more biased towards learners in primary school especially grade 5 up to grade 7. Majority of the learners in the category acknowledged that they had engaged in physical fighting at some point. The graph tallies well with aggregated data of physical fights by level of education where primary school learner were more prone to engage to physical fights than secondary school learners. In is possible that physical fighting in primary school learners were associated with lack of other conflict resolving skills as well as association with seniority in schools depicted with in the graph. Use of physical violence increased with each grade among the primary school learner with grade 7 having the greatest number of learners claiming engagement in physical fights (334). Physical fighting tended to drop in form1 and begins to escalate in form 2 before reaching its peak in form 3 and decreasing in form 4 up to form 6. Such a trend could be attributed to growth and development of the learners as they will be in a new environment (secondary school) and their conflict resolving skills development and also appreciate new forms of invoking pain to their victims other that physical violence such as verbal aggression and cyber bullying.

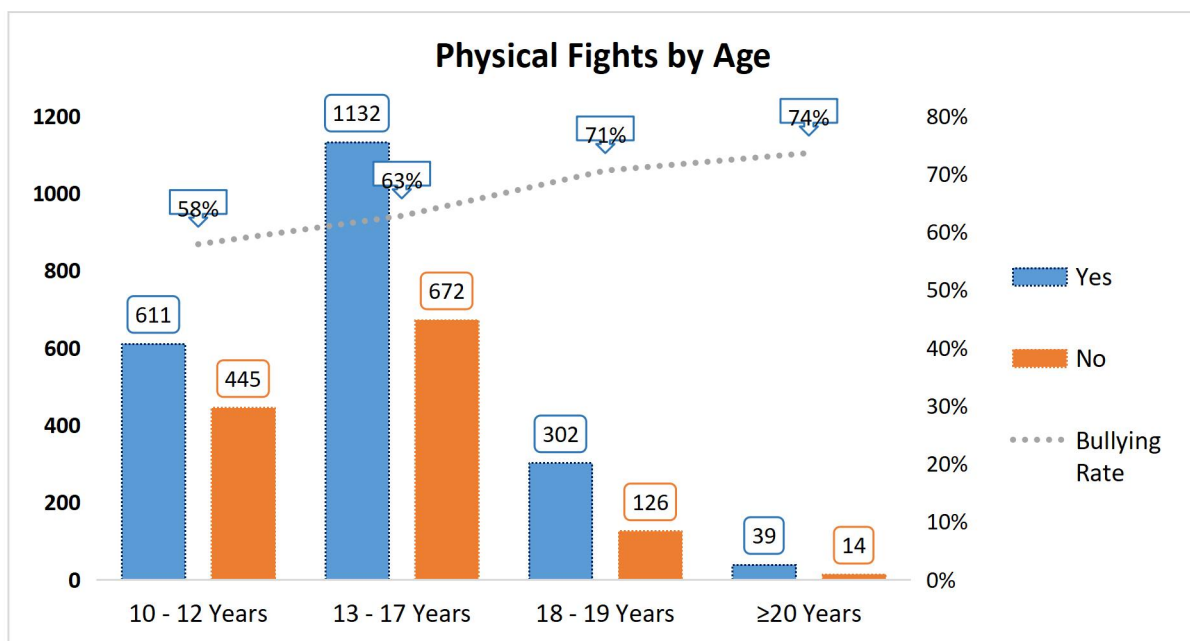


Figure 15: Physical by age

Figure 15 indicates that bullying peaked between the ages of 13-17 in secondary/high school and was lower in primary schools. This could be explained by the fact that children who are targeted by bullies in primary school were usually those that did not have many friends or did not fit in socially. They were often bullied based on their social abilities or physical traits such as looking different, having a disability, or being obese. Bullying at this age consisted generally of teasing, social ostracism, or isolation from group activities (*KII School head, NPS, Bulawayo*).

From the Round Robin activities, age and gender timelines revealed that bullying and harassment in all schools increased in late childhood and peaked in secondary/high school. Bullying among girls differed from that among the boys. For girls (especially those of urban schools) it was more focused on physical appearance, emotional factors, or academic status, while bullying among boys is focused on competition for girls, power imbalances between younger/physically smaller and older/physically bigger boys.

In terms of violence, the study showed that boys were more likely to engage in violent (physical) bullying behaviour. The most prevalent forms of physical aggression among boys included threats, beating, pushing, rejection, and name-calling. Direct verbal aggression was the most common form of bullying, occurring with similar frequency in both sexes. While for girls, similar studies have shown that bullying behaviour is mostly indirect and includes deliberate manipulation of social relationships with the aim of isolating the victim by making her feel unwanted. No significant marked differences on the time-lines were noted/observed for both girls and boys experienced the various types of violence at almost the same times despite the status of the school or location.

Generally, in all the Round Robin activities carried out, for boys, at average bullying started at 6 years as this is the time normally when one started school. The FGD participants generally felt bullying was not so pronounced in primary school as it was in secondary school. For boys bullying peaked between the ages of 12 and 17. During the 12- and 13 years period the boys are more on the receiving end as victims and at 16 to 17 years the boys are more of

perpetrators than victims. However, same age bullying did occur in some instances.

For girls bullying normally starts a bit late at 9 or 10 years and peaks at between 13 and 14 years. The participant said bullying picks up at 13 and 14 as this is the period girls are experiencing puberty and naturally are still trying to come to grips with the changes taking place emotionally and within their bodies. It is during this period that girls are a bit aggressive, become big and normally “the level of physical maturity is positively associated with engagement in violence and early sexual behaviour”.

New students at school especially the Form 1s and Form 5s during their first term at school (especially boarding, faith-based mission schools were subjected to bullying. Terms that came out to describe bullying at schools included ‘ugede / unyunyu’ (meaning ‘being new’). Bullying incidents while they occurred throughout the year, bullying incidents were high during the first term of every year when the school enrolled new students as well as during the examination season. It was also quite interesting to note that at most schools, especially boarding schools, mission schools (regardless of which church owned the school), prefects used their position to bully other students.

The study also recorded a statistically significant relationship between physical fights and Age group ($p=0.0001$).

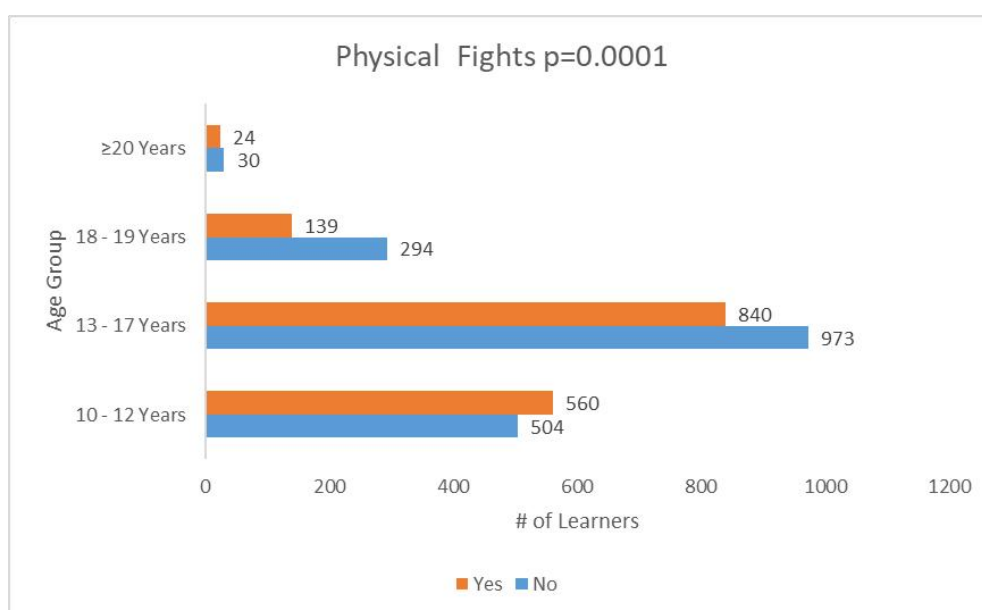


Figure 16: Relationship between physical fights and Age group ($p=0.0001$)

Figure 14 shows the relationship between physical fights and Age group. Learners in the age group of 10-12 indicated a positive relationship between age and physical fights. The relationship tallied well those in table 10 where this age group is form among primary school learners in grade 5-7. The greatest number of those that denied engagement in physical fighting was among the age group of 13-17 which again tallied with results in table 10 where such learners were among form 1 and form 6. Physical fighting was only greater during the period of 15 years which is around form 3 as depicted in table 10. Physical fighting was lower in the age range of 18-19 years and almost non-existent in age group of 20 and above. The two age groups are found in secondary school level precisely in forms 5 and 6. The trend in the relationship of physical fighting and age group can be equated to the assumptions and findings indicated in figure 13.

6.5.4 Timing and Settings of bullying

Bullying in school typically took place in settings such as the toilets, hallways, and playgrounds during break times. The Round Robin *Spot-the-Hotspots* activity also revealed that while most reported bullying happened within the school premises, a significant percentage also happened in places outside the school when travelling to or from school. Schools in Bulawayo reported planned brawling sessions which happened every Friday between rival boys' schools over girls of neighbouring schools. Gangsterism has also taken root in some schools in Bulawayo where learners get into gangs and engage in violence. Learners who took part in the round robin FGDs at a high-density school in Bulawayo reported that the gangsterism in the school made the school environment hostile as the school gang members took their outside feuds and brought them into the school environment and threatened the lives of both teachers and students. Key informant interviews with both provincial and district education officer indicated the situation was so bad that students have been known to carry dangerous weapons and sometimes bring substances to school, hence increasing school-based violence.

Bullying in all the schools did not take place in the presence of school authorities as perpetrators of bullying feared punishment from school

authorities. Bullying was “strictly prohibited “in all the schools and on paper it warranted suspension or expulsion but there was a tendency by most school authorities to ignore cases of bullying especially during the first term of the year as they also have bought into the narrative that bullying of Form 1s and Form 5s is some form of baptism or welcome to the school. This bullying that took place during the 1st term seemed to have been so institutionalised in most schools especially government boarding and mission schools. From the round robin discussions at one private school in Manicaland, newly enrolled students seemed to be fully protected from bullying by the school authorities who have put in place, punitive measures so harsh (e.g. canning of 160 cuts or rolling a tractor wheel up a hill) that no learner attempts to engage in bullying of any incoming students.

However, school bullying nonetheless took place among old students within the same stream with girls mostly experiencing verbal and emotional bullying rather than physical bullying. For this particular school, bullying, surprisingly by older learners to younger learners particularly new students was almost non-existent or very minimal. The participants in the round robin at this particular school also felt that the lack of entertainment activities such as sports indirectly contributed to bullying among the older students. It is not clear whether the absence of prefects at the school also has a bearing on the occurrence of bullying at the school Boys are subjected to more physical bullying than verbal or emotional bullying.

Bullies also tended to target other children with physical impediments, such as speech impediments (e.g. stuttering), and physical disabilities. The majority of children with disabilities reported that they experienced some degree of harassment, or ridicule during their school years from both peers (and teachers) who did not understand their condition.

6.5.5 Cyberbullying

Cyber-bullying has in recent years been reported in various media platforms as having gained momentum in schools in Zimbabwe. Cyberbullying included sending, posting, or sharing negative, harmful, false, or mean content about someone else Cyberbullying however, was more pronounced in urban day High Schools where students generally had access to Internet compatible cell

phones. Boarding Schools did not allow cell phones, however a few students smuggled cell phones into the schools. From the Round Robin discussions, it was revealed that cyber- bullying was bullying that took place over digital devices like cell phones, computers, and tablets. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Cyber bullying occurred on social media platforms such as Facebook, Instagram, Snapchat, and Tik Tok and text messaging and messaging apps like signal, WhatsApp and Telegram.

Besides being used as a means to bully others, FGD respondents also cited cyber as means increasingly being used to perpetrate violence or abuse against learners, particularly at secondary school level. Examples given in Round Robin FGDs were:

“... where the bully issued threats to victims in a bid to force them to spill some personal information, or just for the fun of it” – Form 3 female student (High school in Nkulumane)

It was cited as a major concern by parents, CCWs, teachers and school heads. Social media and pornography-related violence, was particularly rife among the puberty-age learners in Forms 3 and 4. One of the learners in the Round Robin FGD in Mazowe said:

“Sometimes people send personal images to embarrass or humiliate the victim who is most often a girl. The pictures and videos that are usually share are of a sexual nature which exposes the victim. I know of a story of some boys at a school in Harare who recorded a video of this girl having sex with another boy without her knowledge and shared it online. The face of the boy was not shown but that of the girl only

The quantitative survey revealed that most learners reported that they had never experienced cyber bullying: Facebook (n=3154, 93.3%); Instagram (n=3224,95.4%); WhatsApp (n=2828, 83.7%); texts/SMS (n=3072, 90.9%) and Twitter (n=3261, 96.5%).

Ever been bullied at school by another person or a group of students was statistically significantly associated with Responsible Authority ($p=0.0001$) with

those in Government schools (n=600, 47.7%) being the most affected compared to other responsible authorities; school level (p=0.001) with secondary school learners reporting more bullying (n=672, 53.5%) than primary learners; Grade/Form (p=0.0001) with Grade 6 (n=221, 17.6%), Grade 7 (n=213, 16.9%) and Form 3 (n=181, 14.4%) reporting being bullied most compared to other Grades/Forms and Sex (p=0.001) with males (n=651, 51.8%) reporting more bullying than their female counterparts. Being bullied at school by another person or a group of students was also statistically significantly associated with Age Group (p<0.0001) with those in the 13-17 age group reporting most bullying compared to other age groups; Province (p<0.0001) with Mashonaland Province (n=340, 27.0%) having most learners being bullied compared to other provinces; District (p<0.0001) with Harare schools (n=273, 21.7%) reporting most of the bullying compared to other districts and Location of school (p=0.001) with those in the urban settings experiencing most of the bullying compared to other locations. However, been bullied at school by another person or group of learners was marginally associated with orphanhood status (p=0.053) with non-orphans being the worst hit compared to single and double orphans. The following table illustrates the prevalence of cyber bullying on the different media platforms with WhatsApp being the leading platform for cyber bullying, followed by texts and Facebook.

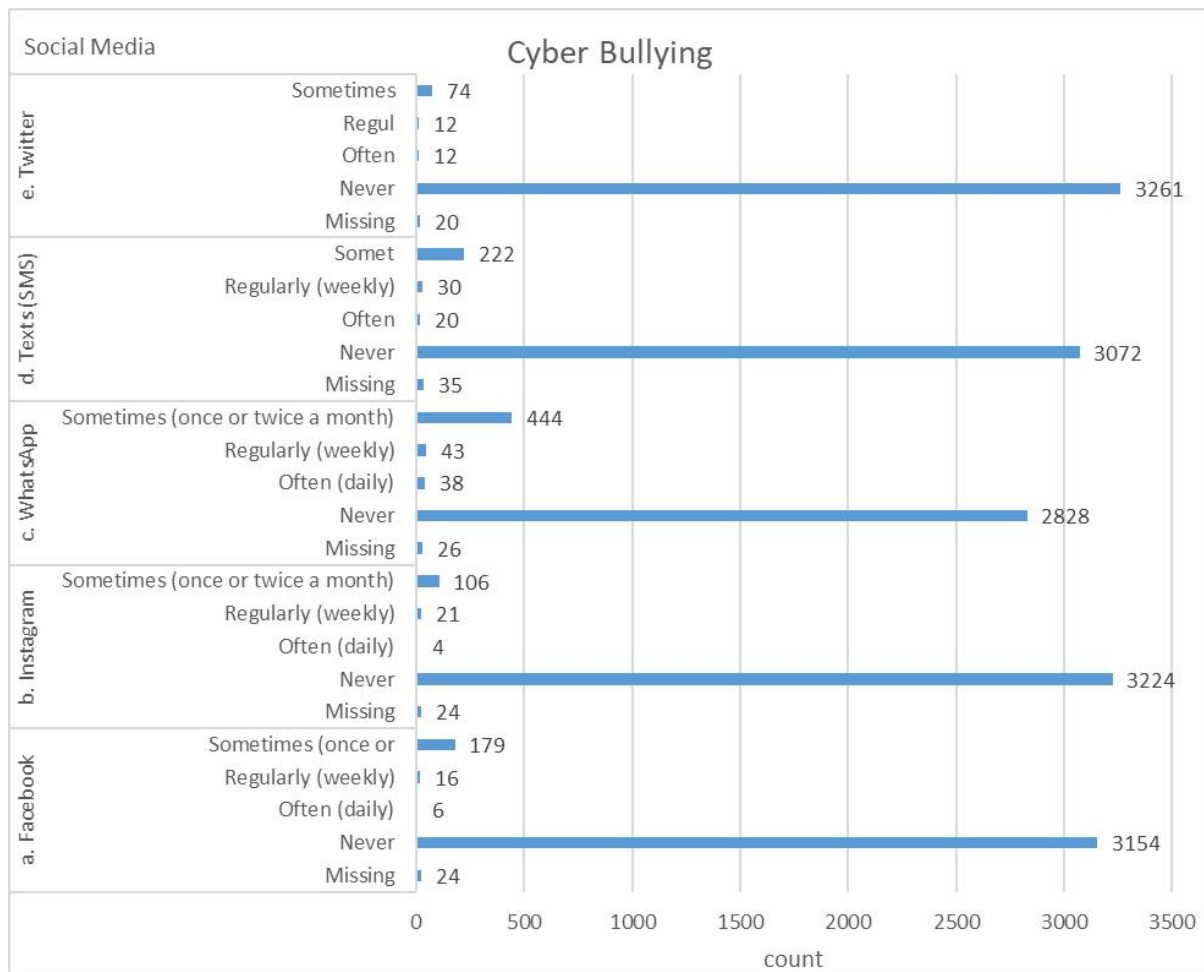


Figure 17: Cyber-bullying

The graph above illustrates that majority of the students reported that they did not encounter any form of cyber bullying on the five major social media platforms that they use. However, that did not totally rule out the presence of cyberbullying among students as they reported that sometimes they encountered cyber bullying especially on WhatsApp platform. WhatsApp platform is the most widely used social media platform however it offers a variety of emojis and stickers that can be manipulated as medium to bully others.

Table 12: Distribution of learners ever been bullied through electronic devices or social media by selected demographic characteristics

Ever been bullied through electronic devices or social media also known as cyber bullying		No N=2949		Yes N=748		p-value	OR	(95% CI)	
		n	%	n	%				
Province	Bulawayo	397	13.5	117	15.6	0.0001			
	Harare	588	19.9	139	18.6	0.007	0.663	0.492	0.893
	Manicaland	794	26.9	171	22.9	0.006	0.384	0.194	0.759
	Mash Central	661	22.4	247	33.0	0.193	0.754	0.493	1.154
	Mat North	509	17.3	74	9.9	0.010	0.431	0.228	0.815
District	Bindura	219	7.4	48	6.4	0.026			
	Binga	509	17.3	74	9.9	0.041	1.51	1.014	2.241
	Bulawayo	397	13.5	117	15.6	0.120	0.744	0.512	1.081
	Harare	588	19.9	139	18.6	0.683	0.927	0.645	1.333
	Mazowe	442	15.0	199	26.6	0.0001	0.487	0.342	0.694
	Mutare	536	18.2	140	18.7	0.197	0.789	0.549	1.132
	Mutasa	258	8.7	31	4.1	0.014	1.824	1.122	2.966
Responsible Authority:	Church	785	26.6	193	25.8	0.343			
	Council	449	15.2	119	15.9	0.306	1.184	0.857	1.637
	Government	1450	49.2	383	51.2	0.469	1.09	0.863	1.376
	Private	265	9.0	53	7.1	0.865	0.968	0.661	1.417
Education Level	Primary	1357	46.0	209	27.9				
	Secondary	1592	54.0	539	72.1	0.0001	2.2	1.85	2.62
Sex	Females	1629	55.2	373	49.9				
	Males	1320	44.8	375	50.1	0.008	1.24	1.06	1.46
Age Group	10 - 12 Years	982	33.3	150	20.1	0.0005	2.71	1.503	4.901
	13 - 17 Years	1598	54.2	449	60.0	0.182	1.48	0.830	2.622
	18 - 19 Years	328	11.1	132	17.6	0.922	1.03	0.565	1.878
	≥20 Years	41	1.4	17	2.3	0.0001			
Location of school:	Farm	253	8.6	119	15.9	<0.0001			
	Mine	82	2.8	41	5.5	0.782	0.941	0.610	1.451
	Peri-Urban	73	2.5	33	4.4	0.867	1.04	0.653	1.657
	Rural	730	24.8	103	13.8	<0.0001	3.333	2.470	4.50
	Urban	1811	61.4	452	60.4	<0.0001	1.885	1.481	2.398
Grade/Form	Form 1	208	7.1	50	6.7	0.021	1.602	1.073	2.390
	Form 2	213	7.2	82	11.0	<0.0001			
	Form 3	394	13.4	140	18.7	0.623	1.083	0.787	1.491
	Form 4	324	11.0	101	13.5	0.483	0.891	0.645	1.230
	Form 5	253	8.6	78	10.4	0.226	1.249	0.872	1.789
	Form 6	204	6.9	88	11.8	0.532	0.892	0.625	1.275
	Grade 5	319	10.8	54	7.2	0.00002	2.274	1.548	3.342
	Grade 6	480	16.3	66	8.8	<0.0001	2.800	1.949	4.021
	Grade 7	554	18.8	89	11.9	<0.0001	2.40	1.707	3.364
Orphan Status	Missing	61	2.10	9	1.20	0.1170	1.745	0.862	3.532
	Double Orphan	69	2.30	15	2.0	0.557	1.184	0.673	2.084

Ever been bullied through electronic devices or social media also known as cyber bullying		No N=2949		Yes N=748		p-value	OR	(95% CI)	
		n	%	n	%				
	Not an Orphan	2540	73.60	654	67.5	0.318			
	Single Orphan	279	9.50	70	9.4	0.854	1.026	0.779	1.532

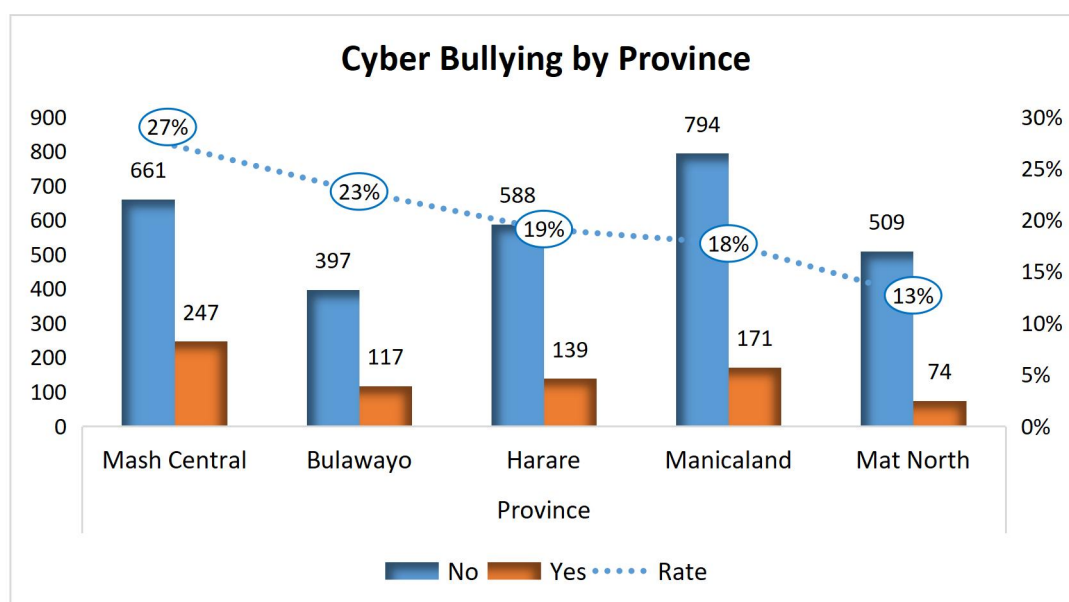


Figure 18: Prevalence of Cyberbullying by Province

The graph above shows cyber bullying by province. The graph tallies with the responses from FDGs and RRs where majority of the learners indicated that they had not been subjected to cyber bullying. Cyberbullying would happen at times and not as often. The major platform from which cyber bullying would occur was on the popular WhatsApp platform probably due to its popularity, easy access and affordability. However, across provinces Mat North indicated few cases of cyber bullying of all the provinces possibly due to location and access. Binga area is remote and chances are high that network connectivity in some of the areas of Binga is a major challenge. Therefore, learners experience less of cyber bullying as they would not be online majority of the time.

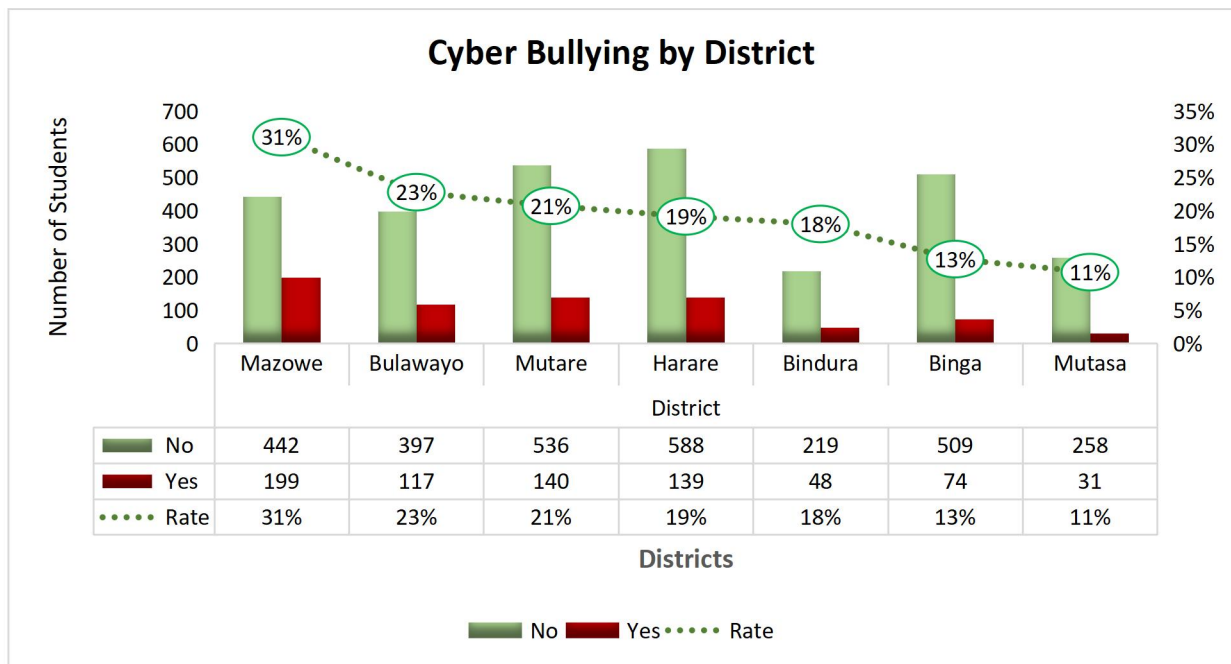


Figure 19: Cyber-bullying by District

The graph above indicates cyber bullying by district. Across all the seven districts majority of the learners did not experience much of cyber bullying. Mazowe district recorded the highest number of learners who were at one point subjected to cyber bullying possibly owing to the study having been undertaken at a school where the majority where boys who could possibly use cyber as an easy way of tormenting other learners. Binga and Mutasa recorded the least number of learners who were subjected to cyber bullying possibly due to location and level of availability of internet connectivity. The two districts are mostly rural with low internet connectivity. It is also possible that few learners in the district could afford to have access to the internet.

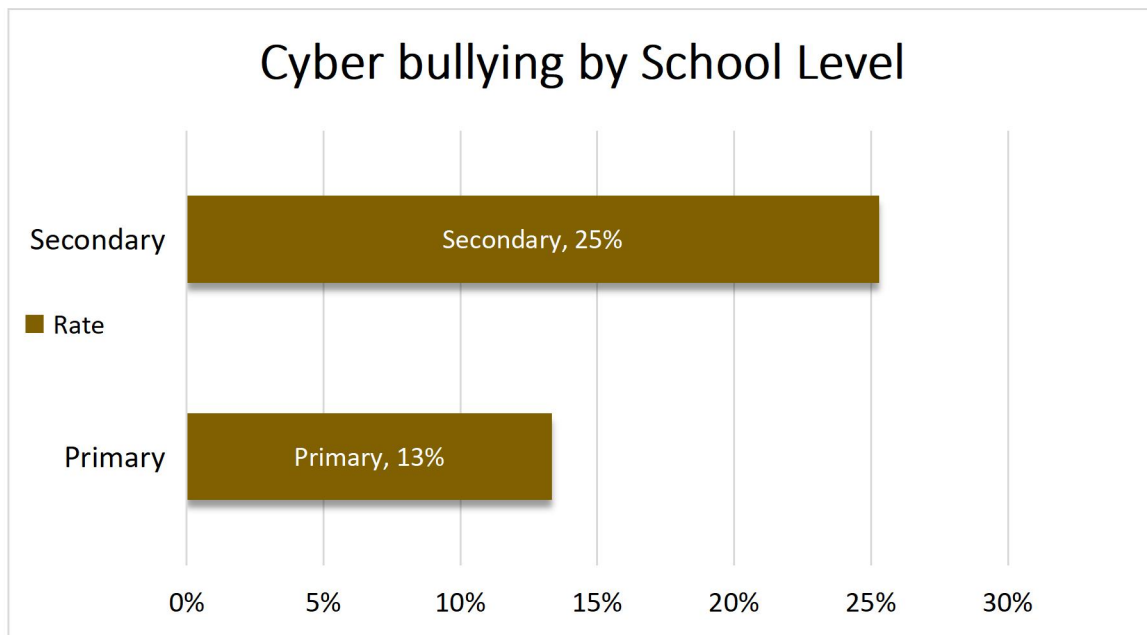


Figure 20: Cyber-bullying by School Level

The graph above illustrates cyber bullying by education level. The study revealed that learners in secondary school experienced more cyber bullying than primary school learners. It is possible that learners in secondary school have more access to cell phones more than primary school learners. It is also possible that secondary school learners understand more the impact of using the social media platforms to attack other learners than primary school learners.

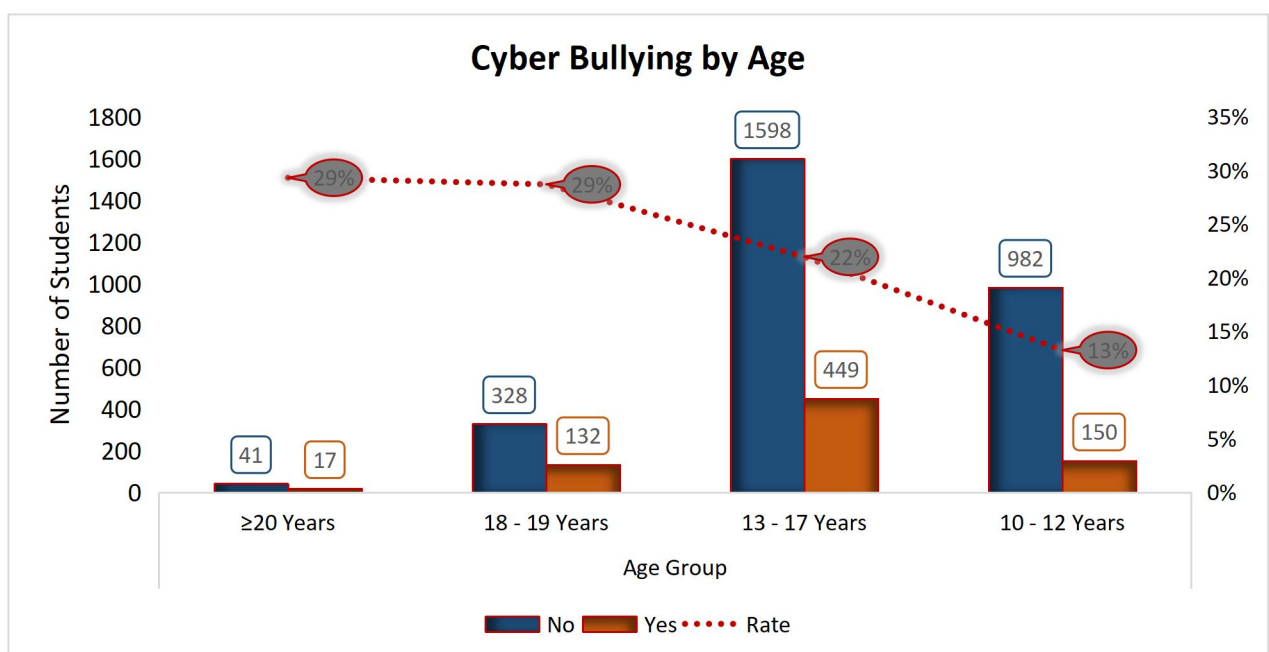


Figure 21: Cyber-Bullying by Age

Figures 20 and 21 depict cyber bullying by age range and level of education. The Majority of the learner indicated that they had not encountered cyber bullying. However, learners within the age range of 13 to 17 years encountered more cyber bullying than any other age range. This age range has more access to cell phones and the internet and also this age range is affiliate to several groups found on the social media based on the need to belong to peers who share the same like and thoughts. Consequently, the need to belong and identify with a particular group of people come with a risk of being bullied. The age range of 20 years and above reported the lowest number of learners who encountered cyber bullying due to maturity and understanding of the consequences of cyber bullying.

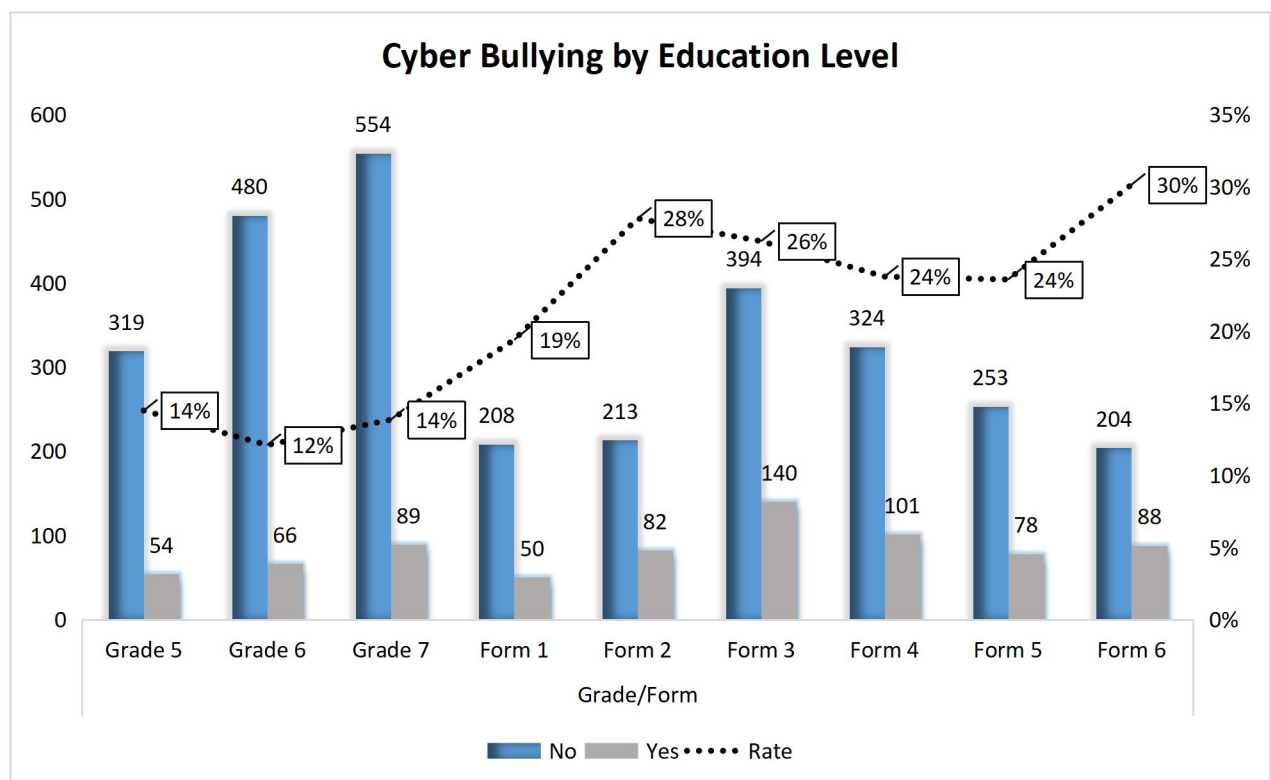


Figure 22: Cyber-bullying by grade/form

Figure 22 shows cyber bullying by grade/form. Across grades and forms under survey, learners indicated that the majority did not encounter cyber bullying at any point. However, for those that encountered cyber bullying, the majority of learners that ascribed to the experience were in grade 7 and form 3/4. Based on the findings, there seemed to be a positive relationship between violence and seniority in education levels. FDGs and RRs conducted with teachers and learners indicate that it is possible that cyber bullying was more during the senior grade and form due to more time spent on the internet and television whilst researching and studying towards the final examinations. It is possible that these grades and forms have more access to cellphone and the internet at school and at home than other grades and forms as a privilege of being senior students who are responsible. It is also possible that the same senior grade and forms understand better in particular those in form 3,4 and 6 the power of verbal and written aggression over physical fighting.

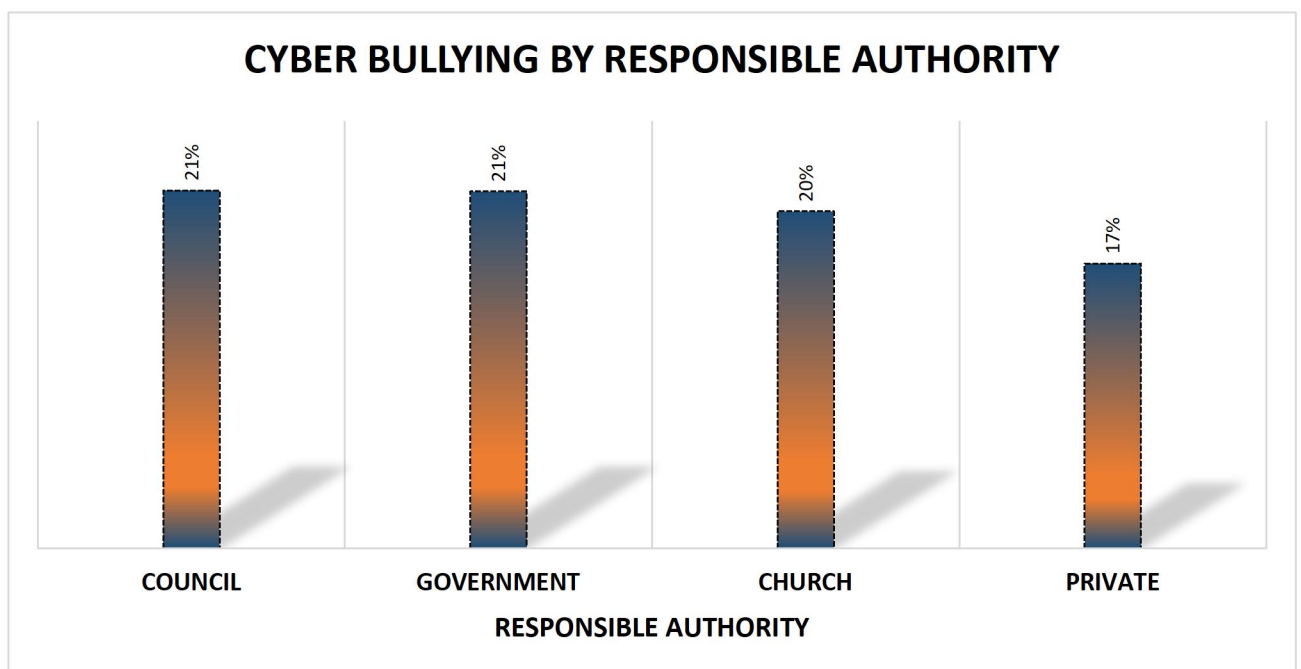


Figure 23: Cyber-bullying by Responsible Authority of School

The graph (Figure 23) above shows cyber bullying by responsible authority. Council and government owned schools recorded the highest number of learners (21%) who are most likely to have encountered cyber bullying than learners in church and private owned schools. The least were learners in

private owned schools (17%). Learners in government and council school could have been more prone to cyber bullying due to poor monitoring mechanisms in schools for the use of cell phones whilst learners in church owned schools and private schools have strict policies in the use of cell phones

The table above shows that cyber bullying was statistically significantly associated with province ($p=0.0001$) with learners in Manicaland being 61.6% less likely to experience cyber bullying [OR=0.384, 95%CI= (0.194-0.759), $p=0.006$] compared to their Bulawayo counterparts; district ($p=0.026$) with learners from Mutasa district 1.824 times more likely to be cyber bullied [OR=1.824, 95%CI = (1.122-2.966), $p=0.014$]; Education level ($p=0.0001$) with learners at secondary/high school level being 2.2 times more likely to experience cyber bullying [OR=2.2, 95%CI = (1.85-2.62), $p=0.0001$] compared to those learners at primary level; Sex ($p=0.008$) with female learners being 24% more likely to be cyber bullied [OR=1.24, 95%CI = (1.06-1.46), $p=0.008$] compared to their male counterparts; Agegroup ($p=0.0001$) with learners aged 10-12 years being 2.71 times more likely to be bullied through electronic devices or social media [OR= 2.71, 95%CI = (1.503 – 4.091), $p= 0.0005$]; Location of school ($p=0.0001$) with those in the rural areas being 3.33 times more likely to be bullied through social media or other electronic devices [OR=3.33, 95%CI = (2.470 – 4.500), $p < 0.0001$] and Grade/Form ($p<0.0001$) with those at primary level being more than 2 times more likely to be bullied through social media compared to median Grade/Form (Form 2). However, the study found that cyber bullying was not statistically significantly associated with Responsible Authority ($p=0.343$) and Orphanhood status ($p=0.318$).

6.6 Corporal Punishment

6.6.1 Legal framework on corporal punishment in schools

Before the adoption of the Constitution in effect since 2013 Corporal punishment was lawful in Zimbabwean schools. A schoolteacher (defined as the head or deputy head of a school) was authorised “to administer moderate corporal punishment for disciplinary purposes upon any minor male pupil or student” in terms of Article 241 (2) b of the Criminal Law (Codification and Reform) Act of 2014. Statutory Instrument no 362 of 1998 (Ministry of Education 2004) had only stated that “No girl in a government or non-

government school should be subjected to corporal punishment". Head teachers or their deputies were allowed, through a Ministry of Primary and Secondary Education policy, to cane male pupils in the presence of a witness and enter the incident in a record book to reflect the offense committed and how many strokes were administered.

However, with the promulgation of the Education Amendment Act Number 15 of 2020, Section 68A on "Pupil discipline" however states under item 5 that: (5) Under no circumstance is a teacher allowed to beat a child. While the amendment doesn't explicitly use the term "corporal punishment", it may be argued that it meets such criteria. The reference to "teacher" seems to imply that other school personnel such as administrative and technical staff are not included in this prohibition and controlled corporal punishment may continue. This is particularly likely as seems to be happening on the ground where corporal punishment continues to be practiced, even after the Amendment. School head-boys, prefects, boarding masters and grounds workers have been reported to be meting out corporal punishment in schools. Section 68 of the Act also requires every school to have a disciplinary policy. It does not permit any treatment that doesn't respect the dignity of the child. Any discipline which amounts to physical or psychological torture, or to cruel, inhuman or degrading treatment or punishment, is outlawed.

6.6.2 Prevalence of Corporal Punishment

Educationally, corporal punishment has been generally defined as the infliction of pain by a teacher or other educational official upon the body of a student as a penalty for doing something which has been disapproved of by the punisher (Marinescu 2010). Donnelly and Strauss (2005:53) define corporal punishment as: the use of physical force with the intention of causing a child to experience pain, but not injury for the purpose of correcting or controlling a child's behaviour. The phrase pain but not injury distinguishes corporal punishment from physical abuse.

Corporal punishment has generally been used as a disciplinary measure for ill behaviour in Zimbabwean schools (both primary and secondary) before it was

outlawed in 2017 through a High Court ruling that declared article 60(2) (c) of the Educational Act unconstitutional. Prior to that, Statutory Instrument 362 of 1998, provided that corporal punishment could be applied to male students on account of neglect of work, disobedience, wilful damage of property, theft, dishonesty, assault, bullying, indecency, or any misconduct of a serious nature. Hence before 2017, the use of corporal punishment in Zimbabwean schools was every day and legal. With the coming of the Education Amendment Act of Zimbabwe 2021, corporal punishment has been disallowed in schools.

However, in spite of legislative, judicial pronouncements and policy provisions that have been instituted to stop it, this study reveals that learners in just about all secondary schools that were included in this research were indiscriminately subjected to corporal punishment.

Corporal punishment was statistically associated with District ($p=0.001$); Responsible Authority ($p=0.001$); School level ($p=0.0001$); Grade/Form ($p=0.0001$); Sex ($p=0.001$); Age-group ($p=0.0001$) and Location of school ($p=0.0001$).

Table 13: Responses to whether learners had ever been beaten with a ruler, a hose, by hand, or thrown something at by the teacher in the past one year

		Never [N= 1392]		Yes [N=1966]	
		n	%	n	%
District	p-value	0.001			
	Bindura	132	9.5	133	6.8
	Binga	266	19.1	316	16.1
	Bulawayo	263	18.9	246	12.5
	Harare	288	20.7	434	22.1
	Mazowe	271	19.5	367	18.7
	Mutare	124	8.9	337	17.1
	Mutasa	48	3.4	133	6.8
Responsible Authority	p-value	0.001			
	Church	295	21.2	535	27.2
	Council	256	18.4	312	15.9
	Government	704	50.6	954	48.5
	Private	137	9.8	165	8.4
School Level	p-value	0.0001			
	Primary	669	48.1	770	39.2
	Secondary	723	51.9	1196	60.8
Orphanhood Status	p-value	0.131			
		29	2.1	50	2.5
	Double Orphan	36	2.6	60	3.1
	Not an Orphan	1175	84.4	1622	82.5
	Single Orphan	152	10.9	234	11.9

		Never [N= 1392]		Yes [N=1966]	
		n	%	n	%
Location of school	p-value	0.0001			
	Farm	124	8.9	245	12.5
	Mine	51	3.7	70	3.6
	Peri-Urban	59	4.2	45	2.3
	Resettlement	0	0.0	3	0.2
	Rural	288	20.7	437	22.2
	Urban	870	62.5	1166	59.3

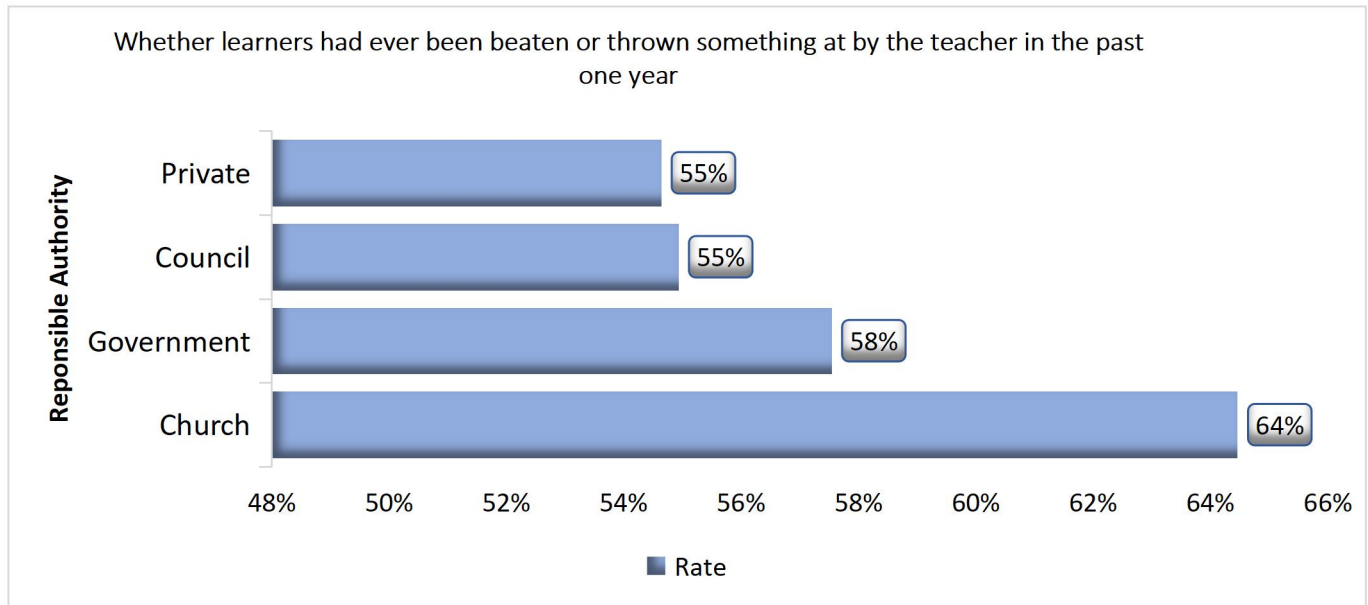


Figure 24: Learners who had ever been beaten or thrown something at by the teacher in the past one year by responsible authority

The above graph (Figure 24) indicates that at some point students in schools belonging to different authorities encountered violence from their teachers as they would have something thrown at them. A large number of students in church schools indicated that they had been either beaten or have something thrown at them. Church schools in Zimbabwe are on the record of being strict and conservative in the use of corporal punishment. This might explain the huge number of students reporting violence by teachers in church schools. Government along with council and private schools had least numbers of students reporting to have something thrown at them. This might be so because private schools enforce other forms of punishment available such as detention whilst government schools and council schools have opted for abolishment of corporal punishment altogether.

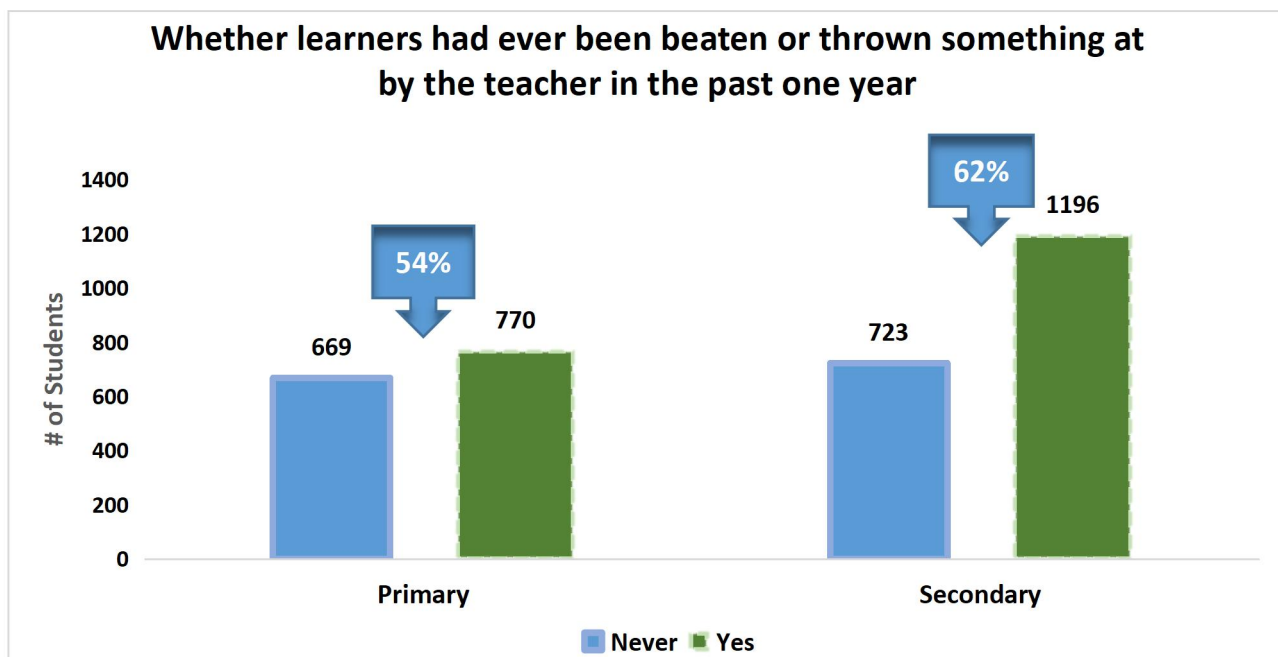


Figure 25: Whether learners had ever been beaten or thrown something at by the teacher in the past one year

Figure 25 illustrates that, students in both primary and secondary schools have been subjected to beating or having something thrown at them by teachers. The majority of the student who have been beaten or have had something thrown at them is more biased towards children in secondary schools. Students in secondary schools prove more likely difficult to handle than children in primary schools due to influence of drugs, alcohol and substance abuse as well as exposure to violence especially for students in urban areas and farming communities. Therefore, teachers are more prone to more force in beating or throwing something at them in order to enforce discipline.

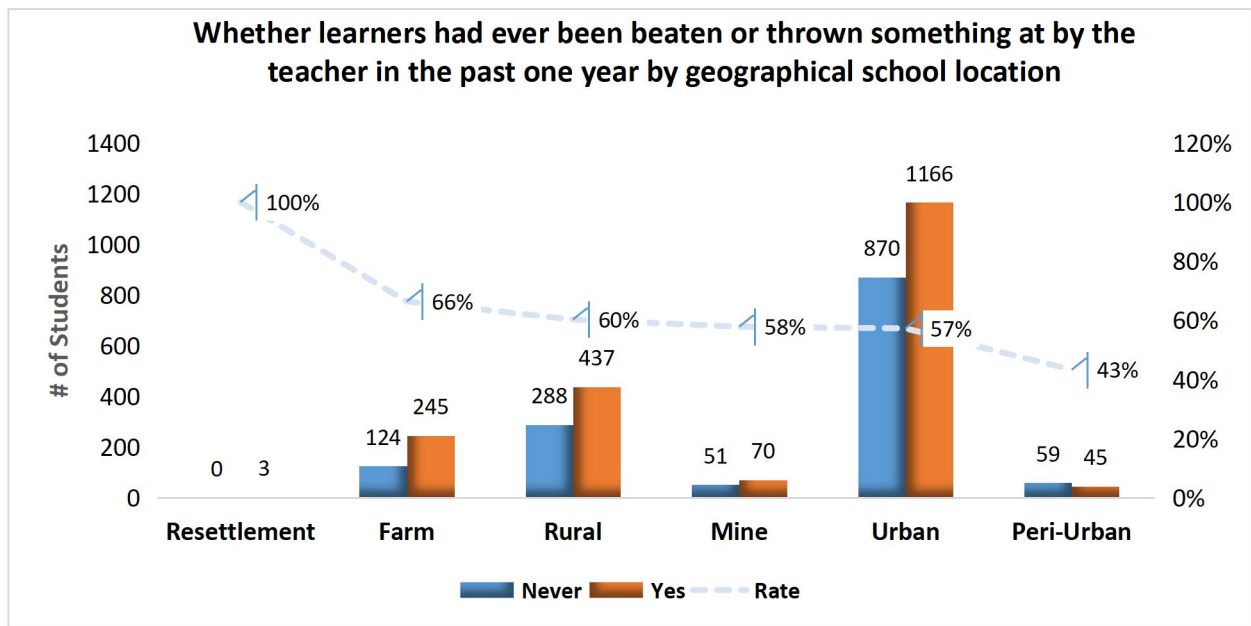


Figure 26: Whether learners had ever been beaten or thrown something at by the teacher in the past one year by school geographical location

Figure 26 shows whether learner had ever been beaten or had something thrown at them by their teachers in the past one year by school geographical location. In accordance to location, students in the urban areas reported to have been either beaten or had something thrown at them by the teacher in the past 1 year. Children in resettlement areas, mines and peri-urban areas reported the least number of times that had been beaten by a teacher. This might be attributed to scarcity of teachers who are present to teach children in the resettlement areas thereby resulting in less encounters. On the other hand, students in mining areas may frequent school less as there are lucrative activities to undertake such as gold panning. This may equally result in less encounter with the teachers. Students in the urban areas reported more encounters with the teachers than in any other location possibly due to exposure to violence within their communities, affiliation to gangs, exposure to drugs, alcohol and substance abuse and as such the teachers are compelled to use a certain level of force such as beating and throwing something to enforce discipline.

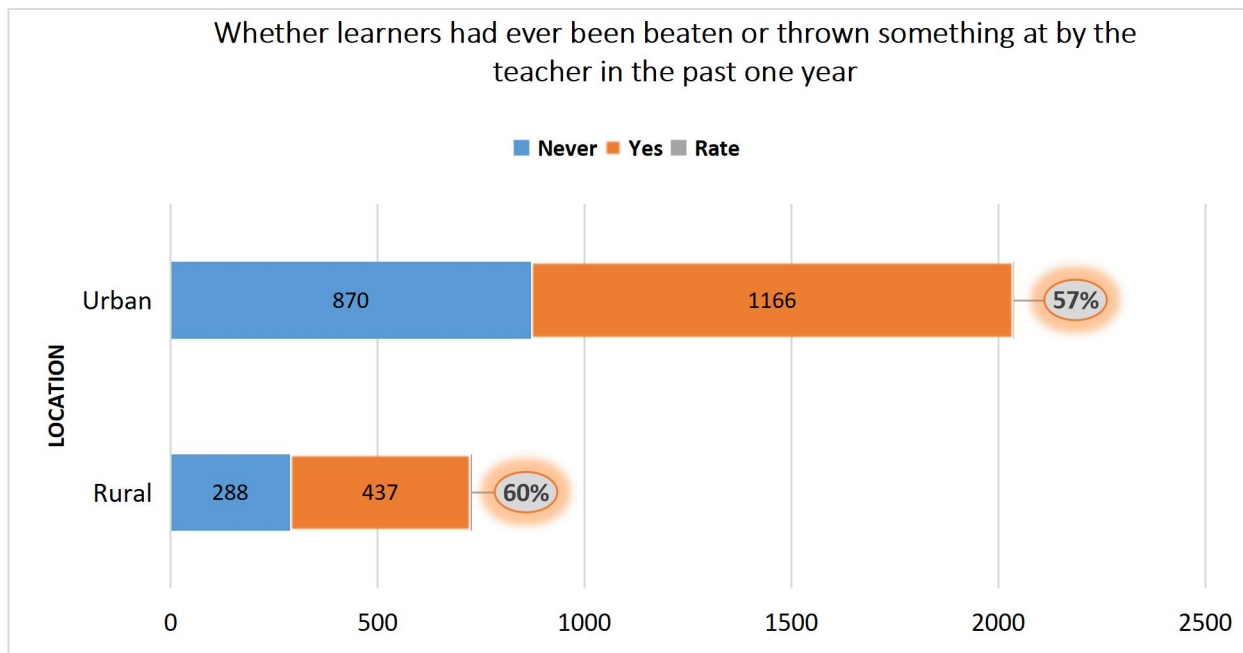


Figure 27: Whether learners had ever been beaten or thrown something at by the teacher in the past one year by rural urban location

Figure 27 above shows where learners had ever been beaten or thrown something at by the teacher in the past one year by rural urban location. Based on the graph above the results showed that both learners in urban and rural areas were either beaten or have had the teacher throw something at them in the past year. FGDs and RRs conducted in the study sites also indicated that violence was rife in the urban areas that it was in rural areas with Bulawayo city being the most volatile city which was more prone to violence among other study sites. Affiliation to gangs, social media and violence in the communities finds its way into the school and the teachers in FGDs and key informant interviews indicated that they resorted to beating the learner because other than that the learners will be difficult to control. Therefore, despite the ban on corporal punishment teachers in the urban areas still resort to use force in order to be on top of the situation in class and around the school. In the rural areas beating learners is less popular as learners are by themselves timid and more conservative of preserving the family name therefore, they are more likely to abstain from getting beaten or thrown something by the teacher. The teachers are also not keen to beat the children because of the symbiotic relationship that exist between them. Teachers also rely on learners for labour after school, that

is fetching firewood and water. Ultimately relations are more likely to be devoid of beating.

From the Round Robin discussions, there was a unanimous finding that corporal punishment was still very much practiced in all schools regardless of location. What varied were the types of corporal punishment across gender, and type of school. Male students in all types of high/secondary schools that were studied were significantly more likely to receive school corporal punishment than their female classmates. This was likely a product of gender socialisation and norms, particularly surrounding masculinity and femininity.

6.6.3 Learner's views on Corporal Punishment

Corporal Punishment was cited in FGDs at all schools visited and was therefore one of the main forms of VAC as depicted in Figure 25, the word cloud of responses from learners in all provinces:

From FGDs in all provinces, teachers also mentioned of CP but not as the most dominant form of violence compared to other forms at the school. Similarly, school heads cited CP as a smaller proportion of the other forms of violence children are exposed to. Inversely, some ECD learners at a primary school in Binga revealed that, *'Teachers use corporal punishment many times to the point of using it every day.'* Learners in higher Grades at the same school also concurred that CP was 'the most popular way of disciplining students.' It was also established that the teachers [in Binga] felt that a combination of interventions was needed to be successful in learner discipline, including the corporal punishment. Canning according to them had instant results and it changed behaviour faster.

While it was noted that the learners in primary schools were quick to point to CP, learners in secondary school were quick to point to the schools doing nothing. Learners in forms 3-4 in Bulawayo were quick to point that the schools would usually do nothing. This also results in breeding a culture of not reporting any cases related to CP among the learners for they often do not see any solutions from reporting the cases. Lower sixth learners in Bulawayo revealed that the culture of doing nothing was also said to be among the community members. The same lower sixth learners pointed out that adults in the

community need to be helpful in stopping Corporal Punishment.

6.6.4 Teachers' views on Corporal Punishment

Teachers opined that although they were aware that corporal punishment had been banned by Government, they found it difficult not to use it. They expressed that just verbal reprimand was difficult. Teachers said that they were often tempted to use corporal punishment. From their perspective, although corporal punishment was no longer accepted, they felt that as Africans, discipline had to go with the canning. One teacher said, *"Where you find that the bolt is too tight, you will use a spanner and at times the spanner will break the bolt but your intention will be on removing the bolt!"* They said they try their best but at home children are not being disciplined and parents were said to bank on the teachers, so they send their children to school where they will be 'straightened'. When such children come to school, they would become bullies thereby tempting teachers to cane them.

Some of the teachers expressed that they did regard CP as a form of violence. Some teachers in Harare expressed that corporal punishment is not violence but rather a disciplinary measure. They said the word violence was too strong and when there is use of corporal punishment to discipline the child, there was no interpretation of it as violence. The same teachers felt that corporal punishment was needed if discipline is to be maintained. They reasoned that the current crop of learners will obey rules and regulations when corporal is used. They pointed out that corporal punishment was instant justice and it brings results instantly. It works hand in hand with other forms of discipline.

Some school heads also concurred that there are instances in which CP was used but not as the primary method. A head in Binga revealed:

We don't usually resort to beating, but at times there are some moderate forms of corporal punishment that a child sometimes, at times gets from the teacher concerned. Say maybe you have done something wrong and you continue with that same thing and given warning, warning, warning, sometimes if the behaviour continues a teacher can just get something small, not a sjambok.

It was also noted that parents are often in support of the use of CP, school heads and teachers revealed of cases where parents come to the school and fully aware that teachers are not allowed to beat a child, but they insist that please inflict corporal punishment. We then try to explain that it is no longer allowed to beat a child, but still they insist.

CP was strongly associated with Africanism, accepted as a fundamental principle for rearing an African child. Teachers in all the provinces visited reiterated that corporal punishment was the best for the African children while the alternatives are more suitable for other foreign cultures and systems. They reasoned that for the African families who are still struggling to survive would not have enough time and resources to implement alternatives to corporal punishment. This also concurs with the reaction from community members including some Child Care Workers in Bindura; the community members were aware of the alternative disciplinary procedures but were also quick to mention that, '*mudzidzisi ngaabvumirwe kurova vana*' meaning to say that a teacher should be allowed to beat children. So, the teachers felt that they had pressure to continue beating children. Parents expected the teachers to beat their children. They also reference the bible, "spare the rod and spoil the child" is the main point brought in by the parents. However, they felt that the expectations for the teachers is too much. The parents were said to be unfairly leaving their children to the teachers.

It was also learnt that some teachers and school heads were still stuck in the old policy requirement that allowed school heads to use CP. Some teachers in Bulawayo revealed that Corporal punishment was allowed to be administered by the Head whom they felt was often overwhelmed to successfully implement the CP. They reasoned that with a school as big as theirs, some cases were left to die out naturally because the teachers could not queue daily to the office of the school head to assist with cases of indiscipline.

The teachers felt that the challenge raised was that all the actions that they might take to discipline children was more likely to be considered an abuse. They revealed that they always beat children but often very not hard. The extent to which it was being administered determined whether was an offence or not. They also felt that if they also did nothing after the child had misbehaved,

they also felt like they were committing another offence of neglecting children, which is another form of violence.

Some of the teachers thought the problem was that as the new generation of teachers, they were comparing with their own teachers who used to beat them. They only saw corporal punishment during their times as learners. So, some of the times they were just following how they were taught. As a new generation of teachers, they were changing from corporal punishment to the “**new punishment**”. They felt they were caught in the middle, confused as to whether they should or should not beat or punish children or leave them alone. Taking action and not taking actions could all be wrong. All the same some of the said alternatives could have the same if not more detrimental effects.

Due to the banning of CP, teachers were also said to be doing ‘nothing’ to control behaviour of the children. Some secondary school teachers in Binga felt that because of the rights issues, the children have more power and were said to even abuse the teachers. Children were said to be violating the teachers. They could use inappropriate language directly to the teachers or write on the board about the teachers. If they know the social life of the teacher, they could write it on the board. Some of their “etc” (personal life issues and affairs) are written on the board. For those who go to the bars, the children do not respect the teachers. Some directly refuse to follow instructions from teachers. When parents are called in on such cases, the parents would also say they do not know what to do. At the end it ends just like that. They scold and even beat the teachers. Some would also write inappropriate language in the exercise book. Instead of answering the questions, some would write vulgar language so that the teacher would read. Some boys also whistle at the female teachers, making sexual advances to the teachers. Even their parents would have given up on them. At the end, the teachers said they decide to stay employed and leave the children to do as they wish.

There were however, exceptions at one primary school for children with disabilities in Harare, where teachers indicated that they could not apply corporal punishment because some children with mental disabilities thought it was a game and would then also way-lay and hit the teachers as a surprise

revenge attack. So corporal punishment was avoided here altogether. The students at this school also did not report corporal punishment in the round-robin sessions.

6.6.5 Age and gender timelines for corporal punishment

Learners in the Round Robin Sessions reported that everyone was subjected to corporal punishment once they were enrolled at school. At a rural, peri-urban rural council school in Mashonaland central indicated that it peaked from 8 to 14 years (the reason being that during this period the students were generally naughty. Their argument being during this period, its puberty and naturally girls become naughty and are subjected to disciplinary measures by their teachers, after 16 years the, girls exhibited maturity and were rarely in conflict with their teachers. Another learner indicated that it peaked then because that was when the students would have reached puberty and were beginning to develop muscles and wanted to flex their newly acquired appearances.

The following table illustrates the prevalence of corporal punishment according to age, gender and educational level.

Table 14:prevalence of corporal punishment according to age, gender and educational level

			Never [N= 1392]		Yes [N=1966]	
			n	%	n	%
Grade/Form		p-value	0.0001			
		Grade 5	195	14.0	169	8.6
		Grade 6	235	16.9	261	13.3
		Grade 7	239	17.2	340	17.3
		Form 1	98	7.0	147	7.5
		Form 2	113	8.1	168	8.5
		Form 3	137	9.8	313	15.9
		Form 4	100	7.2	256	13.0
		Form 5	136	9.8	184	9.4
		Form 6	139	10.0	128	6.5
Sex		p-value	0.001			
		Females	807	58.0	1003	51.0
		Male	585	42.0	963	49.0
Age Group		p-value	0.0001			
		≥20 Years	31	2.2	22	1.1
		10 - 12 Years	511	36.7	549	27.9
		13 - 17 Years	645	46.3	1169	59.5
		18 - 19 Years	205	14.7	226	11.5

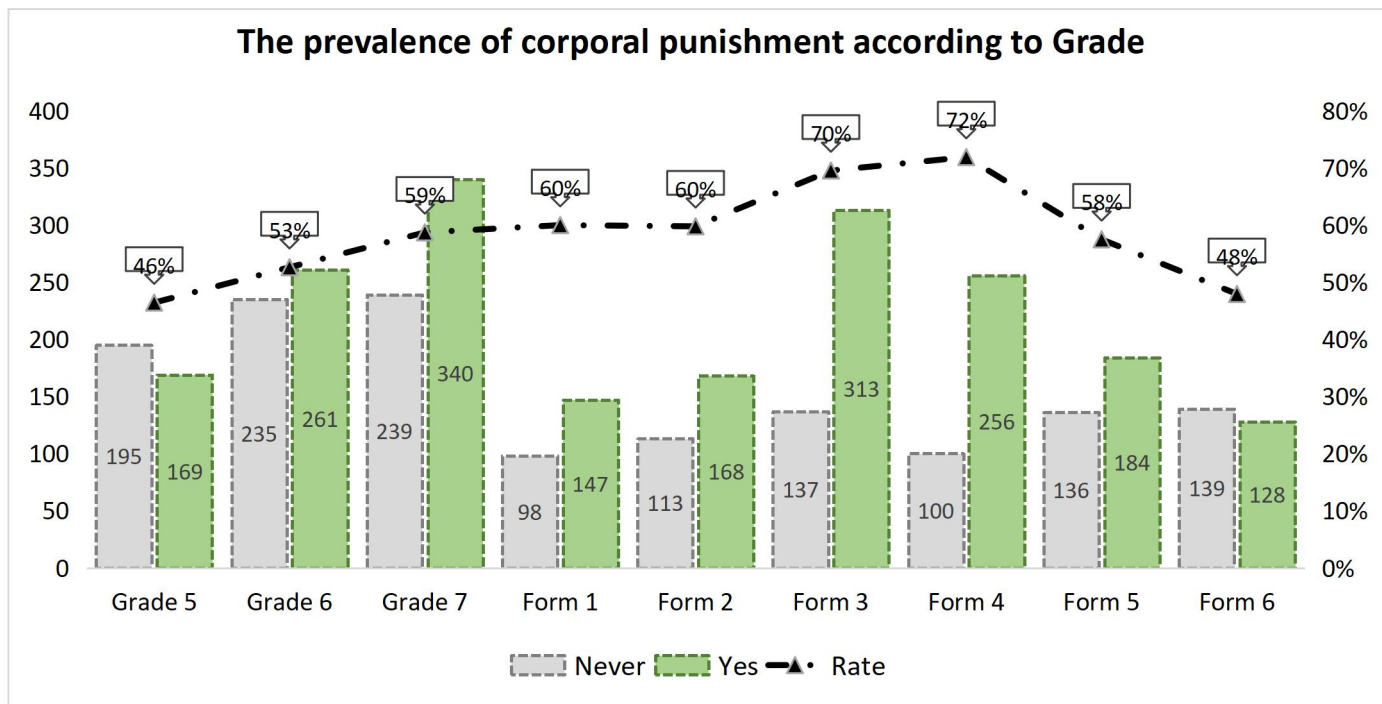
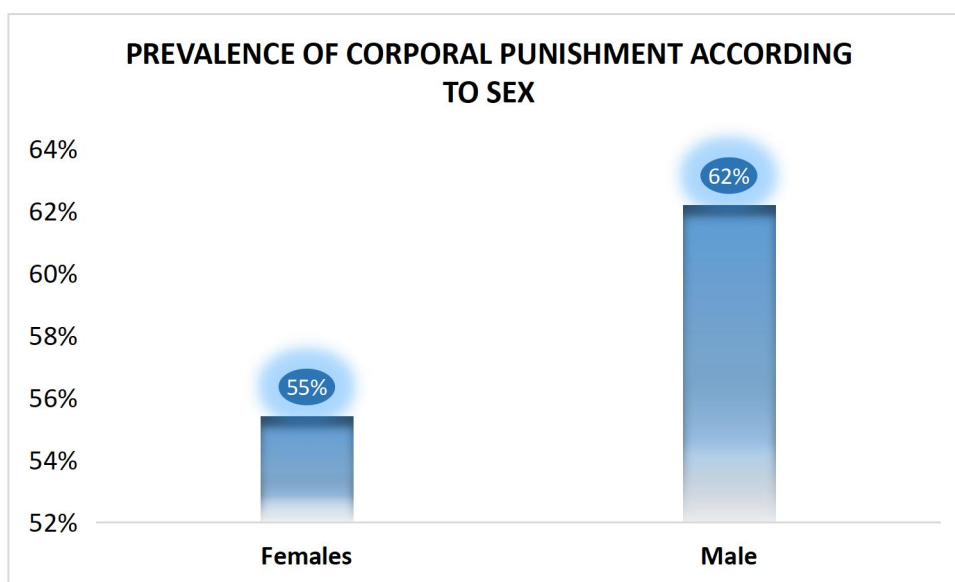


Figure 28: Prevalence of corporal punishment according to grade

Figure 28 shows prevalence of corporal punishment according to grade. The graph indicates that as opposed to bullying which starts to escalate in grade 5, the use of corporal punishment is low in the middle grade but it escalates just like bullying in grade 7. During the FDGs and RRs teachers hinted that there was a wayward behaviour that normally starts in grade 7 especially towards the end of the year when learners are looking forward to starting their secondary school level. Therefore, teachers indicated that at the point the use of corporal punishment also increases. In secondary school corporal punishment is more effected during form 3 whilst it is minimal in form 1 as learners will be still timid and getting accustomed to the school environment. The level of corporal punishment also reduces in in form 6 probably because of maturity of students and also concentration towards their studies as they will be preparing to start a



new chapter of their life in college or university.

Figure 29: Prevalence of Corporal Punishment according to sex

Figure 29 above suggests that teacher-perpetrated corporal punishment in schools is gendered. The above suggest that male students reported higher levels (62%) of corporal punishment compared to their female counterparts (55%) although the prevalence was high for both. The FGDs and RR FGDs also revealed that mostly the male teachers in the schools visited were often more violent toward male students, overall, reinforcing society-wide gendered dynamics of violence and its association with masculinity. These findings added to a growing global picture on the greater vulnerability of boys to physical punishment.

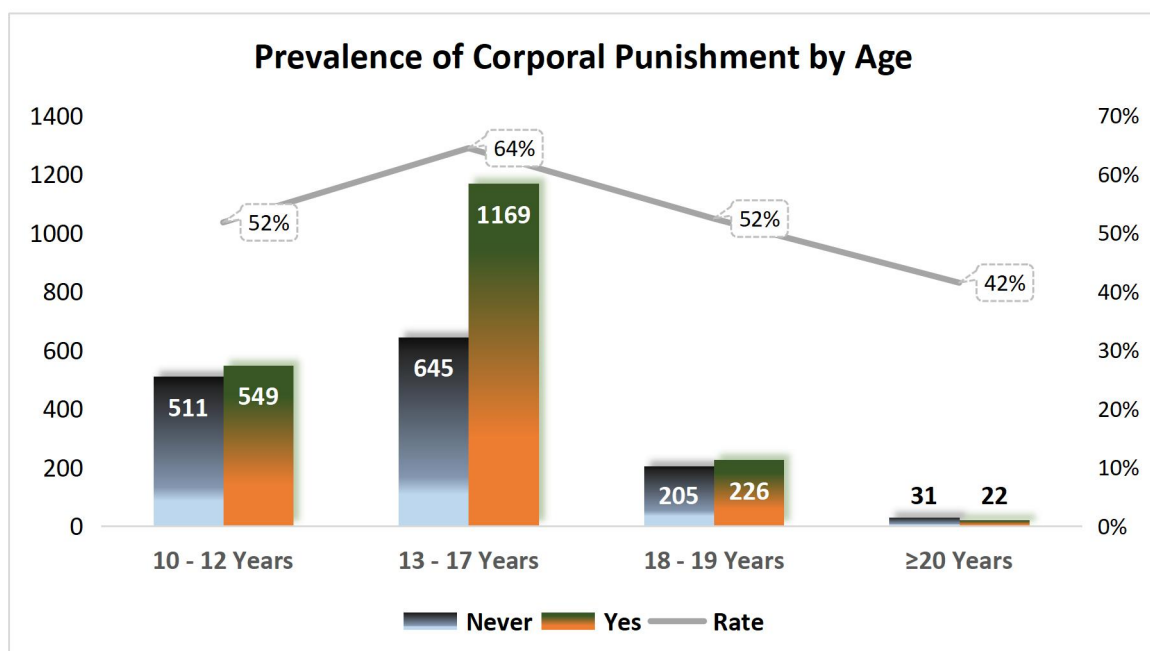


Figure 30: Prevalence of Corporal Punishment by age

Just as bullying and physical violence among learners' peaks in High school so does corporal punishment of older learners. The Graph above shows that older learners in the age band of 13-17 years experienced more corporal punishment. The prevalence of corporal punishment during this age band can closely be linked with the resistance that teachers indicated during FDGs. According to the teachers' narratives learners in this age band will be going through adolescents and as such their behaviour could be negative and to the extreme end. Some teachers indicated that students in this age band could stand up to teachers and a number in the urban areas were affiliated to gangs and were into drugs and alcohol abuse, therefore in order to attain a higher level of control and discipline among the learners in this age band corporal punishment as well as manual and physical labour was ideal so as to exhaust the energy. Corporal punishment among the age band of 18 all the way to 20 years and above reported less of corporal punishment as teachers indicated that the reasoning capacity and level of understanding would have matured. Teachers and pupils indicated that counselling among this age band was more appropriate and also yielded better results.

6.6.6 Types of Corporal Punishment

There were differences between schools on the severity of corporal punishment given. Learners in rural and mission schools reported more severe forms of corporal punishment than urban schools. Surprisingly, school learners from an affluent private group of schools (for girls and boys not mixed) reported the worst forms of corporal punishment for example 'receiving 160 stokes from 5 different teachers, or rolling the wheel of a tractor up a hill'. Corporal punishment was so perverse at this school that the learners hated being at the school. The learners indicated that telling their parents had proved futile because they either did not believe them or supported the disciplinary approaches adopted by the school.

6.6.7 Perpetrators of Corporal Punishment in Schools

While corporal punishment was meted out mostly by teachers and headmasters, in some schools, the ancillary school support staff such as boarding masters also administered corporal punishment on learners. Learners at a rural

boarding high school in Matabeleland North Province reported that there were cases where corporal punishment was meted out by the wife of the headmaster on girls for their 'scanty dressing' accusing them of trying to lure her husband whose house was close to their halls of residence.

It was also common in some faith-based mission schools that prefects administered corporal punishment on other learners. Prefects who are fellow students placed in position of authority over other students were part of the Round Robin session carried out at a Mission School in Mutare. They felt that corporal punishment was a necessary evil, arguing that cases of misbehaviour had gone up since corporal punishment was banished. One learner said:

“The new curriculum has resulted in wayward students who hide behind knowing their rights and have become rebellious and irresponsible”

At almost all High Schools studied, it was generally agreed that the intensity of corporal punishment increased as both boys and girls grew older. Form 1s were likely to receive the least corporal punishment than the senior students). Boys and girls were disciplined to a great extent differently. Boys are subjected to more harsh forms of punishment than girls. From the discussions it was evident that both boys and girls are subjected to corporal punishment throughout their learning years. At one private (affluent) school in Manicaland, corporal punishment at the school was well structured and was done through punishment drills which were led by instructors who were ex-military personnel. The headmaster, in an interview, however, claimed no knowledge of corporal punishment happening at school since the promulgation of the new Education Amendment Act.

6.6.8 Knowledge of the policy developments on Corporal Punishment

Despite their knowledge about the abolishment of corporal punishment, most school authorities and parents alike were reluctant to desist from its administration. The study found out that teachers and school authorities considered corporal punishment as the most effective way of maintaining discipline amongst learners as well as ensuring that learners performed well at school. FGDs with teachers revealed that without the use of corporal punishment, learners were uncontrollable and learning outcomes were even

lower. This was particularly the case after the COVID-19 lockdowns when learners are said to have come back 'more wild' and uncontrollable after the long spells away from school and picking wrong habits from the communities such as drug and substance abuse.

Most parents and guardians did not consider corporal punishment as violence against children unless if there was injury sustained due to the punishment. According to parents at NK primary school, the abolishment of corporal punishment was counter-productive. Parents argued that this had contributed to high levels of indiscipline in schools, and it had contributed to the increases in child marriage for girls. Parents indicated that other forms of school-based violence against children were actually fanned by the absence of corporal punishment as a means for discipline, because children would feel that they could get away with anything.

6.7 Sexual Violence

6.7.1 Prevalence of sexual violence

Research in sub-Saharan Africa has shown that sexual harassment of female students in educational settings is rampant (Mugodza, 2022, Research shows that incidents of sexual harassment and its most extreme form, sexual assault, are shockingly prevalent in schools (particularly in high/secondary) nationwide.

The qualitative study revealed that sexual assault disproportionately affected girls, although both boys and girls are targets of violence in school and impeded survivors' ability to participate fully in their education. Most sexual violence was through sexual expression or activity. Older female students were exposed to 'quid pro quo harassment', (Transactional sex) while the touching of female students in an indecent manner (fondling) was also rampant. Children with Disabilities especially those with hearing, speech and eye impairment were prone to sexual harassment from fellow learners. In Bulawayo there was a phenomenon of 'vuzu parties' (sexual orgies) which girls aged 15 -19 years were recruited at school and would be raped at the parties held at the houses of unsupervised children who normally reside in affluent suburbs. The parties are characterized with drinking alcohol and taking drugs. The ultimate end state

unprotected sexual encounters with more than one partner who may include older men throughout the night. Sexual violence mostly unreported due to fear of victimization and shame.

Table 9 below reveals that sexual violence was statistically significantly associated with District ($p=0.001$) with more than a quarter of the learners from Harare schools ($n=107$, 28.7%) being the most affected compared to learners from other districts. It was also associated with School level ($p=0.002$) with secondary school learners reporting more sexual violence than primary learners; Grade/Form ($p=0.0001$) and Age group ($p=0.002$)

Table 15: Responses to whether children had ever been induced or coerced to engage in any unlawful sexual activity

		No [N=425]		Yes [N=373]	
		n	%	n	%
District	p-value	0.001			
	Bindura	243	8.2	22	5.9
	Binga	538	18.1	41	11.0
	Bulawayo	479	16.1	29	7.8
	Harare	613	20.6	107	28.7
	Mazowe	563	18.9	72	19.3
	Mutare	391	13.1	71	19.0
	Mutasa	148	5.0	31	8.3
Responsible Authority	p-value	0.09			
	Church	736	24.7	93	24.9
	Council	510	17.1	58	15.5
	Government	1450	48.7	200	53.6
	Private	279	9.4	22	5.9
School Level	p-value	0.002			
	Primary	1302	43.8	132	35.4
	Secondary	1673	56.2	241	64.6
Grade/Form	p-value	0.0001			
	Grade 5	336	11.3	25	6.7
	Grade 6	458	15.4	38	10.2
	Grade 7	508	17.1	69	18.5
	Form 1	221	7.4	25	6.7
	Form 2	232	7.8	46	12.3
	Form 3	386	13.0	60	16.1
	Form 4	301	10.1	54	14.5
	Form 5	294	9.9	26	7.0
	Form 6	239	8.0	30	8.0
Gender	p-value	0.761			
	Females	1612	54.2	199	53.4
	Male	1363	45.8	174	46.6
Age Group	p-value	0.002			
	10 - 12 Years	968	32.5	88	23.6
	13 - 17 Years	1581	53.1	226	60.6
	18 - 19 Years	382	12.8	49	13.1
	≥20 Years	44	1.5	10	2.7
Orphanhood Status	p-value	0.549			
		66	2.2	12	3.2
	Double Orphan	84	2.8	13	3.5
	Not an Orphan	2484	83.5	308	82.6
	Single Orphan	341	11.5	40	10.7
Location of school	p-value	0.392			
	Farm	337	11.3	35	9.4
	Mine	98	3.3	20	5.4
	Peri-	92	3.1	10	2.7
	Reset	3	0.1	0	0.0
	Rural	642	21.6	78	20.9
	Urban	1803	60.6	230	61.7

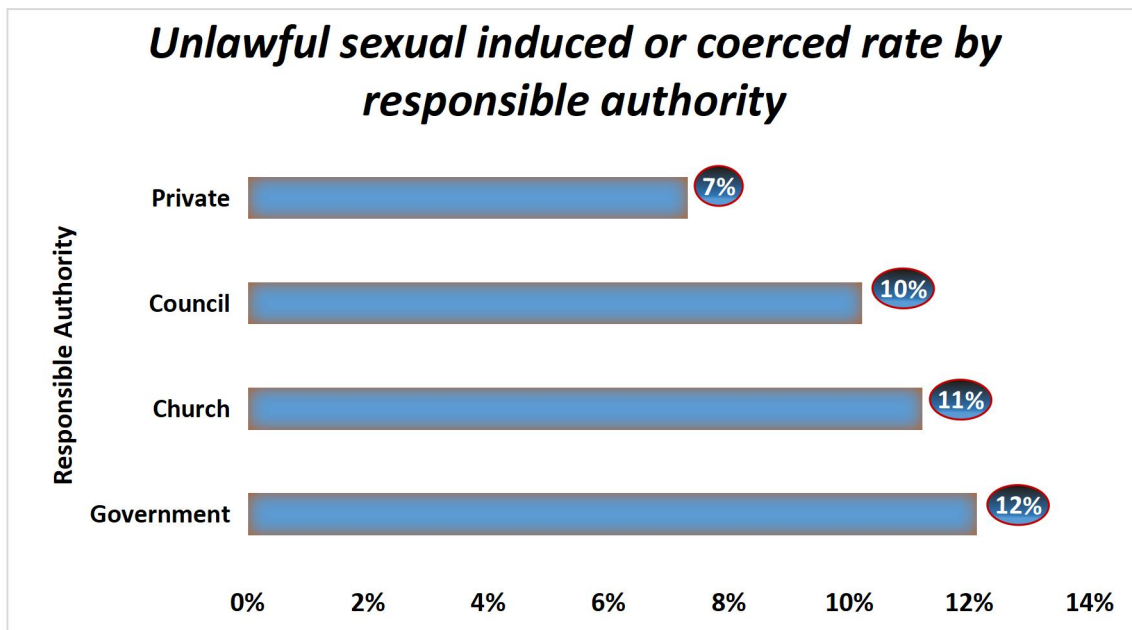


Figure 26: Unlawful sexual induced or coerced rate by responsible authority

The graph above shows learner induced or coerced into unlawful sexual activity. The study noted that learners from each school authority be it private owned, council owned, church owned or government owned were at risk of being induced and coerced into unlawful sexual activity. Learners in private schools reported the least in being induced or coerced into unlawful sexual activity probably due to family background where they were coming from affluent families and could afford most of the items that are usually offered as enticement to engage in unlawful activity. Learners in council and church owned schools had relatively low rates of being coerced into unlawful sexual activity because they came from middle income families which could afford to attend to their needs. Learners on government owned schools were at high risk of being coerced into unlawful sexual activity due to their poor backgrounds and inability to afford basic necessities and other entertainment that are normally enjoyed by children of their age such as lunch date to enjoy ice cream or chicken and chips combo. Therefore, they fall prey to being induced into sexual activities in exchange of such luxuries. Most of the children in government owned schools spend most of their time working in order to provide for their families consequently these learners are left unsupervised and more prone to being induced or coerced into unlawful sexual activities.

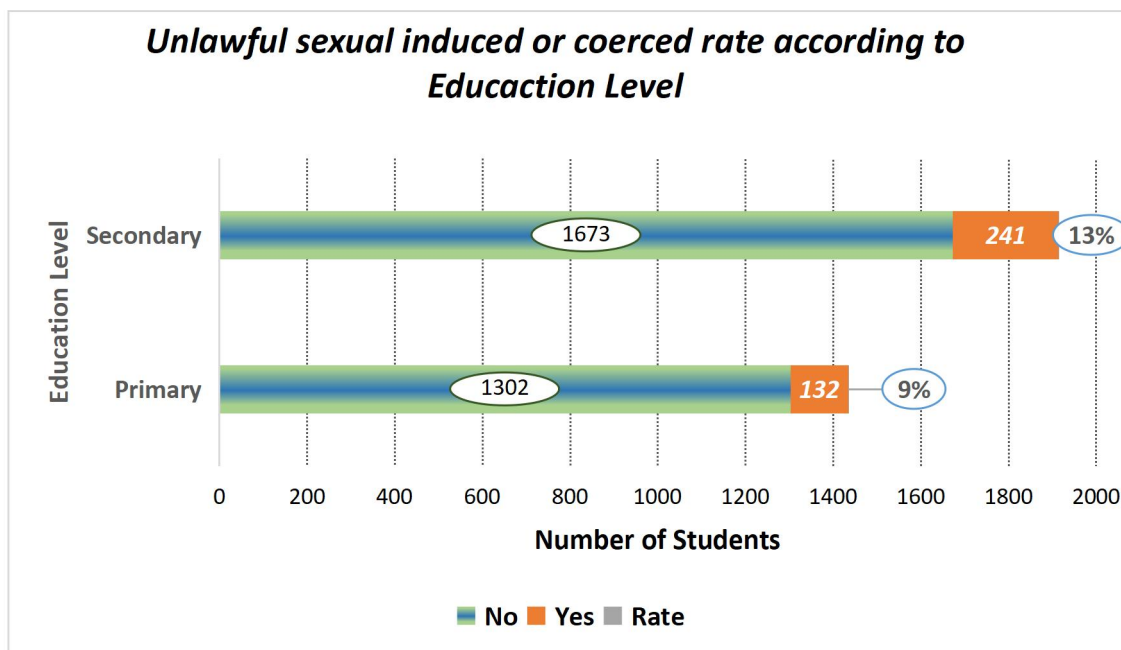


Figure 32: Unlawful sexual induced or coerced rate according to Education level

The graph above highlights that largely learners in both primary and secondary education were not coerced or induced into unlawful sex. However, learners in secondary school reported that they were induced or coerced more than learners in primary school. These could have been more to do with the exposure activities. Primary school learners usually require more parental supervision than secondary school learners. Secondary school learners are usually more responsible and able to look out for themselves. However, the fall into coercion due to absence of strict supervision.

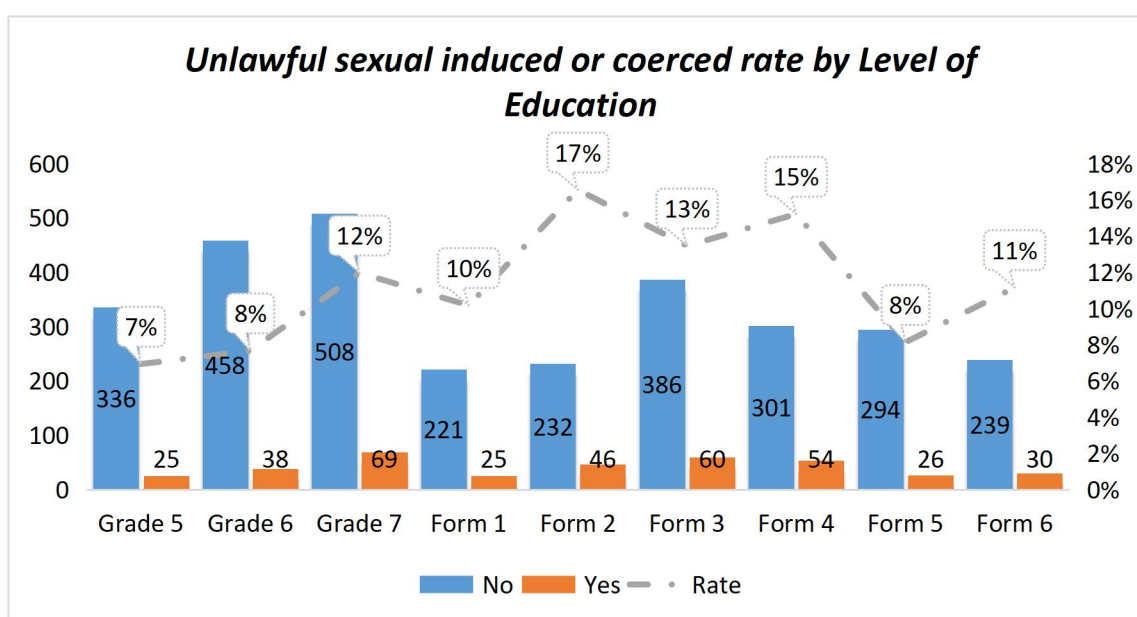


Figure 33: Unlawful sexual induced or coerced rate by level of education

The graph above indicates coercion or induced into unlawful sexual activities. In primary education coercion existed among all the grades interviewed however, discussion conducted during FDGs indicated that it was more rampant among learners in grade 7 (69%) probably due to excitement of closing off the year in primary education. Grade 7 learners often hold end of year leavers parties to celebrate the end of primary school education. It is mostly around this time that learners are pressured into engaging into unlawful sexual activities. In high school, form 2 and form 3 learners reported the highest percentage of those coerced or induced into unlawful sexual activity may be due to their stage in body development. In forms 2 and 3 learners will be at the peak of their teenage years and as such this may come along with high sexual urges which makes them more prone to being induced into unlawful sexual activities. The Vuzu parties that were highlighted during the study normally target the ages of 15 years to which most learners in form 2 and 3 belong.

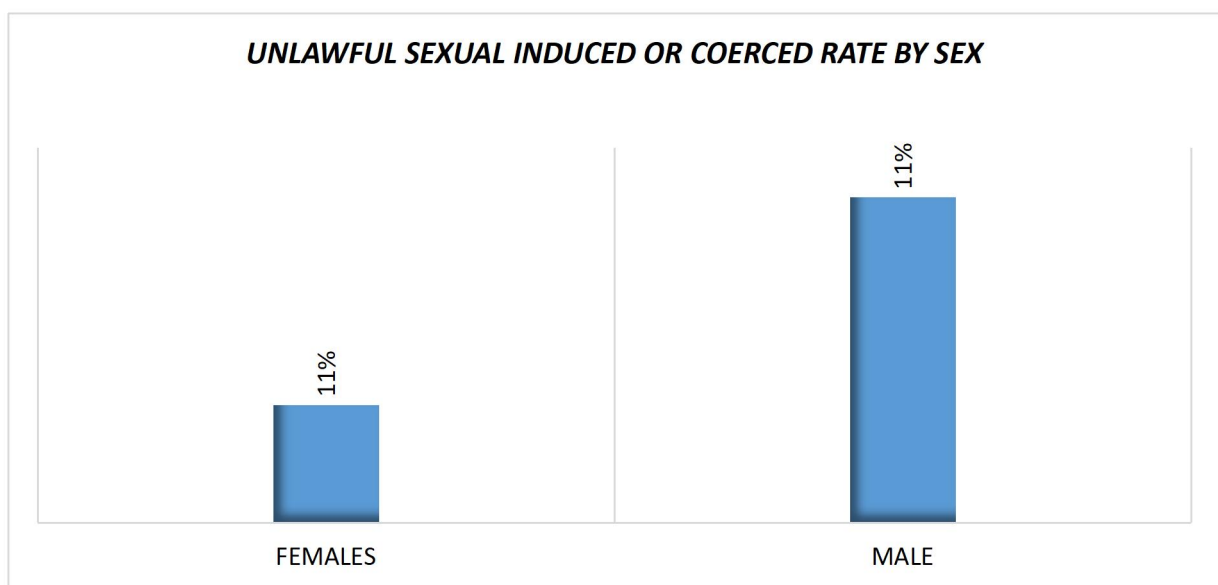


Figure 34: Unlawful sexual induced or coerced rate by sex

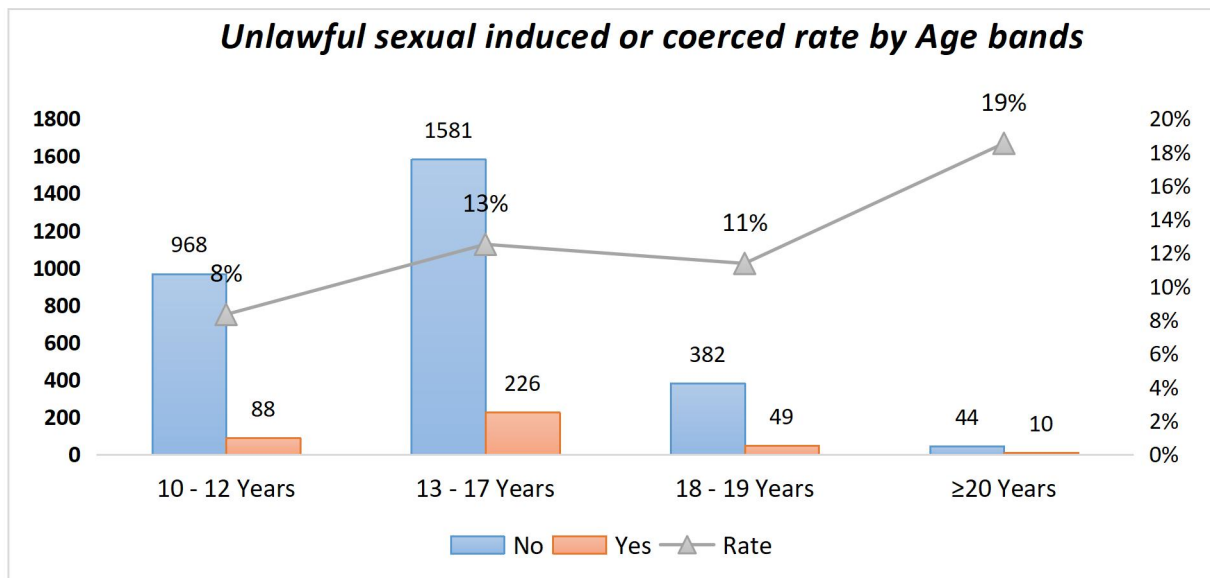


Figure 35: Unlawful sexual induced or coerced rate by age bands

The graph above shows learners who were at some point induced or coerced into unlawful sexual activity by age band. The majority of the students across the age band indicated that they had not been induced or coerced into unlawful sexual activity with learners in the age band of 13-17 years reporting the highest. However, on the other hand few learners that had highlighted to have encountered induction or coercion into unlawful sexual activity the same age range reported the highest followed by the age range of 10-12 years. Females in this age range were the most affected as reflected by the aggregated results by gender. Females in this age range are more prone to coercions especially those located in mining areas, farming compounds and urban areas high density suburbs. Learner above the age of 20 reported the least number of those who were either coerced or induced into unlawful sexual activity. It is possible that those in the age band of 20 and above can consent to sexual activity therefore chances of coercion is less than compared to the other ages where sexual consent is pegged at 18 years.

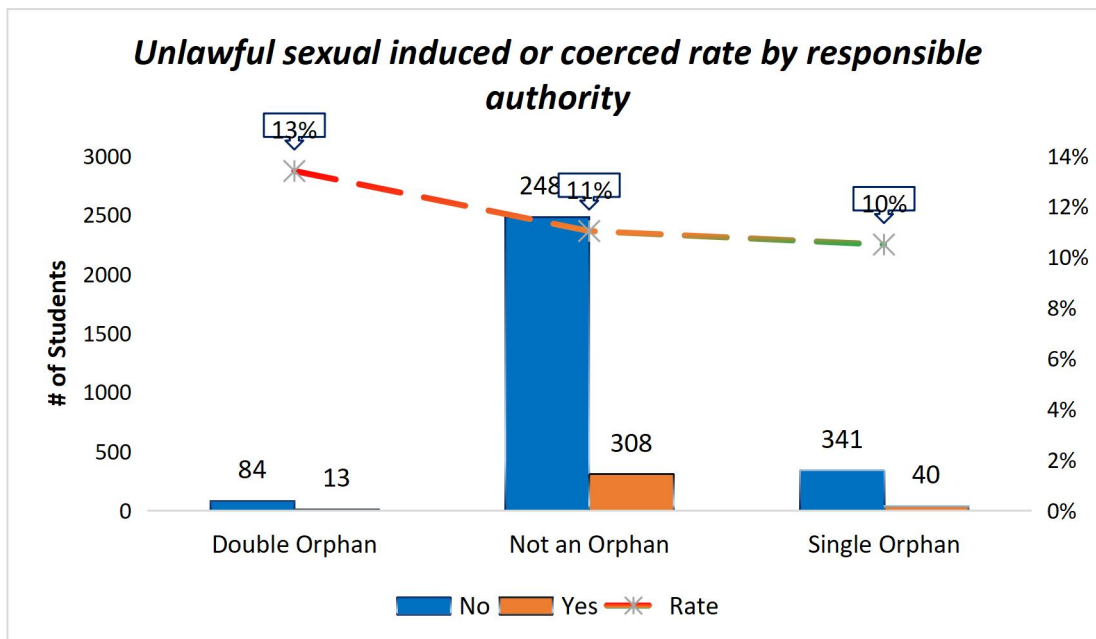


Figure 36: Unlawful sexual induced or coerced rate by responsible authority

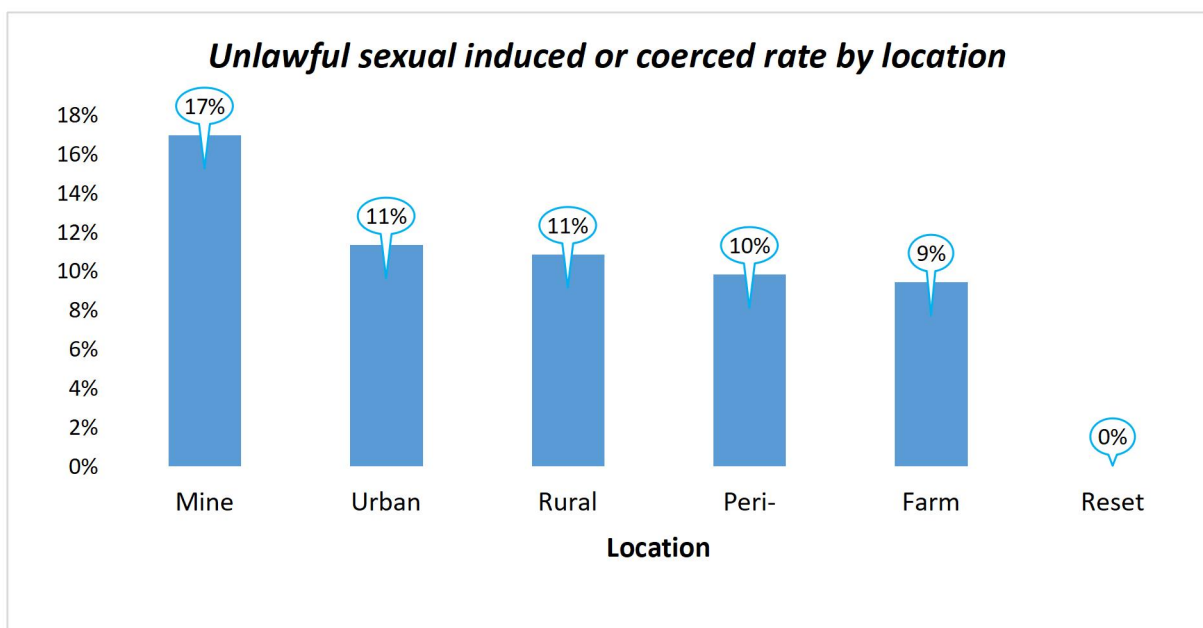


Figure 37: Unlawful sexual induced or coerced rate by location

The graph above shows that learners in mining areas were more at risk of being induced or coerced into unlawful sex. The mining community is marred with a lot of violence and quick money which is more likely to either entice learners especially girls into unlawful sex or the violence is so much that they are coerced into unlawful sex. FDGs with learners indicated that the miners often move around with machetes and other weapons that they use in conducting their mining operations and these weapons can easily be converted

into weapons meant to attack persons who refuse to obey their demands. Learners in urban, peri urban as well as farming areas experienced relatively lower incidences of being induced or coerced into unlawful sex. The most pronounced vulnerability to unlawful sex in these areas especially in urban areas was induced sex at parties after consumptions of drugs and alcohol or poverty in the high density, peri urban or rural areas. Learners in resettlement areas recorded the least in regards to coerced or induced unlawful sex possibly due to low activity in human movement, productivity and settlement patterns where households are sparsely arranged.

It was also interesting to note that learners were or knew someone at their school who was in an abusive intimate relationship and being in that relationship was strongly associated with District ($p=0.001$); Responsible Authority ($p=0.001$); Grade/Form ($p=0.0001$); Age group ($p=0.0001$) and Location of school ($p=0.0001$).

Table 16: Have you or anyone at your school been in an abusive intimate relationship?

		No [N=2576]		Yes [N=759]	
		n	%	n	%
District	p-value	0.001			
	Bindura	200	7.8	65	8.6
	Binga	412	16.0	169	22.3
	Bulawayo	458	17.8	49	6.5
	Harare	581	22.6	131	17.3
	Mazowe	464	18.0	176	23.2
	Mutare	357	13.9	97	12.8
	Mutasa	104	4.0	72	9.5
Responsible Authority	p-value	0.001			
	Church	591	22.9	230	30.3
	Council	436	16.9	132	17.4
	Government	1301	50.5	349	46.0
	Private (i)	248	9.6	48	6.3
School Level	p-value	0.6			
	Primary	1110	43.1	319	42.0
	Secondary	1466	56.9	440	58.0
Grade/Form	p-value	0.0001			
	Form 1	193	7.5	51	6.7
	Form 2	214	8.3	65	8.6
	Form 3	318	12.3	127	16.7
	Form 4	262	10.2	91	12.0
	Form 5	274	10.6	44	5.8
	Form 6	205	8.0	62	8.2
	Grade 5	302	11.7	56	7.4
	Grade 6	386	15.0	112	14.8
	Grade 7	422	16.4	151	19.9
Gender	p-value	0.891			
	Females	1392	54.0	408	53.8
	Male	1184	46.0	351	46.2

		No [N=2576]		Yes [N=759]	
		n	%	n	%
Age Group	p-value	0.0001			
	≥20 Years	34	1.3	20	2.6
	10 - 12 Years	855	33.2	198	26.1
	13 - 17 Years	1351	52.4	449	59.2
	18 - 19 Years	336	13.0	92	12.1
Orphanhood Status	p-value	0.154			
		61	2.4	15	2.0
	Double Orphan	71	2.8	26	3.4
	Not an Orphan	2161	83.9	615	81.0
	Single Orphan	283	11.0	103	13.6
Location of school:	p-value	0.0001			
	Farm	272	10.6	99	13.0
	Mine	70	2.7	51	6.7
	Peri-	85	3.3	19	2.5
	Reset	2	0.1	0	0.0
	Rural	478	18.6	242	31.9
	Urban	1669	64.8	348	45.8

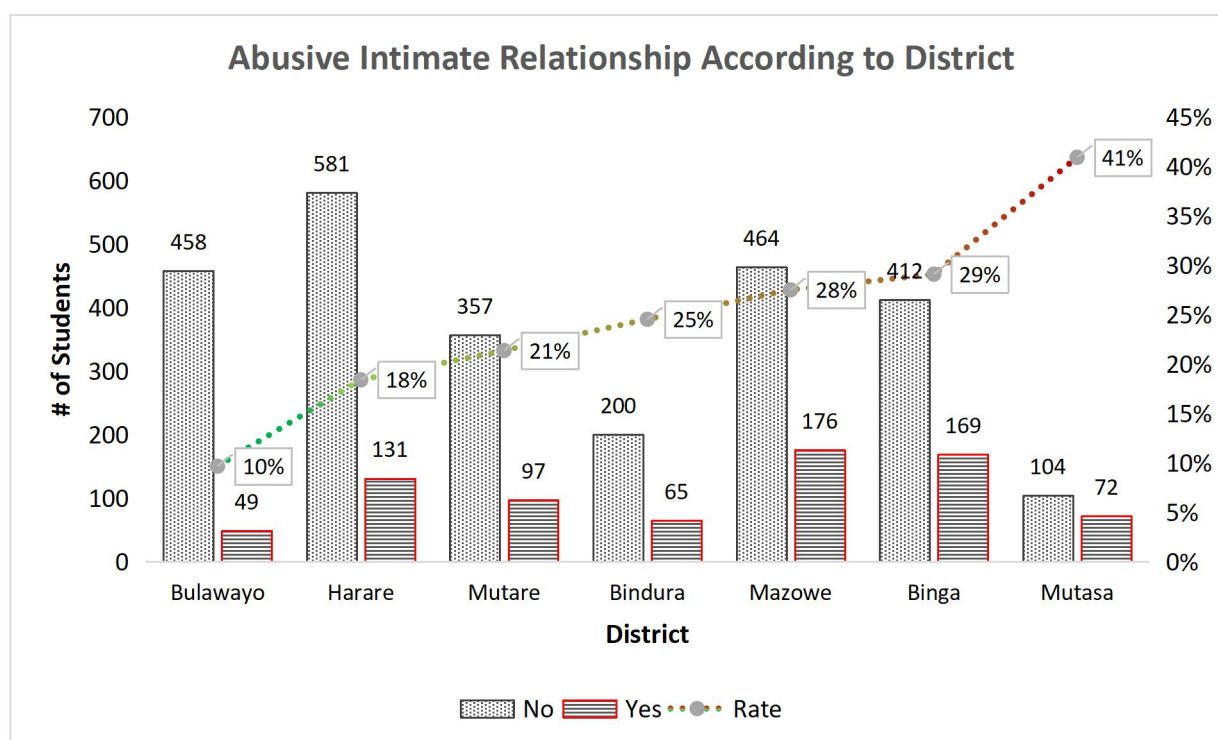


Figure 38: Abusive intimate relationship according to district

The graph above shows that the majority of the learners across all the districts under study were not in an abusive relationship. Nonetheless, for those that confirmed the existence of abusive intimate relationship, Mazowe and Binga Districts showed significant presence of abusive intimate relationship. Looking at the districts, Mazowe had a lot of mining activities and Binga was a remote rural community. Mining communities are at risk of violence among the

artisanal miners trying to gain control over the mining area and all the resources found in the area including women, learners included. In Binga, child marriage is still in practice where, young women are married to older men, therefore there are high chances of abuse in the relationship due to age difference.

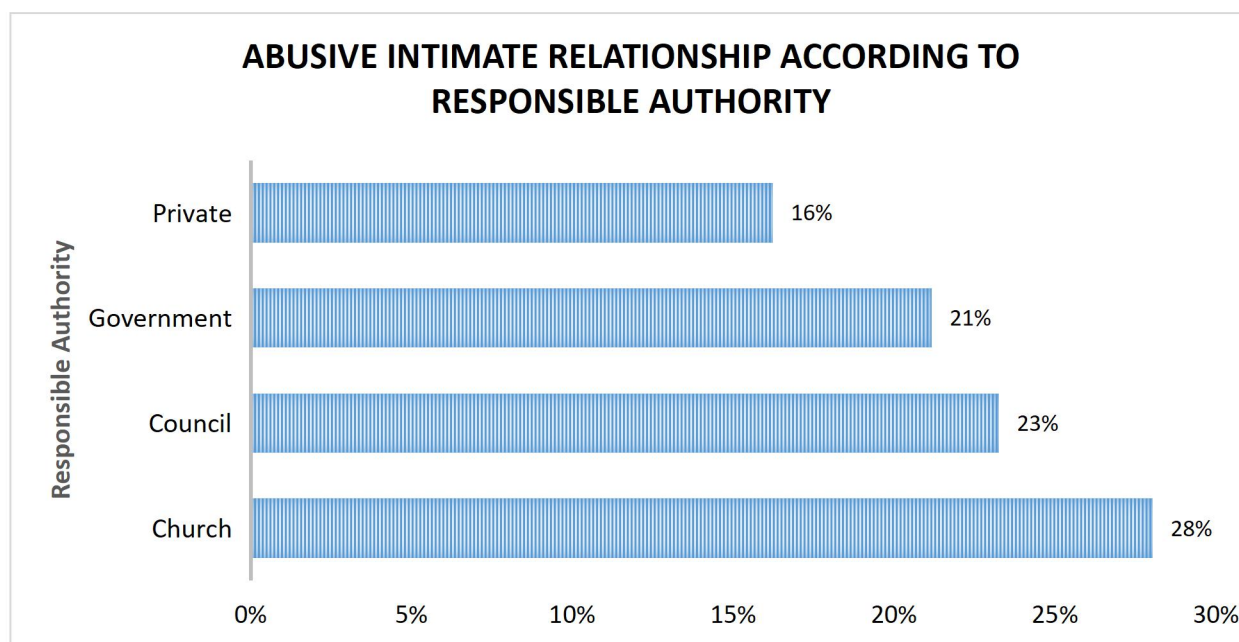


Figure 39: Abusive intimate relationship according to responsible authority

The graph above highlight that among the learners, those in church owned school reported high (28%) in knowledge of being in an intimate relationship of knowledge of someone in an abusive relationship. the result in church owned school coming out so high could have been due to limited number of schools that were interviewed and mostly one church owned institution was a boys-only school which was still in the process of becoming a core school that has both boys and girls. Therefore, the competition among boys to have girlfriends could have been so high such that in a bid to protect the relationship it has a higher risk of becoming toxic and abusive. The rate of abusive relationships in private schools was reportedly low probably due to availability of counselling services in schools and open channels of communication between learners and teachers as well as level of affluence learners could easily walk away for abusive relationships. In government and council owned school the rate of abusive relationship was mild possible owing to equality in retaliation in abusive relationships among male and female learners coming from the high-density

suburbs. These learners are often exposed to violence and as such they could possibly have matched ability to retaliate in matted with abuse in a relationship.

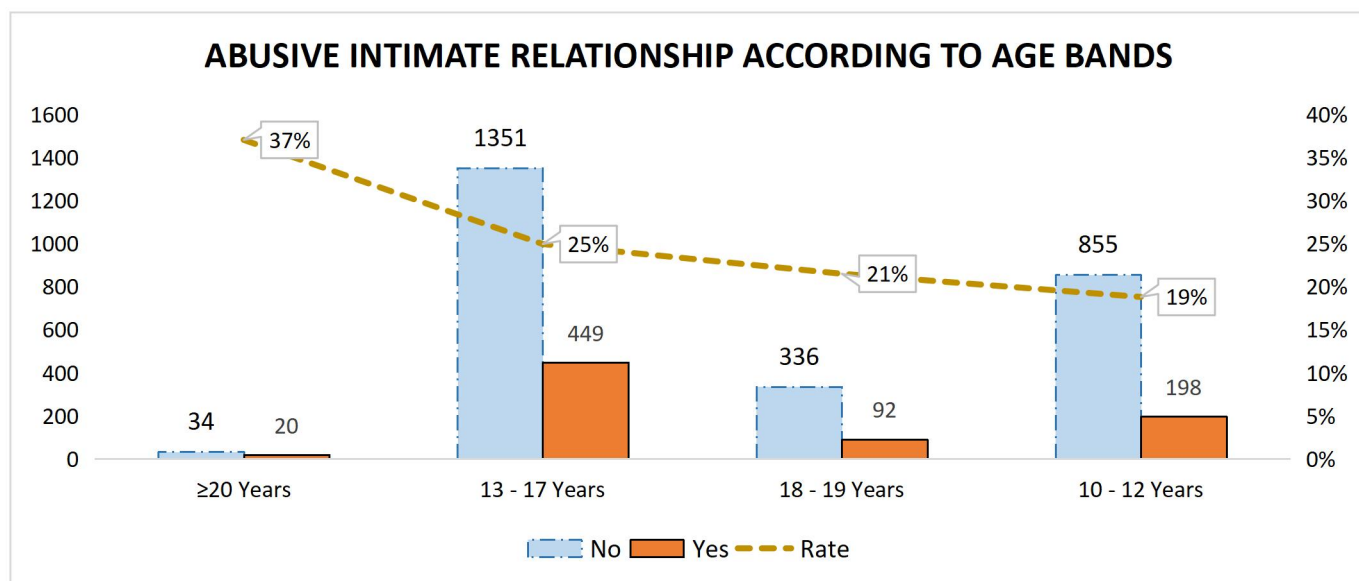


Figure 40: Abusive intimate relationship according to age bands

The graph above indicates rates of learners who experienced or knew other students who were in an abusive intimate relationship according age bands. Majority of the learner in each age band indicated that they had not experienced or knew anyone who were in abusive intimate relationship. However, for the few who experienced or know someone who was in an abusive intimate relationship, learners in the age band of 13 to 17 report more cases of abusive intimate relationships more than the other age bands. According to FGDs and RR with learners, female learners were the most affected. In some cases, learners indicated that they would be trapped in abusive intimate relationships due to feuds and rivalry that existed among male learners across forms and different schools. Abuse often came about as a result of protection from other male learners in either senior or lower forms or male learners from other schools in the case of urban schools. In rural and mining communities, learners were trapped in abusive intimate relationships due to poverty and coercion from the illegal artisanal miners. Learners in the age band of 18-19 as well as those in the age band of 20 years and above recorded the least knowledge and experience in abusive intimate relationships

probably because they could negotiate better in the relationship and knew when to walk away from such relationships.

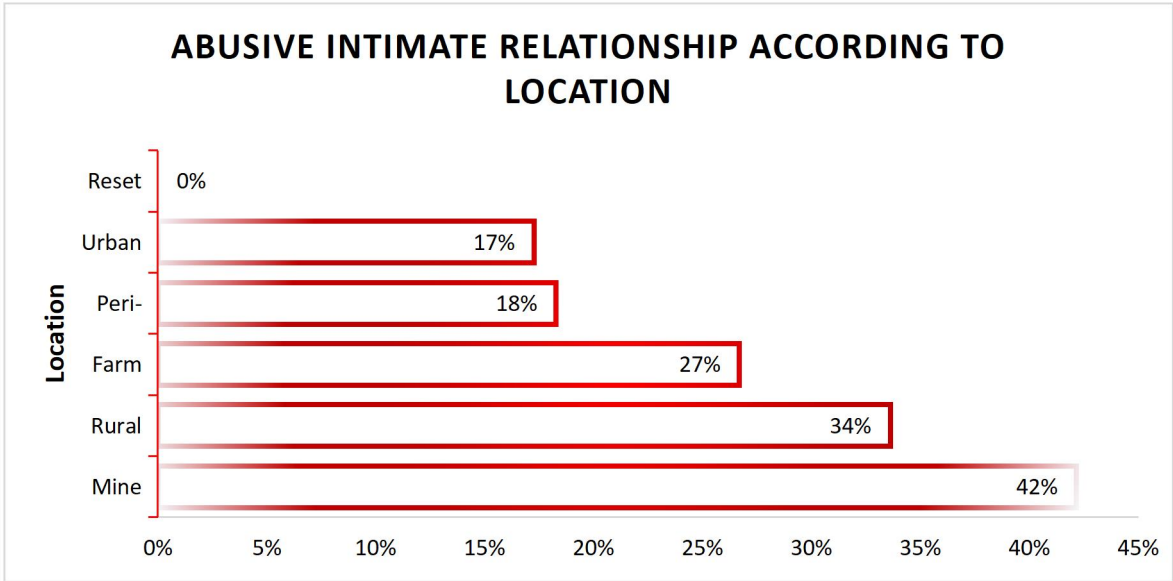


Figure 41: Abusive Intimate Relationship According to Location

The graph highlights abusive intimate relationships by location. Mining communities recorded the highest levels (42%) of abusive intimate relationship among learners. This was not surprising given the level of violence that is associated with mining communities as they jostle for control of the area. FGDs and RRs with learners and teachers indicated that learner in mining communities are trapped in abusive relationships due to poverty and love for luxurious items. Learners in the rural areas also reported high incidences (34%) of abusive intimate relationships. It possible that learners in the rural areas were subjected to abusive relationships due to the prevailing practice of child marriage and also poverty amongst rural communities that force learners to seek refuge to older persons. Learners in urban, peri urban as well as farming communities reported relatively lower incidences whilst those in the resettlement areas reported no incidences or knowledge of abusive intimate relationships.

6.8 Age and gender timelines

Both the qualitative and quantitative study revealed that mostly female students were exposed to various forms of sexual harassment, which were 'quid pro quo harassment', where someone asks for sex in exchange for a favour, and 'hostile environments' in which a person is made to feel uncomfortable through sexual expression or activity. Touching of female students in an indecent manner (fondling), was the dominant form of sexual harassment that emerged from the study. It emerged that the chief perpetrators were male students and male teachers, especially those from upper classes taking advantage of the relative weakness of female students in lower classes. Table below illustrates the Distribution of learners who have ever been induced or coerced to engage in any unlawful sexual activity by selected demographic characteristics.

Table 17: Distribution of learners who have ever been induced or coerced to engage in any sexual activity by selected demographic characteristics

Ever been induced or coerced to engage in any unlawful sexual activity		No [N=3234]		Yes [N=427]	
		n	%	n	%
Province	Bulawayo	479	14.8	29	6.8
	Harare	613	19.0	106	24.8
	Manicaland	798	24.7	157	36.8
	Mashonaland Central	806	24.9	94	22.0
	Matabeleland North	538	16.6	41	9.6
District	Bindura	243	7.5	22	5.2
	Binga	538	16.6	41	9.6
	Bulawayo	479	14.8	29	6.8
	Harare	613	19.0	106	24.8
	Mazowe	563	17.4	72	16.9
	Mutare	575	17.8	94	22.0
	Mutasa	223	6.9	63	14.8
Responsible Authority:	Church	860	26.7	110	25.8
	Council	507	15.7	58	13.6
	Government	1573	48.8	238	55.7
	Private	294	9.1	21	4.9
Education Level	Primary	1407	43.5	142	33.3
	Secondary	1827	56.5	285	66.7
Gender	Females	1759	54.4	230	53.9
	Males	1475	45.6	197	46.1
Age-group	10 - 12 Years	1025	31.7	92	21.5
	13 - 17 Years	1760	54.4	269	63.0
	18 - 19 Years	403	12.5	54	12.6
	≥20 Years	46	1.4	12	2.8
Location of school:63.0	Farm	337	10.4	35	8.2
	Mine	99	3.1	21	4.9
	Peri-Urban	94	2.9	10	2.3
	Rural	718	22.2	108	25.3

Ever been induced or coerced to engage in any unlawful sexual activity		No [N=3234]		Yes [N=427]	
		n	%	n	%
	Urban	1986	61.4	253	59.3
Grade/Form	Form 1	228	7.1	28	6.6
	Form 2	241	7.5	51	11.9
	Form 3	451	13.9	75	17.6
	Form 4	353	10.9	68	15.9
	Form 5	302	9.3	28	6.6
	Form 6	256	7.9	35	8.2
	Grade 5	341	10.5	27	6.3
	Grade 6	499	15.4	41	9.6
	Grade 7	563	17.4	74	17.3
Orphan Status	Missing	59	1.8	10	2.3
	Double Orphan	70	2.2	13	3.0
	N/A	449	13.9	66	15.5
	Not an Orphan	2353	72.8	299	70.0
	Single Orphan	303	9.4	39	9.1

According to the table above of the 427 learners who reported ever been induced or coerced to engage in any unlawful sexual activity, Manicaland province (n=157, 36.8%) recorded the highest number affected and Bulawayo was least affected (n=29, 6.8%). Government schools were the worst hit by this type of violence (n=238, 55.7%) followed by Church/Mission-led schools at 25.8% (n=110). Two-thirds (66.7%) of this form of violence is happening in secondary/high schools and is affecting mostly the female learners (n=230, 53.9%) than males. Sexual violence is most prevalent among the 13-17-year-olds (n=269, 63.0%) followed by the 10-12-year-olds at 21.5% (n=92) and least prevalent in the > 20 years (n=12, 2.8%). Almost 60% of the learners (n=253, 59.3%) from urban schools have been induced or coerced to engage in unlawful sexual activity followed by those from rural schools (n=108, 25.3%). The study also revealed that learners in Grade 7 (n=74,17.3%) and Form 3 (n=75, 17.6%) were most induced or coerced to engage in any unlawful sexual activity. Seven (7) out of every 10 non-orphans were ever induced or coerced to engage in any unlawful sexual activity with double orphans being the least affected by this type of violence.

Figure 37 below reveals that the types of sexual harassment experienced by the learners include sodomy, rape, winking, touching, passing lewd remarks and prostitution. The survey found out that these forms of sexual violence are mostly experienced by those learners attending Government schools and least experienced by those attending Private schools. In all the types of schools surveyed, winking, touching and passing lewd remarks was found to be most prevalent: Church (n=88,

25.1%); Council (n=46, 13.1%); Government (n=198, 56.4%) and Private (n=19, 5.4%).

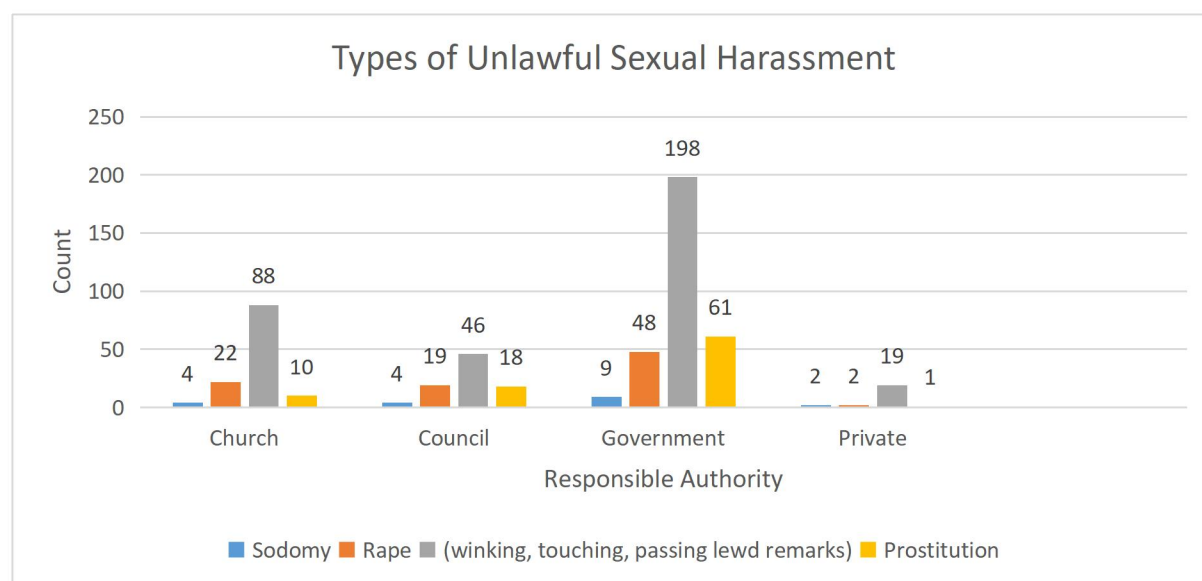


Figure 37: Types of sexual harassment experienced by learners

The following table illustrates the Types of sexual harassment experienced by learners by selected characteristics.

Table 18: Types of sexual harassment experienced by learners by selected characteristics

Type of sexual harassment		Sodomy		Rape		(Winking, touching, passing lewd remarks) [N=351]		Prostitution	
		[N=19]		[N=91]				[N=90]	
		n	%	n	%	n	%	n	%
Province	Bulawayo	0	0.0	9	9.9	21	6.0	1	1.1
	Harare	7	36.8	27	29.7	109	31.1	49	54.4
	Manicaland	4	21.1	18	19.8	116	33.0	13	14.4
	Mash Central	5	26.3	28	30.8	81	23.1	21	23.3
	Mat North	3	15.8	9	9.9	24	6.8	6	6.7
District	Bindura	1	5.3	8	8.8	21	6.0	3	3.3
	Binga	3	15.8	9	9.9	24	6.8	6	6.7
	Bulawayo	0	0.0	9	9.9	21	6.0	1	1.1
	Harare	7	36.8	27	29.7	109	31.1	49	54.4
	Mazowe	4	21.1	20	22.0	60	17.1	18	20.0
	Mutare	3	15.8	9	9.9	63	17.9	5	5.6
	Mutasa	1	5.3	9	9.9	53	15.1	8	8.9
Education Level	Primary	6	31.6	33	36.3	113	32.2	30	33.3

Type of sexual harassment		Sodomy		Rape		(Winking, touching, passing lewd remarks) [N=351]		Prostitution	
		[N=19]		[N=91]				[N=90]	
		n	%	n	%	n	%	n	%
	Secondary	13	68.4	58	63.7	238	67.8	60	66.7
Gender	Females	3	15.8	34	37.4	201	57.3	47	52.2
	Males	16	84.2	57	62.6	150	42.7	43	47.8
Age Group	10 - 12 Years	5	26.3	24	26.4	71	20.2	20	22.2
	13 - 17 Years	11	57.9	49	53.8	215	61.3	53	58.9
	18 - 19 Years	3	15.8	15	16.5	55	15.7	17	18.9
	≥20 Years	0	0.0	3	3.3	10	2.8	0	0.0
Location of school:	Farm	3	15.8	8	8.8	25	7.1	3	3.3
	Mine	1	5.3	6	6.6	14	4.0	5	5.6
	Peri-Urban	1	5.3	7	7.7	16	4.6	10	11.1
	Rural	3	15.8	19	20.9	77	21.9	14	15.6
	Urban	11	57.9	51	56.0	219	62.4	58	64.4
Grade/Form	Form 1	0	0.0	0	0.0	19	5.4	12	13.3
	Form 2	4	21.1	13	14.3	44	12.5	10	11.1
	Form 3	4	21.1	13	14.3	58	16.5	9	10.0
	Form 4	0	0.0	13	14.3	51	14.5	8	8.9
	Form 5	4	21.1	8	8.8	30	8.5	7	7.8
	Form 6	1	5.3	11	12.1	37	10.5	14	15.6
	Grade 5	0	0.0	9	9.9	26	7.4	8	8.9
	Grade 6	4	21.1	6	6.6	21	6.0	7	7.8
	Grade 7	2	10.5	18	19.8	65	18.5	15	16.7
Orphan Status	Missing	0	0.0	2	2.2	5	1.4	2	2.2
	Double Orphan	0	0.0	3	3.3	9	2.6	2	2.2
	Not an Orphan	19	100.0	81	89.0	307	87.5	83	92.3
	Single Orphan	0	0.0	5	5.5	30	8.5	3	3.3

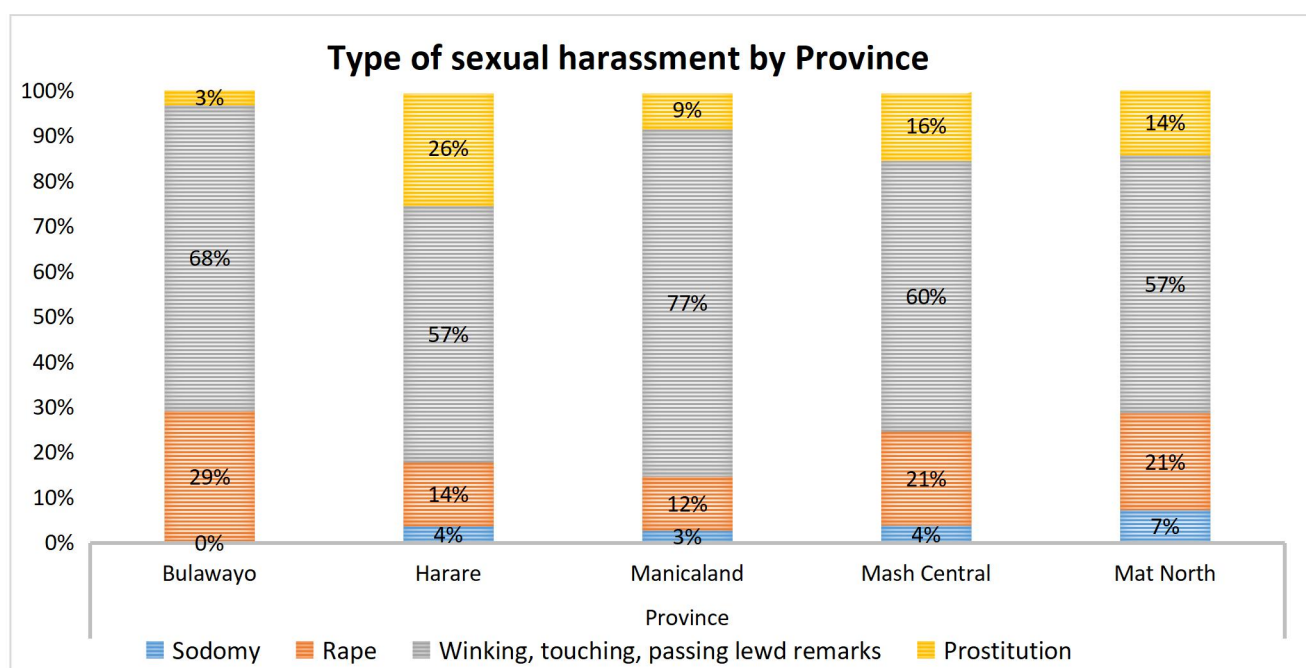


Figure 43: *Type of sexual harassment by Province*

Figure 43 and Table 19 highlights the type of sexual harassment that learners encountered in various provinces under survey. Across the provinces winking, touching and passing lewd remarks was one such type of sexual harassment that learners experienced. During FDGs and RRs learners revealed that this type of sexual harassment was more common among learners than it was passed on from people in the community. Probably it was more rampant among learners due to the causality of the harassment which is does not attract any penalty unlike rape. On the other hand-rape was more pronounced in Bulawayo and Mash Central a scenario which could have been attributed to the occurrence of Vuzu parties where young girls are lured and raped under the guise of having fun whilst in Mashonaland Central it is home to some of the vibrant mining communities and as such violence is common particularly violence against women and children in the form of rape among other atrocities. Prostitution was third most report type of harassment with Harare province topping the charts. This could have been attributed to the pull factors of Harare as the capital city in the country and majority of people moving to the capital city in search of livelihoods. Mixed culture and poverty place young girls at risk of engaging in prostitution. The scenario might be the same with Mash Central where hordes of people throng to have a try in illegal mining which also place young women at risk of prostitution as they seek. Sodomy was least reported in all provinces. This may be attributed to low reporting of such cases due to fear of victimisation and shame and not necessarily the absence of such cases.

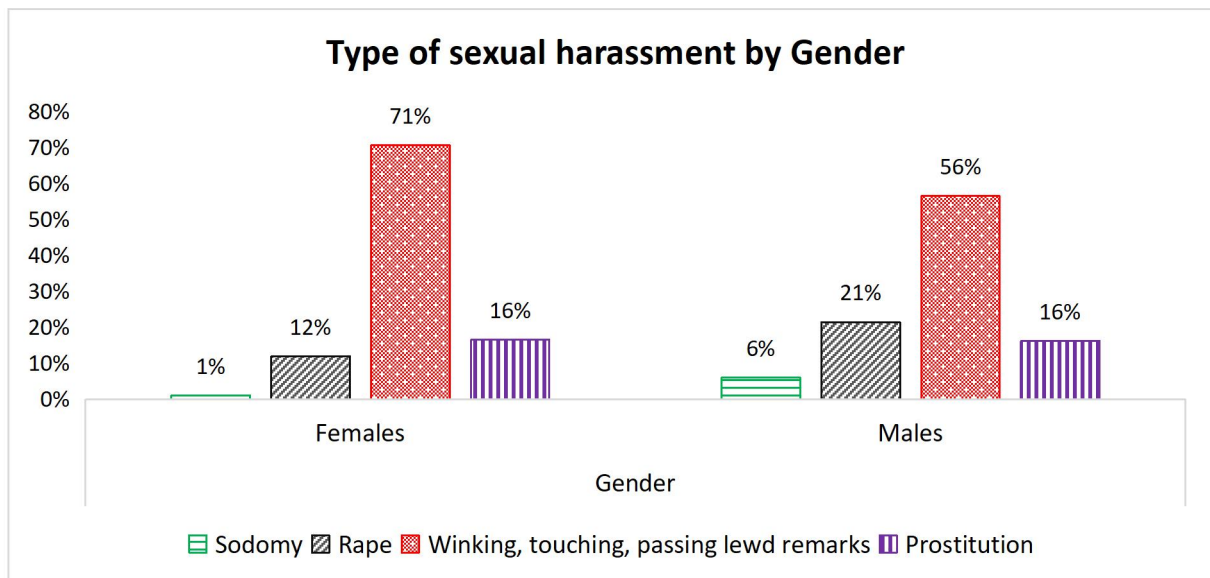


Figure 44: Type of sexual harassment by Gender

Figure 44 highlights that across all study sites, males encountered more sodomy related sexual harassment than their females. However, the challenge still lingers in reporting such cases among males and their families probably due to shame and fear of victimisation. Rape was more pronounced among males than females which may have been an indication that males could have been more of the perpetrators of rape whilst females were victims of rape. Winking, touching and passing lewd remarks was more pronounced among females than it was for males. Female learners were more prone to sexual remarks on their bodies as well as playful touching among fellow male learners. This type of sexual harassment was also equally highlighted to be significant during FDGs and RRs. Prostitution appears equal among males and females as an instance where it would have been more pronounced in females more than it would in males. However, the study revealed that the occurrence was equally the same especially in mining areas and border towns possibly due to poverty and induction or coercion into sexual activities by older persons.

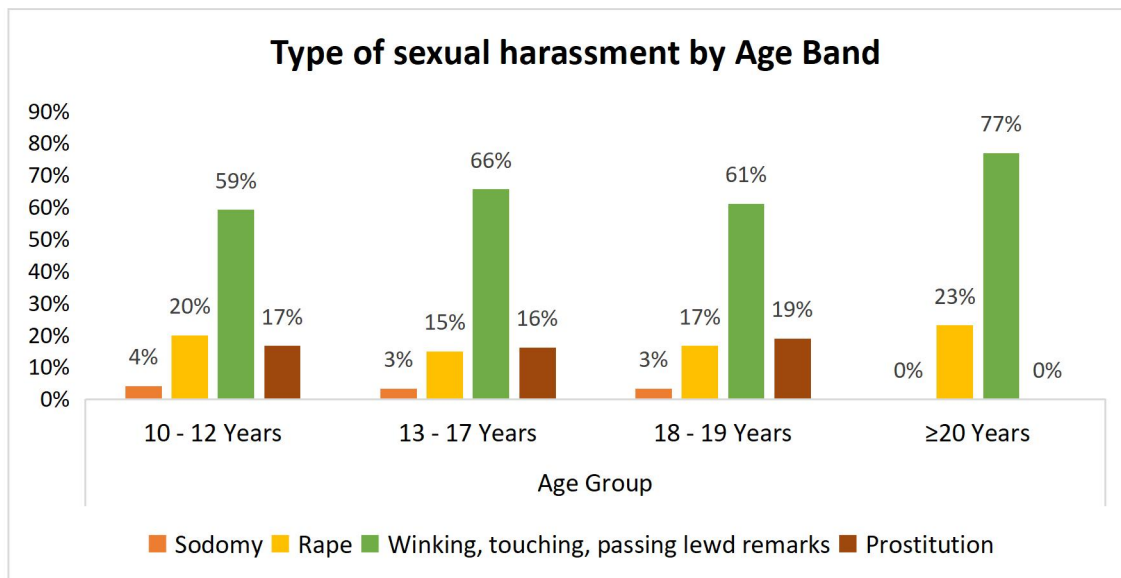


Figure 45: Type of sexual harassment by age band

Figure 45 shows the type of sexual harassment by age band. Across all age bands in the various study sites, it was noted that the most prevalent type of sexual harassment was through winking, touching and passing lewd remarks. Learners in FGDS AND RRs indicated that this type of sexual harassment was done by other male learners towards female learners, peers especially young female learner towards older female learner undergoing puberty and adolescents, teachers and males in the community. Prostitution and rape were fairly distributed across the age bands an indication that all age band had fairly equal proxy of experiencing such type of sexual harassment. These two types of sexual harassment among learners could be passed off as having no direct link to age band especially rape.

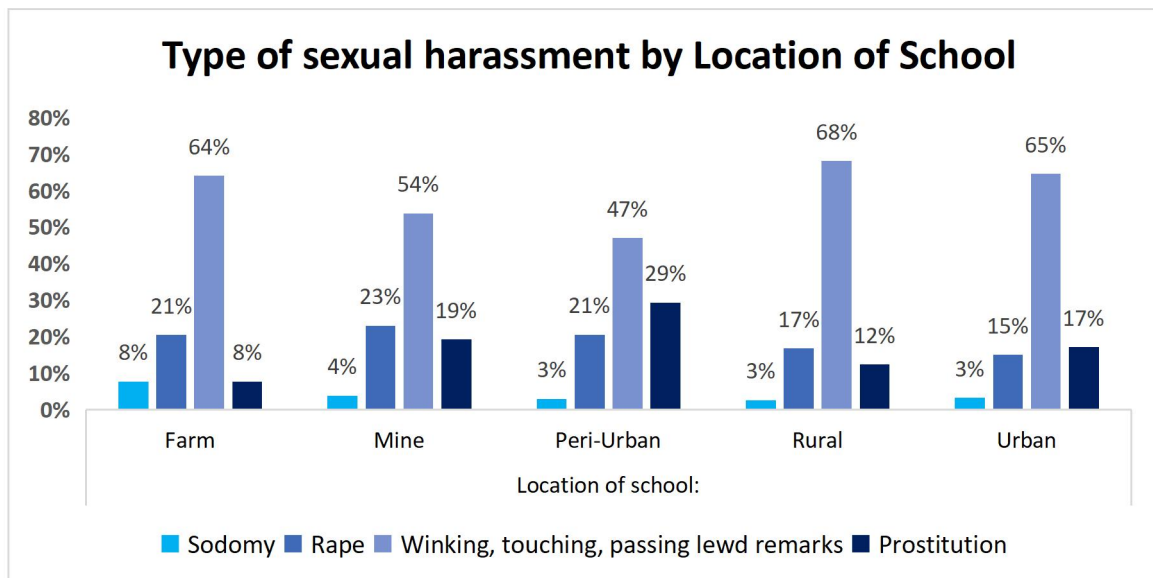


Figure 46: *Type of sexual harassment by location of school*

Figure 46 shows sexual harassment by location of school. Learners were more prone winking, touching and lewd remarks more than any other type of harassment especially in rural and urban areas as well as farming communities. It is possible that the concentration of schools is higher coupled with perpetrators is higher in these areas more than in mining and peri urban communities. Sodomy ranked the lowest in all locations however the magnitude of the rate maybe that it is actually low it is under reported due to fear stigma and shame. Rape was relatively even across all locations signifying that all location carried fairly equal potential for its occurrence. Therefore, the study noted that there was no direct link between rape and location as it was fairly indiscriminate of location.

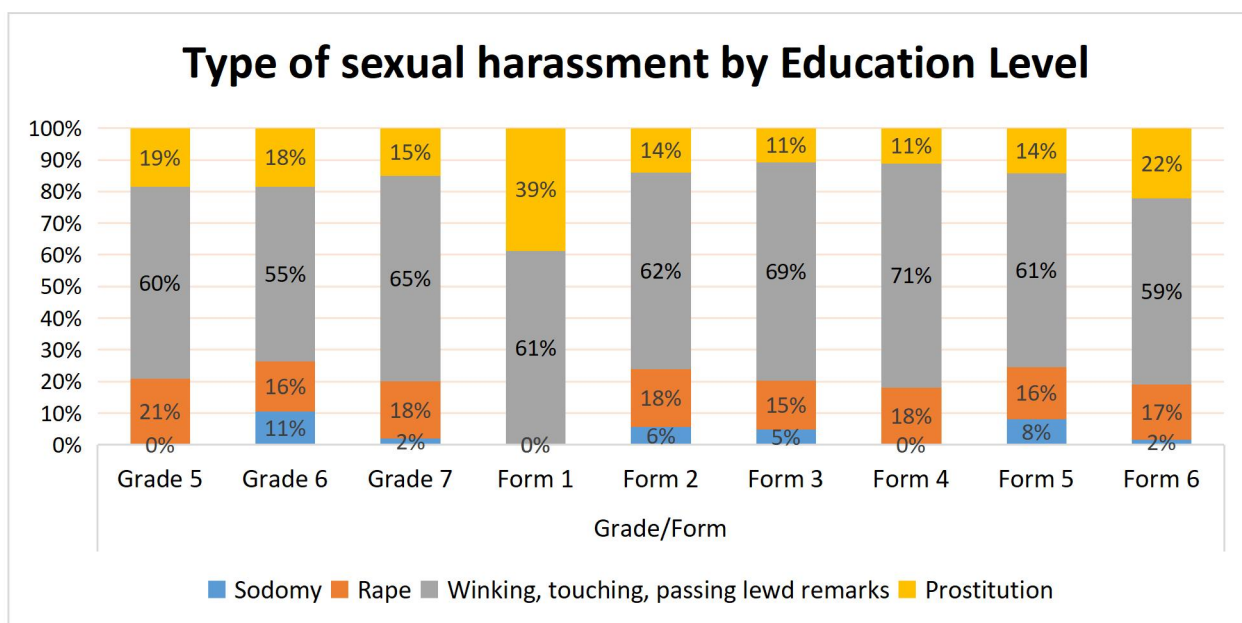


Figure 47: Type of sexual harassment by education level

The above suggests that sexual harassment is prevalent at all levels of education from Grade 5 to form 6. It peaks in forms 3 and 4s which have 69 and 71% respectively. This was confirmed in round robin FGDs in High schools where girls reported being prone to sexual harassment by their male counterparts and male teachers especially in co-ed schools. In one faith based high school in Mashonaland Central which was predominantly male, younger boys also complained of sexual harassment from the girls in the higher forms.

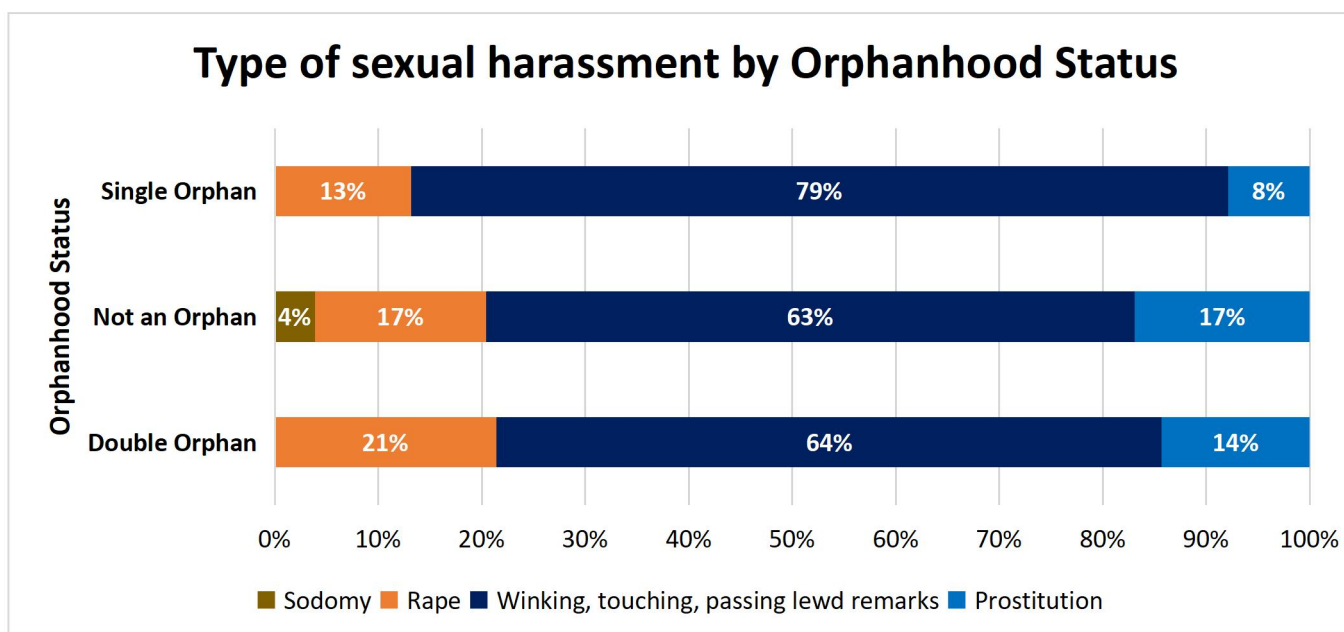


Figure 48: Type of sexual harassment by orphan hood status

Figure 48 shows type of sexual harassment by orphanhood status. Single orphans were more at risk of being sexually harassed by means of being winked at, touched and have lewd remarks passed at them more than non-orphans and double orphans.

Nonetheless despite varying rates, such kind of sexual harassment was prevalent regardless of status. Such kind of harassment was more prone to female orphans than male orphans. Based on the FDGS and RRs conducted with learners it was indicated that this type of sexual harassment was due to the wide spread perception that it did not carry a criminal penalty and also thought of as a way of showing appreciating women's beauty. As for single orphan learner such a high rate may be due to exposure to different male suitors that maybe visiting the household. More surprising was the rate of risk of rape more prone to non-orphans (17%) more than single orphans (13%). It is possible that single orphan learners were under strict supervision by the parent more than that of double parents whereas double orphans were more vulnerable as they had very limited care and protection against perpetrators of rape. None orphans were also at more risk of prostitution (17%) more than single (8%) and double orphaned (14%) learners which highlighted that there was no direct correlation between orphanhood and prostitution. Those that had both parents were at more risk than those without either or both parents. Sodomy was reported amongst learners who were non orphans possibly due to presence of potential perpetrators mostly older males within the household whereas single and double orphans did not have such potential perpetrators.

Of the 19 sodomy cases reported, 7 were from Harare schools, 5 from Mashonaland Central, 4 from Manicaland and 3 from Matabeleland North. Bulawayo did not report any case of sodomy. Out of the 19 sodomy cases, 13(68.4%) were on secondary/high school learners and 6 (31.6%) were on primary school learners. Sodomy was most prevalent among male learners (n=16, 84.2%) and only three (3) female learners were sodomised and it was mostly among 13-17-year-olds (n=11, 57.9%) in the urban settings. All the 19 cases of sodomy were on non-orphan learners.

From the 5 provinces that participated in the survey, 91 learners reported having being raped or witnessing someone being raped. Most of the unlawful sexual harassments were in Mashonaland Central (n=28, 30.8%) and Harare (n=27, 29.7%) provinces. These cases are most prevalent among male learners (n=57, 62.6%) and also among learners at secondary/high school (n=58, 63.7%) being perpetrated mainly on and/by 13-17-year-olds. Of the 91 rape cases reported, 51(56.0%) were on/by urban learners and almost a fifth (n=19, 20.9%) on/by rural learners.

Winking, touching and passing lewd remarks (n=351) were the most prevalent unlawful sexual harassment across all the surveyed provinces. A third of these unlawful acts were committed in Manicaland province (n=116, 33.0%) followed by Harare province at 31.1% (n=109). Two-thirds (n=238, 67.8%) of the learners who experienced this harassment were from secondary/high schools and mostly being females (n=201, 57.3%) aged 13-17 years (n=215, 61.3%). Mine (n=14, 4.0%) and peri-urban (n=16, 4.6%) schools recorded the lowest prevalence of this form of sexual harassment compared to other types of schools. Grade 7 (n=65, 18.5%) and Form 3 (58, 16.5%) learners were the worst hit by this form of unlawful sexual harassment compared to other learners.

Another form of sexual harassment experienced by learners from the 5 provinces that participated in the survey was prostitution (n=90). More than half (n=49, 54.4%) of these learners were from Harare province and only one (1) learner from Bulawayo province experienced this form of violence. A third of the learners (n=30, 33.3%) who experienced this form of violence were at primary level of education and slightly more than half (n=47, 52.2%) who were hit most were females. No-one aged over 20 years of age was involved in prostitution from the surveyed population while the 13-17-year-olds (n=53, 58.9%) were the most affected. The farm and mine schools recorded the lowest prevalence of prostitution (3.3% and 5.6% respectively) compared to other schools

In FGDs, sexual violence was mentioned mostly by middle to upper primary learners from Grades 3-7 as well as school teachers and school heads. From the children with IC, sexual violence was one of the three forms of violence they cited in their responses, probably mainly due to their inability to communicate and being heard due to intellectual incapacitation. Intellectually challenged children also cited verbal, but mostly physical abuse.

6.9 Perpetrators of Sexual Violence

Girls were more prone to Sexual violence than boys while boys and male teachers were perpetrators of sexual violence. There were a few cases in some schools like MZ where there were more boys than girls who were then prone to increased sexual abuse as boys competed for their attention. There were also cases where older girls were known to sexually abuse younger boys, especially where they out-numbered the boys and therefore tended to indulge in sexual bullying. Male teenagers who

drank alcohol and used drugs were more likely to sexually abuse their peers while girls who partook in such drug and substance abuse also ended up being sexually abused themselves as was the case at some parties which were organised by both boys and girls. While there was no mention of same sex from the qualitative study, sexual violence was cited in responses to questionnaires in the quantitative survey.

Intimate partner violence was one of the most common violence that most school girls in Zimbabwe face. Given prevailing social norms that sanction Male dominance over women, violence between intimate partners is often perceived as an ordinary element of relationships. Girls who were wanting to please the boyfriend end up getting coerced into having sexual intercourse or something sexual out of fear of being dumped. Most of the intimate partner relationship violence occurs in adolescents. It is also good to note that as much as an adult might know what IPV is, these children both boys and girls do not know what it is.

A faith based boarding high school in Manicaland Province put an end to dating at school as a lot of these children were exposed to Intimate Partner Relationships. Some schools in Zimbabwe are forced to put those rigid rules to protect the girl child from sexual violence.

Sexual violence often does not receive any attention as most of the school girls do not report when it happens to them. Young girls are exposed to every form of sexual violence and most of it is sexual assault. Sexual assault as defined by Peter Cameron (2011), is an act in which one intentionally sexually touches another person without that person's consent or coerces or physically forces a person to engage in a sexual act against their will. Girls in schools go through this every single day of their lives while they are at school but they do not report for fear of victimisation, being laughed at and genuine shame. Some are scared to report because the school will not address the issue. At a predominantly Boys High School in Mashonaland West, a form 4 girl was sexually assaulted by a whole lot of boys as they were walking from evening study. She reported the issue but it was never addressed.

Another interesting finding was that teens who drank alcohol and use drugs were more likely to sexually abuse their peers. These Male students were the ones who then buy alcoholic beverages for their female peers who they pressurise to drink above their limits. Once the girls are intoxicated, they take advantage and sexually

violate that girl. The students at MP High attested to this happening a lot and these parties are called 'Vuzu parties.

6.10 Violence against children with disabilities

According to WHO 2011, globally, 150 million children aged 0-18 were estimated to be living with a disability, the majority of whom live in low and middle-income countries (LMICs), and almost nothing is known about violence against disabled children in these lower income countries. A summary by UNICEF 2005 shows that a disabled child is more likely to face violence and abuse at birth and this increased risk for violence reappears throughout the life-span. This violence worsened already existing social, educational and economic marginalisation that limits the lives and opportunities of children with disabilities. For example, disabled children are far less likely than their non-disabled peers to be included in the social, economic and cultural life of their communities; only a small percentage of these children will ever attend school; a third of all street children are disabled children. Children with disabilities are often amongst the most socially excluded and vulnerable. From studies conducted in Kenya, Uganda, and Tanzania, children with disabilities were found to be more likely to be violated compared to their non-disabled peers due to discrimination against disability, higher levels of dependency and communication barriers (Njelesani *et al* 2018).

In Zimbabwe, children with disabilities persistently face barriers to the enjoyment of their basic human rights including education (Ben-David & Nel, 2013). Violence against children with disabilities starts when one enrolls in school in ECD and is more pronounced in the early stages of one's school years. Children in the early ages are mean, are not sensitive, and do not fully understand that disability exists, the violence subsidises with age as the students start to be inclusive and are fully aware, they are differently able bodied.

Children with disabilities are prone to violence because they are vulnerable and in most instances are not able to stand for themselves. Secondly, most disabled children do not have support from their families-they are considered outcasts and, in most instances, they withdraw into their own shells and suffer silently. Children with disability are also subjected to the various forms of school-based violence such as bullying and sexual violence. Participants at DN Secondary School mentioned that

inclusive schools are more protective of disabled children. Children with disabilities are at an increased risk of violence at schools, with specific disabilities, such as difficulties with communication increasing their vulnerability. From the discussion stigma and cultural beliefs around disability significantly contribute to increased violence. This indicates an urgent need for further advocacy, awareness and sensitization efforts especially within communities and schools.

It was interesting to note that a Form 4 girl student at DN Secondary School mentioned that most disabled students lacked support from their families and putting them in boarding school was a way of getting rid of them, a burden done away with. Disability stigma is expressed in the belief that people with disabilities are cursed. However, from observation it seems every disabled student at DN has one able bodied student as a primary source of safety. In FGD discussions with Form 6 students at the various schools visited, nothing much was said about students living with disability, probably because the other students were not aware of any child living with disability at the school or they were just ignorant. One student at St. Augustine High School, Mutare mentioned that it seemed it was their school policy not to enrol students living with disability as the school did not have infrastructure to cater for students living with disability.

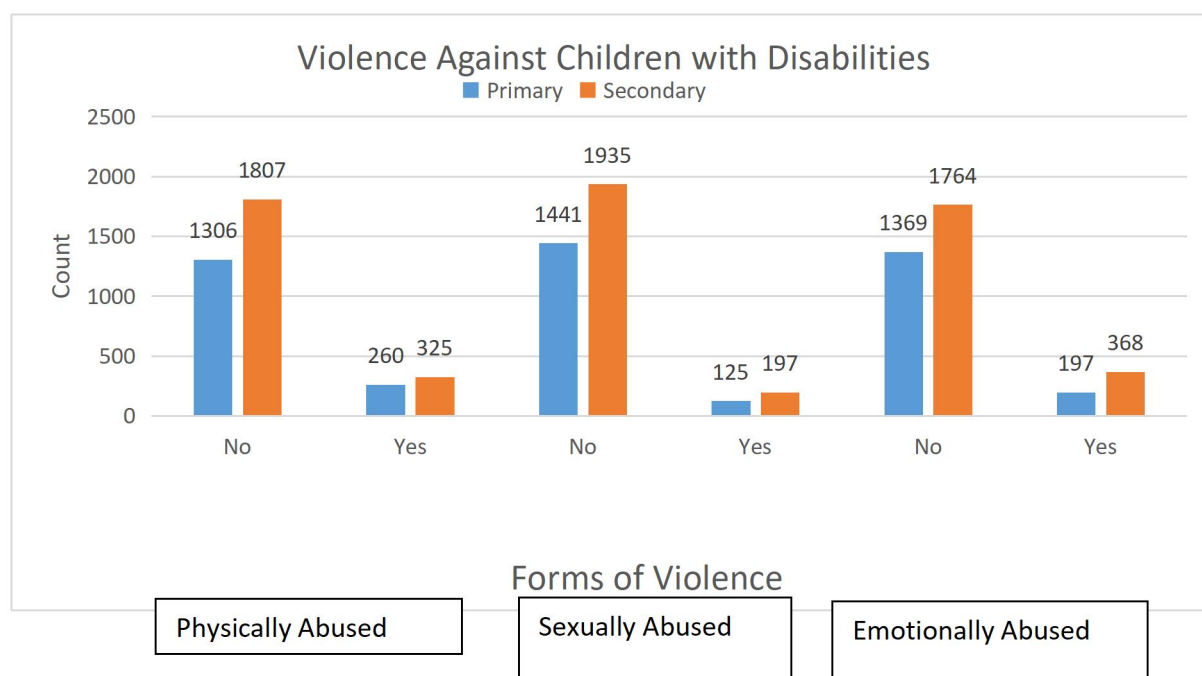
The Convention on the Rights of the Child (UNCRC), and the Convention on the Rights of Persons with Disabilities, direct governments to ensure all children, irrespective of any disability, enjoy their rights without discrimination. Therefore, understanding the violence occurring against children with disabilities is an essential first step in developing effective prevention programmes to meet the rights of children. Including children with disabilities in the analysis of SBVAC is therefore critical if we are to give effect to the Sustainable Development Goals which say that no one should be left behind. In order to bring out the prevalence of school-based violence against children with disabilities, this research identified multiple forms of violence faced by children with disabilities within the school environment, including stigma, lack of support for special educational needs. An interrogation of the causes of school-based violence against children with disabilities was done to understand how certain beliefs influence violence against children with disabilities. The Round Robin technique employed in the focus group discussions ensured a rich interaction

with children at various levels in school. The study also identified the hot spot areas where children with disabilities encounter violence.

6.11 Age and gender timelines

Children with disabilities experience violence from the time they are born and they are further abused as they grow. Some children with disabilities do not even get the opportunity to be enrolled in school due to factors such as negligence, lack of knowledge on the availability of educational opportunities. Round Robin FGDs revealed that girls show higher levels of victimisation from a variety of perpetrators than their non-disabled peers. They were twice as likely as their non-disabled peers to have experience sexual violence. Disabled boys were also at increased risk of some forms of violence relative to non-disabled boys. The school environment was a main venue at which violence is occurring, with disabled boys and girls both reporting more emotional violence and neglect from school staff, sexual violence from male peers, and disabled girls reporting more emotional violence from female peers. Risk factors for violence experience in disabled and non-disabled students were similar: younger age, working outside the home and having symptoms of common mental disorders are associated with increased violence exposure. Disability itself is associated with increased risk of sexual violence in girls.

The quantitative study found out that there were more cases of violence (physical, sexual and emotional) against children with disabilities from secondary / high school learners compared to primary school learners. Figure 6 below shows the number of primary and secondary / high school learners who have observed children with



disabilities being physically, sexually and emotionally abused both at school and/or home.

Figure 49: Forms of violence against children with disabilities by level of education

The graph above shows forms of violence against children with disability by level of education. Majority of the learners with disability in primary and secondary schools indicated that they had not encountered or witnessed physical abuse, sexual abuse, or emotional abuse. However, for the few that had experienced or witnessed the three types of abuse, learners in secondary schools face more physical abuse than those in primary schools. This might be due to limited schools for persons with disability at secondary school level such that they are forced to join able bodied learners in mainstream schools. Once again learners in secondary school at a higher risk of being sexually abused especially female learners as their bodies would be showing signs of development which might attract males. Likewise, learners in secondary school indicate high levels of being emotionally abused more than learners with disability in primary school. This may be due to consciousness to the nature of disability as learner grows such that what used to be fun when calling each other names can be source of emotional trauma

6.11.1 Types of school-based violence against children with disabilities

Children, the disabled and non-disabled experience different types of school-based violence though children with disabilities have been found to be more vulnerable. Children with disabilities experience sexual violence, bullying and corporal punishment. The predominant types of school-based violence against children with disabilities were found to be bullying, emotional abuse and verbal insults. These abuses are mainly perpetrated by fellow learners. Emotional abuse underlies all the other forms of abuse because in most cases abuse has psychological effects on the individual. Emotional abuse also occurs as a result of name calling against children with disabilities

Physical abuse in the form of corporal punishment occurred though it was not as prevalent as bullying and emotional abuse. Children with disabilities are also greater risk of sexual violence as they reach puberty particularly due to the hormonal changes in their bodies. Sexual abuse against children with

disabilities may result from the high dependency on assistance and abuse of trust by the assistance.

Negligence by teachers, fellow learners and guardians was found to be a major type of violence faced by children. The figure below showed the forms of violence committed against children with disabilities by responsible authority. Physical abuse is most prevalent in Government (n=266,45.5%) and Council (n=117, 20.0%) led schools compared to other forms of violence. The survey also noted that compared to sexual and physical abuse, emotional abuse is most prevalent in Church/Mission-led (n=175, 31.0%) and private (n=55, 9.7%) schools. Sexual abuse of children with disabilities is most prevalent in Government (n=144, 44.7%) compared across all responsible authorities, followed by Church/Mission-led (n=81, 25.2%), then Council (n=75, 23.3%) and lastly Private (n=22, 6,8%) schools.

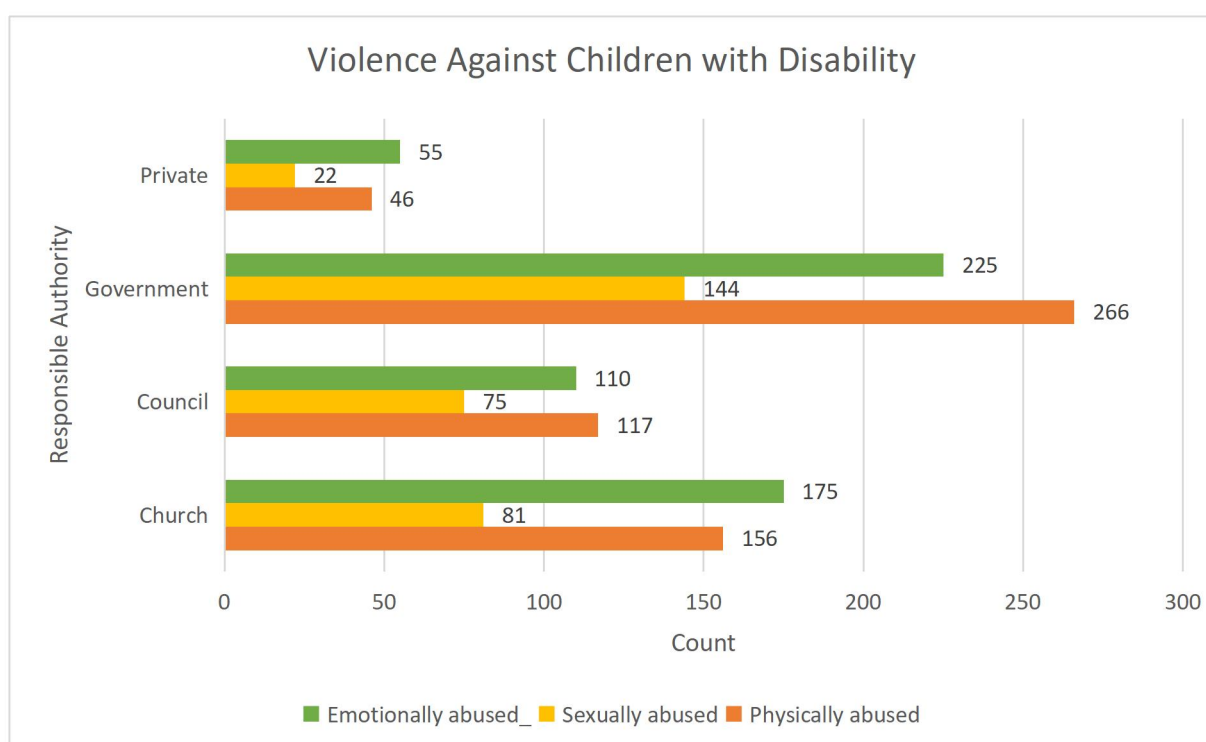


Figure 50: Forms of Violence against children with disabilities by school responsible authority category

The graph above show forms of violence against children with disabilities by responsible authority. Learners with disabilities were highly physically abused and emotionally abused in government schools, church and council owned

schools. This could be due to the high ratio of able-bodied children that are enrolled in such schools and absence of disability friendly infrastructure in the schools as majority of the schools were built a long time ago when disability inclusion was minimal in all schools. The aforementioned schools also lack teacher with experience and training in managing learners with disability whilst the learners are also not taught on how to interact with learners with disability leading to both teachers and learners calling names thereby emotionally traumatizing learner with disability. Based on the responses from the study it emerged that government, council and church schools also offer less protection to learners with disability as it does to other learners from sexual abuse. Private schools recorded least number of learners who were either physically, sexually and emotionally abused. This might be due to specialization that private schools give to the needs of learners with disability. More so most private schools are built in disability friendly way or have the capacity to modify the school environment to suit the needs of different learners.

6.11.2 Perpetrators of violence against children with disabilities

The various forms of violence against children with disabilities in schools were perpetrated differently by other children, teachers and parents. From the study it was noted that physical violence which includes beating, stealing food and uniforms is often done by other learners. This translates to bullying amongst the learners which was more common in boys only schools compared to the mixed schools. Non-disabled learners were also found to be perpetrators of emotional violence to learners with disabilities. This is done through name calling and dissociating from children with disabilities.

Teachers with special education training exercise considerable restraint on the use of corporal punishment on children with disabilities. Disabled children were often beaten, deprived of opportunities or bullied by teachers, particularly untrained teachers who do not understand the limitations of some disabled children. For example, a teacher who lacks special education training may not give a learner with albinism the opportunity to sit in the front row in class to aid vision, and as such the child may struggle with their learning outcomes. Children with intellectual disabilities and children with hearing impairments were also at risk particularly when the teacher does not understand the disability.

Teachers may also undermine the capabilities of children with disabilities and exclude them from participating in activities such as sports and clubs. This brings about feelings of inadequacy and self-pity to the child with disability.

Teachers that humiliate, bully or beat children do not only cause harm to the child, but model such behaviour for other children in their classroom, who may follow the teacher's lead in physically harming, bullying and socially isolating the targeted disabled child. Sexual abuse by fellow students was mentioned as a concern and is often linked to physical violence and bullying behaviours by such classmates. There were no specific reports of sexual abuse by teachers but it was widely indicated for both male and female students during the FGDs.

Other school staff such as individuals who work as teacher's aides or attendants for disabled children, or help transport, feed or care for such children, who were often underpaid, overworked and largely unsupervised also abuse children with disabilities. While many who undertake such career choices do so out of the best of motives, others choose these jobs because it allows easy access to the most vulnerable of children.

Parents and guardians of children with disabilities cannot be left out of the discussion on perpetrators of SBVAC with disabilities even though they do not spend much of their time in the school. Parents and guardians have indirect contributions towards some of the violence that then happens at the school. It is the primary duty of the parent to ensure that the child with disability is within the suitable school that can cater for the particular disability. Children who were wrongly placed may not benefit from the learning system. Moreover, some children with disabilities may require assistive devices, if parents fail to provide the devices, the child may heavily depend on others at school. Heavy dependence on assistance by other learners who become tired in the long-run was echoed as a cause for abuse across most schools in the study.

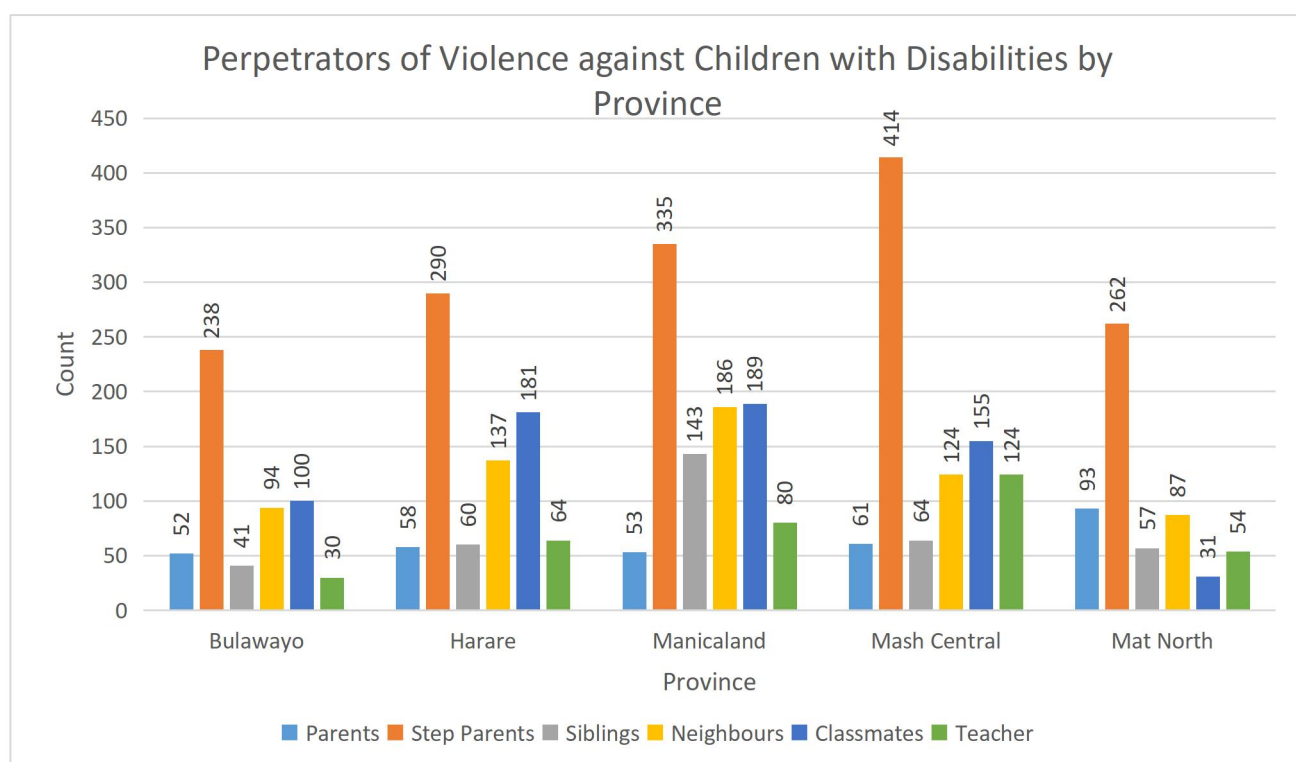


Figure 51: Perpetrators of Violence against children with disabilities by province

The graph above shows perpetrators of violence against children with disabilities by province. Mashonaland Central province had step parents dominating the chart and so did step parents in all other provinces. The survey revealed that across all provinces, step-parents were the biggest perpetrators of violence against children with disabilities: Bulawayo (n=238, 15.5%); Harare (n=290, 18.8%); Manicaland (n=335, 21.8%); Mashonaland Central (n=414, 26.9%) and Matabeleland North (n=262, 17.0%).

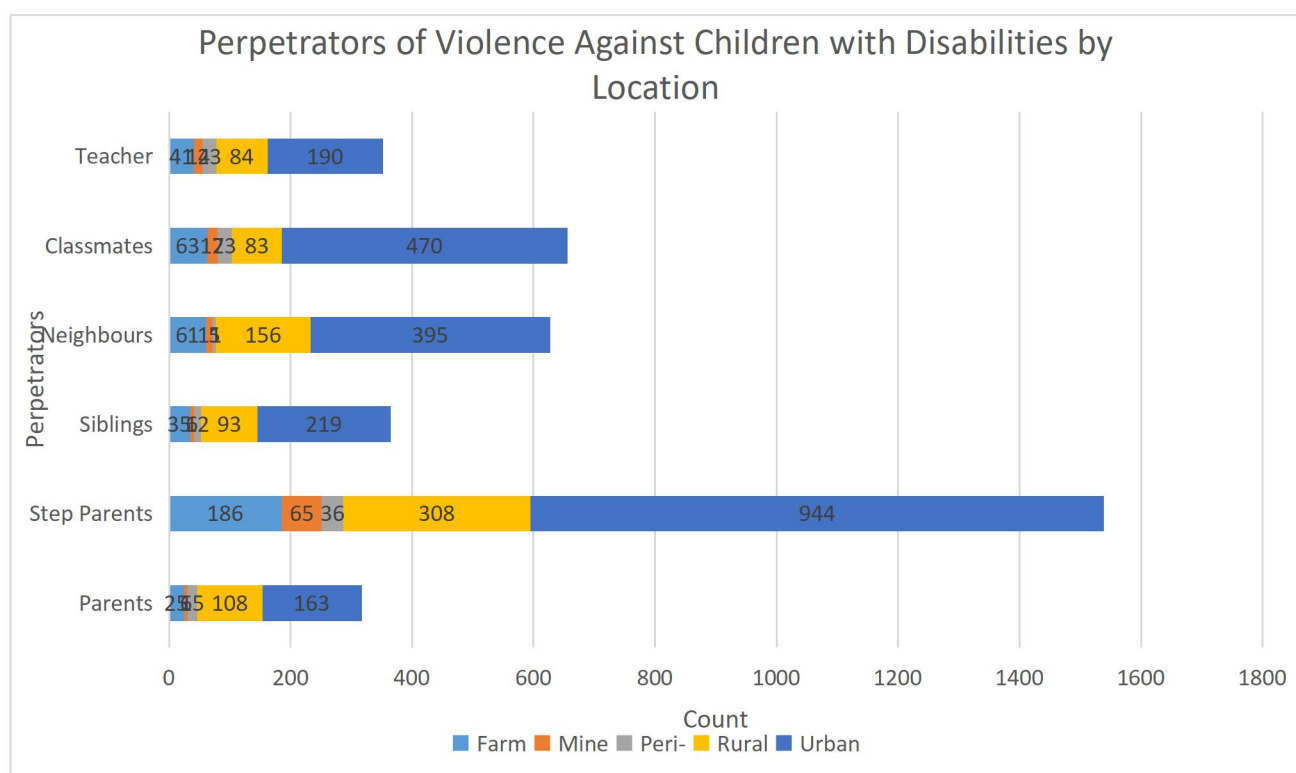


Figure 52: Perpetrators of Violence against Children with Disabilities by Location of School

The figure above shows that most of the violence against children with disabilities by different perpetrators happen in the urban areas followed by those in the rural settings and the step parents were the worst culprits in all the locations. Within the schools the biggest perpetrators were the peers followed by the teachers. In the FGDs with learners it was revealed that step parents often did not have genuine love and care of children in their custody especially if the children had disabilities. In the urban settings violence against children with disabilities by step parents was more apparent followed by the trend in the urban areas where families stay individually giving step parents a leeway to abuse children with disability unnoticed. unions especially second unions are done out of love of money, material belongings other than love of families brought together, therefore children especially those with disability are easily neglected. In the rural areas supervision is more concrete as families are co-located within the same compound therefore incidences of abuse of the child are quickly noted by the extended family members. Farming areas also indicated a high number of perpetrators of children with disability due to the crowded living arrangements in farming compounds which put children with

disability at risk of abuse from siblings and neighbours. At school absence of specialised schools and teachers leave the learners at risk of neglect and abuse from teachers without knowledge on how to manage learners with disability.

6.12 Actions and perceptions about the causes of the different forms of violence against children in school: an overview

6.12.1 Bullying in schools

The following issues stand out as the main causes of bullying in schools in Zimbabwe. A number of factors can increase the risk of students in engaging in violence at school and some of the factors that stand out are:

6.12.2 Peer pressure

Students' relationships with peers who influence them negatively has a huge bearing on committing school-based violence. The relationships both increase their risk of being negatively influenced in engaging in violence themselves as well as their chance of having violence committed against them. Peer pressure also results in incidents of revenge bullying increasing. Peer pressure happens to both boys and girls. This factor stood out in all the schools and across all the forms and gender. The majority of students conform to the behaviours, attitudes and personal habits of a clique. In order to fit within the clique, the students were pressured by other kids to participate in bullying

6.12.3 School Culture

For most schools, bullying had/has become a big part of the school culture. Students and to some extent teachers alike have exhibited aggressive behaviour that can cause or caused harm or distress to students and surprisingly the school authorities cast a blind eye. Teachers and students with a culture of bullying show lack of empathy towards children who were bullied. Most students, especially new-comers were bullied as a way of an "initiation rite" into the school. One student at a church-run school had this to say,"

Bullying has become an accepted culture in most secondary schools.

Before you enrol for Form 1 you were told to brace for it which in a

way, points to the fact that bullying has become a sub-culture of most schools “

6.12.4 Drug and Substance Abuse

Generally, drug and substance abuse has been associated with violent behaviour and it is a key driver of school-based violence. Some acts of violence such as bullying may be perpetrated while under the influence of drugs or substances and this seems to be a trend in most schools especially the urban day schools. Drug and substance abuse were very minimal in boarding schools and some rural schools.

6.12.5 Revenge

This is a common occurrence amongst both sexes and it is not in most cases directed at the perpetrator but it is directed at an innocent victim. The argument among the students was “revenge bullying “will provide great relief from the pain that you were feeling when you were bullied then or it will provide some sort of satisfaction -having equalled the equation. Normally this happens with students when they get to Form 2, 3, 4, 5, 6 and revenging on the lower forms.

6.12.6 Courtship and dating

This was an interesting discussion. For many adolescents, dating is associated with positive outcomes for the individual and their social standing. However, there is also a potentially dark side to dating. According to the students both girls and boys, courtship and dating exposes individuals to increased aggression from other adolescents who view the victim as a competitor. Fights over boys and girls were quite prevalent at day schools like KM Secondary School. Fights over boys and girls can also degenerate into name-calling, gossiping, lies, and rumours the ultimate result being to sabotage your rival/competitor’s relationship. Youths develop relationships with people of the opposite sex and were always willing to go that extra mile to keep them even if it means fighting. No other boy or girl should come close to their “man” or “woman”. Most cases of bullying for girls were premised on dating and courtship. Girls compete for boys and to mark their territory they threaten those posing a threat to their relationship. None of the students however, mentioned anything to do with violence between partners.

6.12.7 Power imbalance

The power imbalance is driven by various factors which include differences in age, differences in physical stature, school position as a prefect or ordinary student, gender, with those wielding power abusing those without power. MZ High School being predominantly a boy's school, bullying is quite prevalent. Any physical characteristics that draw attention will increase the possibility of being bullied especially those with a small stature were prone to bullying by the muscular. It is interesting to note that the students, especially boys, highlighted that there is abuse of power by prefects resulting in prefects bullying other students. Interestingly some prefects within the FGDs especially at MZ High School and St. Augustine High School felt the student body especially those in lower forms now had more power than them as they were more protected by the school authorities. The protection by the school authorities has resulted in some form of bullying of the seniors by the juniors. Seniors were provoked and any form of retaliation is met action by the school authorities.

6.12.8 Enjoyment

This is bullying of pupil to pupil for the fun of it. A number of the pupils and students within the FGDs, especially boys mentioned that they enjoyed bullying and they did it for the fun of it. It gave them some form of personal satisfaction. This cause was mentioned significantly in most of the schools, be it a private, council, government or church run school.

6.12.9 Poverty

There were two dimensions to the link between poverty and bullying. One can be bullied because he or she comes from a poor background – poverty can make one vulnerable to abuse and this was the main dimension that came out. The other dimension though a bit salient in the discussion one can be a bully because he comes from a poor background and in order to “fit” in he or she has to be a bully – he or she bullies others for food etc.

6.12.10 Family upbringing

The message that resonated in the discussions showed that one's upbringing might have a bearing on how one behaves at school with students coming from families with a history of violence likely to turn out as bullies. Family and social background has significant influence on school-based violence especially bullying. In most instances bullying is often the result of the spill-over of other

forms of violence such as domestic violence. It also at times follows that student who have a history of being abused either by family members or other members of society were likely to become violent towards others, more especially if they were adolescents. According to some students at MP High School, violence that occurs in the community especially gangster violence spills over to schools which then turns schools into places for violence rather than being the safe places we think they are.

Bullying is also in some instances propelled in schools by fights for resources. In Mashonaland Central at KM Secondary School, in the FGDs across the 4 forms the fight for resources was a key cause of bullying. KM Secondary School is a relatively new school, it is under resourced and fight over resources among both boys and girls particularly textbooks is a common occurrence. The introduction of the new curriculum has made things worse as the school has relatively few textbooks related to the new curriculum.

6.12.11 Influence of social media and television programmes

The time one spends on social media can increase a student's risk of being bullied online and also becoming a cyber-bully. Secondly, social media and television exposes children to culture of gangsterism and violence and many who were exposed can turn out to be bullies. Research has shown that exposure to too much action and war movies hard core music for students is a potential risk factor for developing behavioural problems which may ultimately lead to bullying. Social media has also given rise to cyber bullying; however, cyber bullying is not so much pronounced in rural schools due to limitations in student access to Internet compatible gadgets as well access to Internet data.

It is important to note that the research team also carried out FGDs at a special school that caters for the disabled, DN Secondary School in Harare. Some of the causes of bullying that were mentioned by the students and were worth noting were (and please note the causes were not very different from causes of bullying mentioned at other schools and not much difference was noted across the forms or gender).

The socio-economic status of a student may make one vulnerable to bullying. Poverty may increase the vulnerability of learners with disabilities to peer bullying. Learners with disabilities from less well-off families were more likely to

be bullied; and the opposite is true students coming from less well-off families can gang up and bully a student coming from a well-off family.

6.12.12 Dysfunctional family environment

The family environment has influence on adolescents' social behaviours at school, including aggressive behaviours like bullying. In most cases, students who experience violence at home or witness gender-based violence at home exhibit bullying tendencies. The students mentioned also that some students who fail to deal with personal issues or bitterness normally find remedy in/through bullying. One student at DN had this to say,

“Cruelty – Naturally some students were just cruel and will just bully others for the sake of it and get pleasure from inflicting pain on others”.

6.13 Corporal Punishment in Schools

6.13.1 Perceptions on the utility of CP and ignorance or alternative positive discipline

The leading cause of corporal punishment in both urban and rural settings regardless of the type or ownership of the school is the perception that punishing children is normal and acceptable. Teachers, adjunct staff and parents alike consider it necessary for children to grow up to be competent and responsible individuals.

So pervasive is the justification of corporal punishment that a child may not think her/his rights have been infringed upon. Even if the punishment hurts, the child does not feel the importance of reporting the incident.

Therefore, there were layers of beliefs and practices that cloak corporal punishment under the guise of love, care and protection, when it is actually an abuse of authority that harms the child. This follows from the belief that those in whose care children were entrusted in school or other institutions were ‘in loco parentis’ and will therefore always act in the interests of the child. This notion needs to be reviewed in the light of the widespread violence that exists in all institutions occupied by children.

There was a general belief among both the children and the teachers that alternative forms of discipline were ineffective in correcting bad behaviour. The following comments exemplify those in this category:

Timeouts do nothing—you walk away and kids sit there plotting what they were going to do next until a teacher comes back

6.13.2 Parents approval of CP

FGDs with both teachers and parents indicated that parents put pressure on teachers and school heads to continue administering corporal punishment on their children. In some cases, they even approached the police to cane their children to correct their misdemeanours. This was in spite of their knowledge of the prohibition of such action through the Education Amendment Act (2020). From their viewpoint, the Act needed to be repealed to allow CP as a means to “control” children’s unruly behaviour which even threatened their role as parents or guardians. The majority of parents professed ignorance of positive non-violent discipline measures that could be applied to better effect. Some parents even cited examples of themselves and some to their children who had been subjected to CP and ended up as successful professionals, ascribing such outcomes to the beating they got when they tried to deviate from expected behaviour practices to indulge in indiscipline. Unfortunately, most parents seemed to be ill-equipped with positive parenting practices since no programmes were in place to assist them, unlike teachers and school heads who had received training in aspects such as Psychology which helped them understand child behaviour and effects of different responses to indiscipline.

6.14 Social and Religious Norms

The study has identified that corporal punishment remains widespread in schools just about all the schools that were part of this study and that legal bans were not sufficient to eliminate the practice. Further, the study findings suggest that school corporal punishment is unlikely to be successfully addressed without taking into account the wider context in which the practice occurs. Traditional, authoritarian, paternalistic, and certain religious attitudes toward discipline held by parents, schools, and communities alike appear to be risk factors for its continued use. From the key informant interviews with school staff, one would attribute the high

prevalence rates in schools is clearly a result of teachers' perception of corporal punishment as the norm within the broader framework of child discipline.

Because socio-cultural and socio-political factors appear to play an integral role in the continued use of corporal punishment in both the home and school, research must take these associations seriously, if we were to fully understand this continued form of violence in school and how best to intervene and prevent it.

The survey found that there were more learners across all the selected provinces who believed that it was acceptable to beat unruly or misbehaving children in all the institutions of learning: Bulawayo (n=270, 11.8%); Harare (n=419, 18.3%); Manicaland (n=644, 28.1%); Mashonaland Central (n=479, 20.9%) and Matabeleland North (n=477, 20.8%)

The following illustrates the Views of learners on corporal punishment to unruly learners by Province

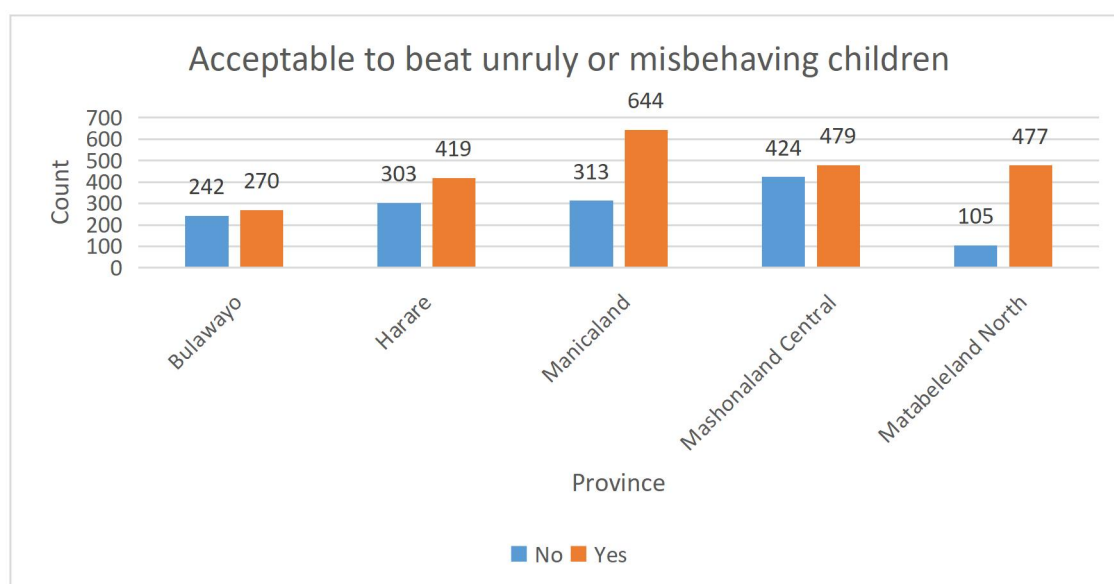


Figure 53: Views of learners on corporal punishment to unruly learners by Province

The graph above show views of learner on corporal punishment to unruly learners by province. Across all provinces, to a lesser extent learners declined to the use of corporal punishment on unruly students though the majority agreed. Manicaland learners agreed more (644) to use of corporal punishment along learners in Mashonaland central (479) and Matabeleland North (477). Possibly due to a greater number of learners interviewed form government schools where corporal punishment

was still being practiced as a means to stamp authority and instant discipline among huge volumes of learners against a small number of teachers. Exposure to alcohol and drugs as well as affiliation to gangs in the urban areas could also be factored in the options to enforce corporal punishment as a means of deterring the learners from the harmful practice and lifestyle. Learners in Bulawayo were the least among those who accepted the use of corporal punishment as revealed in the FGDs that learners were quick to abscond from school and go to South Africa to look for jobs, therefore use of corporal punishment risked pushing the numbers of learners leaving school prematurely.

Figure 54 below shows that there was overwhelming evidence from all the different types of schools that unruly and misbehaving children should be beaten up to maintain order in the institutions of learning: Church (n=611, 26.7%); Council (n=395, 17.3; Government (n=1123, 49.1%) and Private (n=160, 7.0%).

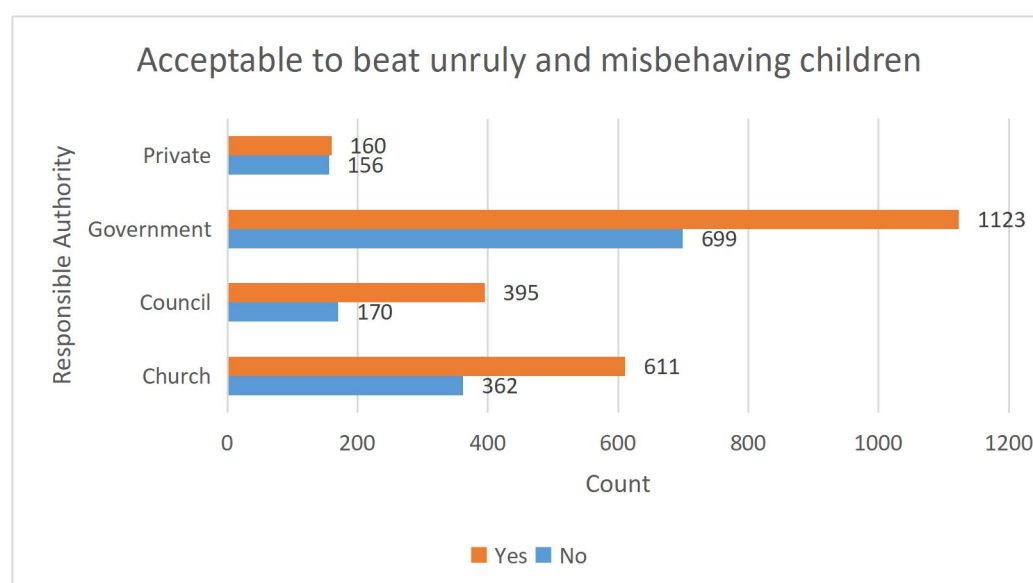


Figure 54: Views of the learners on beating unruly and misbehaving children, by school responsible authority category

Figure 54 shows the rate of acceptability to beat unruly and misbehaving children by responsible authority. Government schools agreed largely that it was acceptable to beat unruly children. This may be due to the high numbers of learners enrolled in government schools which places a huge burden on the teacher student ratio, therefore beating would ensure a concrete means of asserting discipline among the

learners. Not only would beating correct the unruly learner instantly, it would also serve to deter would be offenders. The perception could equally be the same for church and council owned schools. Private schools recorded the least likelihood of accepting beating of unruly and misbehaving children as the teacher student ratio is largely low allowing teachers to interact more with each learner individually and work with learners in their problem areas using other mode of punishment such as withdrawal of rewards. More so private schools have stringent policies that place beating of children as the last resort

The table below shows the learners who believed that:

- i. it should be acceptable to beat unruly or misbehaving children (n=2289)
- ii. childhood corporal punishment results in long term emotional and or mental trauma (n=2282)
- iii. corporal punishment helps discourage children from bad behaviour (n=2301)
- iv. corporal punishment promotes violent behaviour of the one being punished (n=1893)
- v. parents/schools be allowed to use corporal punishment to discipline their children/students (n=1847)
- vi. corporal punishment is an effective method on disciplining a child (n=2023)
- vii. corporal punishment leads to development of good culture (n=2000)

Of the 2289 learners who believed that it should be acceptable to beat unruly or misbehaving children (n=2289), Manicaland province had the highest 644(28.1%) number followed by Mashonaland Central (n=479, 20.9%) and Matabeleland North (n=477, 20.8%). Almost half (n=1123, 49.1%) and slightly above a quarter (n=611, 26.7%) who believed that it should be acceptable to beat unruly or misbehaving children came from Government and Church/Mission led schools respectively. The study noted that there were more secondary / high school (n=1198, 52.3%) than primary (n=1198, 47.7%) and more female learners (n=1266, 55.3%) than male learners (n=1023, 44.7%) who believed that it should be acceptable to beat unruly or misbehaving children in schools. There were more urban learners (n=1279, 55.9%) who advocated for the sjambok to be brought back and stop the rot in schools compared to other types of schools. The majority of learners who believed in beating

unruly and misbehaving learners in schools were Grade 7s (n=456, 19.9%) followed by Form 3s (n=317, 13.8%).

There were 2285 learners who believed that childhood corporal punishment results in long term emotional and or mental trauma. Of these, Harare schools had the most learners (n=459, 20.1%) who believed that childhood corporal punishment results in long term emotional and or mental trauma while Bindura district schools contributed the least number (n=152, 6.5%). There were more secondary learners (n=1416, 62.1%) than primary learners (866, 37.9%) and more female learners (n=1257, 55.1%) than male learners (n=1025, 44.9%) who believed that childhood corporal punishment results in long term emotional and or mental trauma. More than a quarter of the learners (n=618, 27.1%) from Church / Mission led schools and more than half (1152, 50.5%) from Government schools believed that childhood corporal punishment results in long term emotional and or mental trauma.

Of the 2301 learners who believed that corporal punishment helps discourage children from bad behaviour, Manicaland province had more than a quarter (n=609, 26.7%) learners in favour of the belief. Schools from Harare province had learners (n=433, 18.8%) who also believed that using the whip on children discourages them from bad behaviour in future.

Table 19: Learners Beliefs on Corporal Punishment

Corporal Punishment		Acceptable to beat unruly or misbehaving children		Childhood corporal punishment results in long term emotional and or mental trauma		Corporal punishment helps discourage children from bad behaviour		Corporal punishment promotes violent behaviour of the one being punished		Parents/schools be allowed to use corporal punishment to discipline their children/students		Corporal punishment is an effective method on disciplining a child		Corporal punishment leads to development of good culture	
		N=2289 n (%)		N=2282 n (%)		N=2301 n (%)		N=1893 n (%)		N=1847 n (%)		N=2023 n (%)		N=2000 n (%)	
Province	Bulawayo	270	11.8	325	14.2	280	12.2	250	13.2	222	12.0	238	11.8	220	11.0
	Harare	419	18.3	459	20.1	433	18.8	361	19.1	376	20.4	396	19.6	396	19.8
	Manicaland	644	28.1	609	26.7	607	26.4	542	28.6	500	27.1	556	27.5	543	27.2
	Mash Central	479	20.9	571	25.0	560	24.3	510	26.9	442	23.9	476	23.5	478	23.9
	Mat North	477	20.8	318	13.9	421	18.3	230	12.2	307	16.6	357	17.6	363	18.2
District	Bindura	121	5.3	152	6.7	155	6.7	125	6.6	125	6.8	129	6.4	132	6.6
	Binga	477	20.8	318	13.9	421	18.3	230	12.2	307	16.6	357	17.6	363	18.2
	Bulawayo	270	11.8	325	14.2	280	12.2	250	13.2	222	12.0	238	11.8	220	11.0
	Harare	419	18.3	459	20.1	433	18.8	361	19.1	376	20.4	396	19.6	396	19.8
	Mazowe	358	15.6	419	18.4	405	17.6	385	20.3	317	17.2	347	17.2	346	17.3
	Mutare	442	19.3	420	18.4	422	18.3	371	19.6	327	17.7	372	18.4	370	18.5
	Mutasa	202	8.8	189	8.3	185	8.0	171	9.0	173	9.4	184	9.1	173	8.6
Responsible Authority:	Church	611	26.7	618	27.1	610	26.5	512	27.0	455	24.6	493	24.4	520	26.0
	Council	395	17.3	320	14.0	390	16.9	252	13.3	329	17.8	346	17.1	347	17.3
	Government	1123	49.1	1152	50.5	1123	48.8	969	51.2	906	49.1	1023	50.6	987	49.4
	Private	160	7.0	192	8.4	178	7.7	160	8.5	157	8.5	161	8.0	146	7.3
Education Level	Primary	1091	47.7	866	37.9	1055	45.8	709	37.5	858	46.5	968	47.8	970	48.5
	Secondary	1198	52.3	1416	62.1	1246	54.2	1184	62.5	989	53.5	1055	52.2	1030	51.5
Gender	Females	1266	55.3	1257	55.1	1255	54.5	1045	55.2	1059	57.3	1098	54.3	1124	56.2
	Males	1023	44.7	1025	44.9	1046	45.5	848	44.8	788	42.7	925	45.7	876	43.8
Agegroup	10 - 12 Years	771	33.7	611	26.8	728	31.6	501	26.5	588	31.8	677	33.5	672	33.6
	13 - 17 Years	1210	52.9	1301	57.0	1257	54.6	1100	58.1	1003	54.3	1102	54.5	1073	53.7
	18 - 19 Years	279	12.2	319	14.0	284	12.3	257	13.6	231	12.5	218	10.8	233	11.7
	≥20 Years	29	1.3	51	2.2	32	1.4	35	1.8	25	1.4	26	1.3	22	1.1
Location of school:	Farm	226	9.9	252	11.0	235	10.2	242	12.8	193	10.4	212	10.5	196	9.8
	Mine	91	4.0	79	3.5	89	3.9	77	4.1	81	4.4	74	3.7	98	4.9
	Peri-	48	2.1	71	3.1	60	2.6	51	2.7	39	2.1	50	2.5	46	2.3
	Rural	645	28.2	487	21.3	581	25.2	377	19.9	464	25.1	509	25.2	507	25.4
	Urban	1279	55.9	1393	61.0	1336	58.1	1146	60.5	1070	57.9	1178	58.2	1153	57.7
Grade/Form	Form 1	124	5.4	154	6.7	139	6.0	139	7.3	101	5.5	120	5.9	114	5.7

Corporal Punishment		Acceptable to beat unruly or misbehaving children		Childhood corporal punishment results in long term emotional and or mental trauma		Corporal punishment helps discourage children from bad behaviour		Corporal punishment promotes violent behaviour of the one being punished		Parents/schools be allowed to use corporal punishment to discipline their children/students		Corporal punishment is an effective method on disciplining a child		Corporal punishment leads to development of good culture	
		N=2289 n (%)		N=2282 n (%)		N=2301 n (%)		N=1893 n (%)		N=1847 n (%)		N=2023 n (%)		N=2000 n (%)	
	Form 2	148	6.5	191	8.4	174	7.6	149	7.9	132	7.1	137	6.8	132	6.6
	Form 3	317	13.8	332	14.5	309	13.4	302	16.0	247	13.4	289	14.3	259	13.0
	Form 4	235	10.3	285	12.5	256	11.1	246	13.0	204	11.0	220	10.9	216	10.8
	Form 5	194	8.5	246	10.8	190	8.3	184	9.7	167	9.0	153	7.6	163	8.2
	Form 6	185	8.1	210	9.2	181	7.9	165	8.7	141	7.6	139	6.9	149	7.5
	Grade 5	236	10.3	174	7.6	242	10.5	150	7.9	195	10.6	217	10.7	218	10.9
	Grade 6	394	17.2	294	12.9	367	15.9	257	13.6	282	15.3	357	17.6	359	18.0
	Grade 7	456	19.9	396	17.4	443	19.3	301	15.9	378	20.5	391	19.3	390	19.5

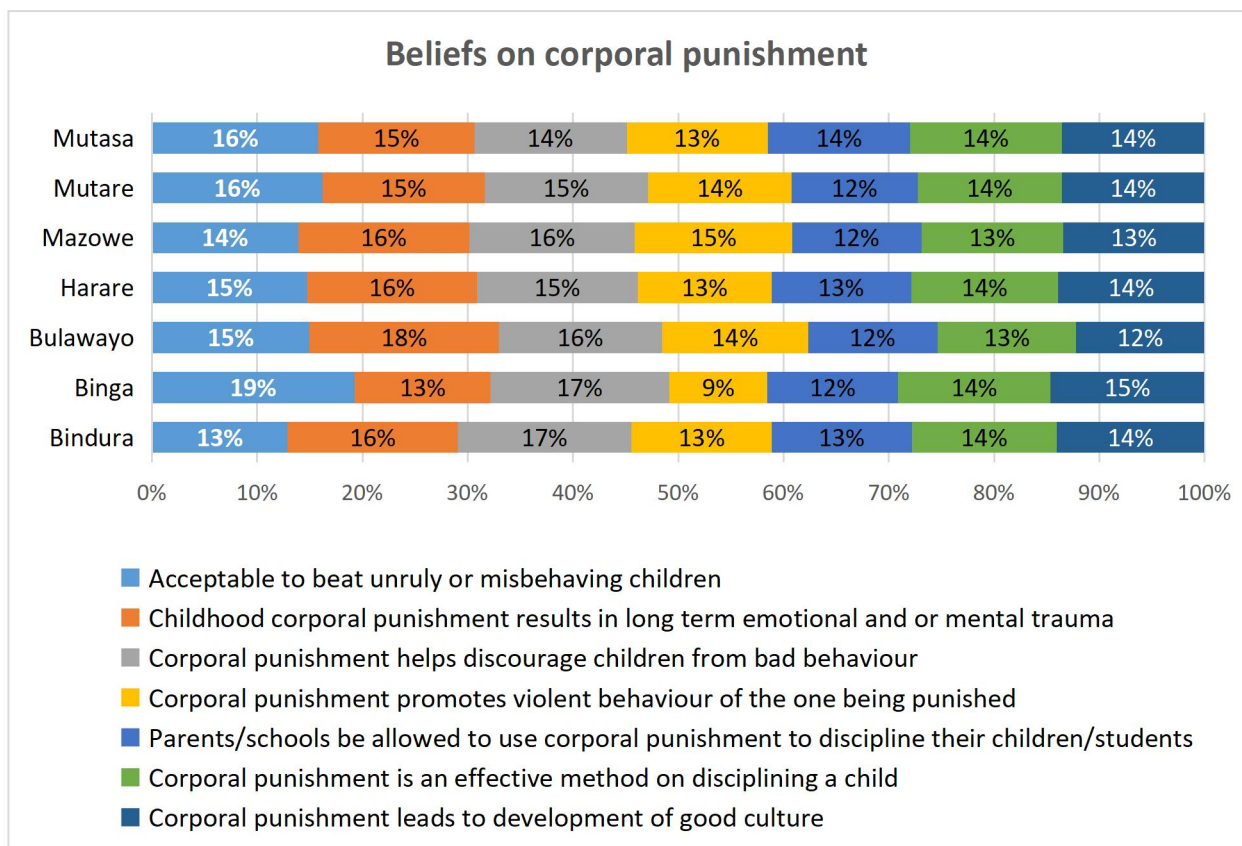


Figure 55: Beliefs on corporal punishment

Figure 55 shows beliefs on corporal punishment by districts. Binga District believed more (19%) in corporal punishment being acceptable to discipline misbehaving children and the least (9%) in believing the corporal punishment contributed to development of violent behaviour than other districts possibly due to its rural conservative nature to traditional customs where children are beaten as a corrective measure. Bulawayo, Harare and Mazowe districts believed highly in corporal punishment resulting in long term emotional trauma possibly due to proximity to urban areas where the ease of access to information and education on the dangers of corporal punishment. All districts reported moderate responses in the perception that teachers and parents should be allowed to use corporal punishment, corporal punishment is an effective method of disciplining children and corporal punishment led to good culture. The beliefs indicated that given other alternatives corporal punishment was not really a mode of punishment that may would want to use.

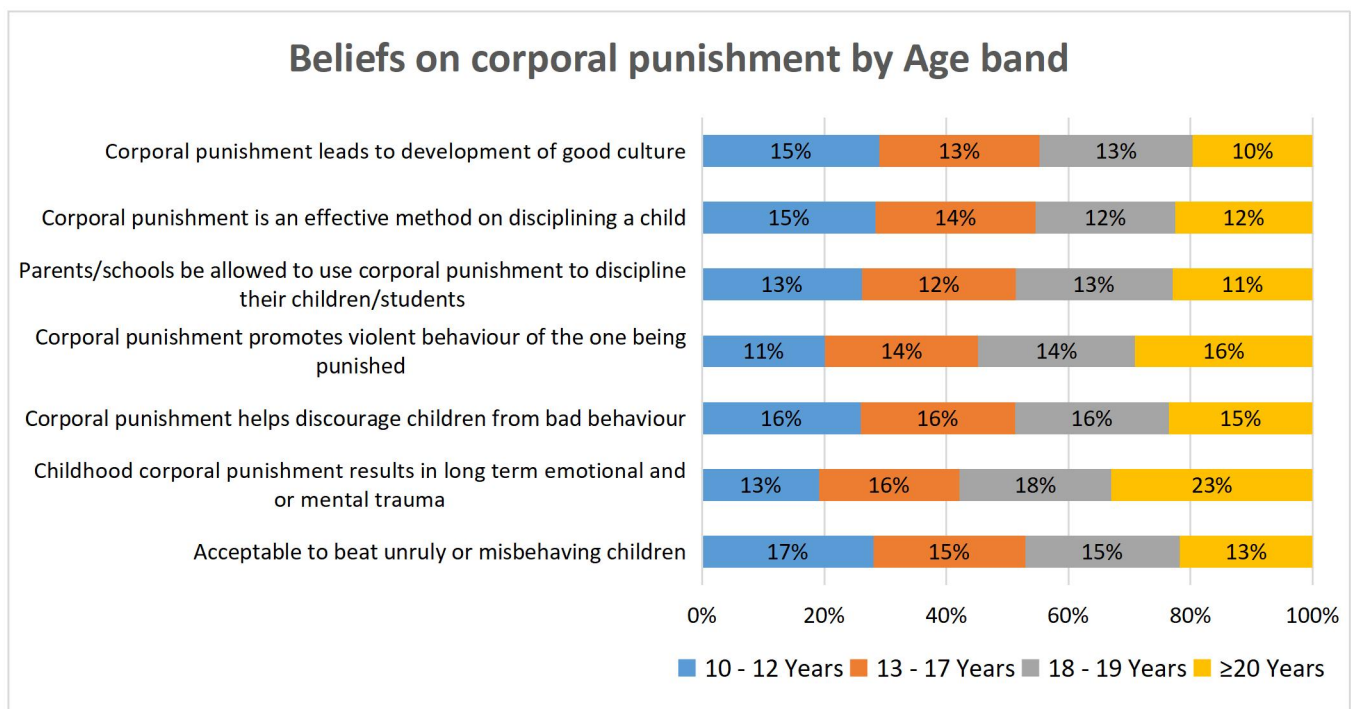


Figure 56: Beliefs on corporal punishment by age band

Figure 56 highlights beliefs on corporal punishment by age band. Learners in the age band of 10-12 years believed that it mostly acceptable to beat unruly and misbehaving children, according to the learners beating resulted in better results in developing good culture discourage bad behaviour and an effective method of disciplining the child. It is possible that the perceptions were anchored on limited exposure to other forms of discipline such as guidance and counselling. On the contrary learners in the age band of 13-17 years were of the perception that corporal punishment resulted in long term emotional trauma due to exposure to other forms of discipline such as guidance and counselling sessions and maturity. Only a few learners (12%) in this age band agreed to have teachers and parents allowed to use corporal punishment. Learner in the age band of 18-19 years shared the same sentiments with those in the age band of 13-17 years where the majority did understand the emotional trauma that corporal punishment yielded and only a few viewed it as an effective method of disciplining a child. This may be emanating of appreciation of body appearance and mental well-being that is brought about growth and development during this age band. There appeared to be a positive relationship between age band and understanding of the harmful effects of corporal punishment. Majority of the learners above the age of 20 (23%) also acknowledge the emotional

effects of corporal punishment and only a few (12%) believed that it could be used to develop good discipline in children. It is possible that learners spoke from the experiences and over the years they harboured the experiences and that alone traumatised them enough to appreciate the practice as harmful.

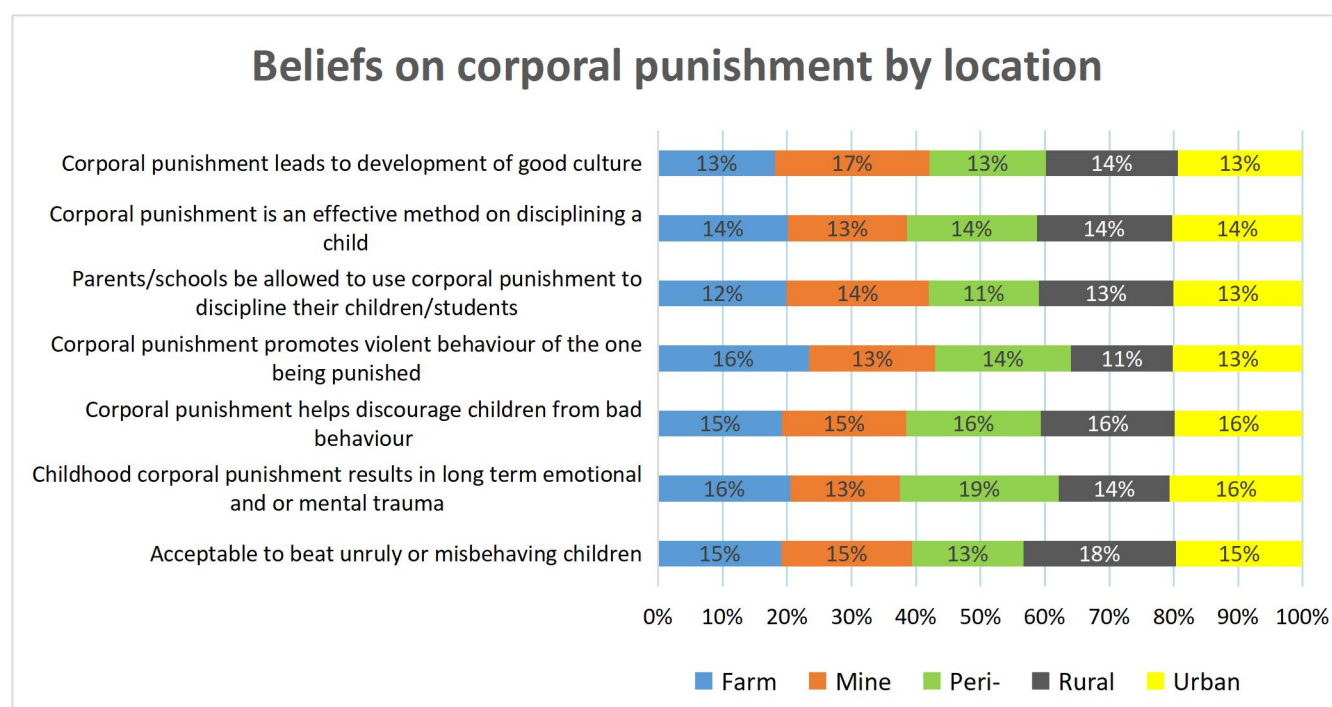


Figure 57: Beliefs on corporal punishment by location

Figure 57 indicates beliefs held by learners on corporal punishment from each location surveyed. Majority of the learners (16%) from farming locations believed that corporal punishment resulted in long term emotional or mental trauma and promoted violent behaviour of the one being punished more than any other effects. Such understanding of the consequences of corporal punishment among learners was also shared with learners in peri-urban schools (19%) whereas learners in mining area believed that corporal punishment led to good development of good culture. This could have been influenced by exposure to violence in mining communities as groups of

Almost half of these learners (n=1123, 48.8%) from Government-run schools and 1246 (54.2%) who were at secondary level of education were also in support of the idea that if the rod is spared, then you spoil the child. There were more female learners (n=1255, 54.5%) than males and also in the age group 13-17 years (n=1257,

54.6%) than any other age groups who believed that using the whip will help mould well-behaved children. Learners from schools located in the urban areas (n= 1336, 53.1%) also believed that corporal punishment will keep the children away from mischief and this was well supported mostly by learners from Grade 7 (n=443, 19.3%).

There were 1893 learners from across the five provinces that participated in the survey who believed that corporal punishment promotes violent behaviour of the one being punished. Of these 1893 learners, the majority, 542 (28.6%) were from Manicaland province and 230 (12.2%) were from Matabeleland North who believed that using the whip or any form of corporal punishment will stimulate the violent behaviour in children and will be very hard to control in schools and at home. Mazowe district had the highest (n=385, 20.3%) and Bindura the least (n=125, 6.6%) number of learners who thought that corporal punishment would stimulate the dormant violent behaviour in children. This was also the same feeling in learners from Government-led schools (n=969, 51.2%) and Church/Mission-led schools (n=512, 27.0%). This feeling of stimulating the inactive violent behaviour through corporal punishment was supported mostly by secondary/high school learners (n=1184, 62.5%) than primary learners and more than half of the female learners (n=1045, 55.2%) felt that corporal punishment promotes violent behaviour of the one being punished. Only 35 (1.8%) of the learners aged more than 20 years, 1146(60.5%) of the urban learners and 77 (4.1%) from Mine-led schools thought that corporal punishment would unleash the latent violent behaviour of the one being punished.

However, there were learners (n=1847) who thought that parents/schools should be allowed to use corporal punishment to discipline children. Manicaland province schools had the loudest voice behind this call with over a quarter of the learners (n=500, 27.1%) and Bulawayo province schools had the least number of learners (n=222, 12.0%) who believed that that parents/schools should be allowed to use corporal punishment to discipline children. This was also echoed mostly by Government school learners (n=906, 49.1%), secondary / high school learners (n=989, 53.5%), urban learners (n=1070, 57.9%) and Grade 7s (n=378, 20.5%).

When asked whether corporal punishment was an effective method of instilling discipline in children, a total of 2023 learners concurred that it was one of the best ways of bringing up an upright cadre. Of these 2023 learners, the majority were coming from Manicaland (n=556, 27.5%) and Harare (n=396, 19.6%) provinces, and slightly over half (n=1023, 50.6%) were from Government controlled schools with the private weighing in at 8% (n=161). There were more secondary / high school learners (n=1055, 52.2%) than primary school learners (n=968, 47.8%) and more female learners (n=1098, 54.3%) than males (n=925, 45.7%) who advocated for corporal punishment as an effective method in disciplining children both at home and school. Very few learners aged over 20 years (n=26, 1.3%) and some from peri-urban (n= 50, 2.5%) and mining schools (n=74, 3.7%) were in support of corporal punishment as one of the effective ways of disciplining children. Slightly over a tenth of the learners (n=212, 10.5%) who backed the idea of corporal punishment were from farm schools and more backing was coming from primary school learners especially Grade 7s (n=391, 19.3%).

Of the 2000 learners who believed that corporal punishment leads to the development of good culture, 543 (27.2%) and 478 (23.9%) were from Manicaland and Mashonaland Central provinces respectively. Almost half of the learners (n=987, 49.4%) and slightly more than a quarter (n=520, 26.0%) of the learners who were of the opinion that corporal punishment leads to the development of good culture were from Government and Church/Mission-run schools respectively.

6.15 Awareness of alternative disciplinary procedures (ADPs)

Among the adult informants, there was reasonable awareness of alternative disciplinary procedures apart from corporal punishment. However, the forms of ADPs adopted/knowledge of where these have been implemented was largely missing in the schools. The effectiveness/outcomes of the ADPs if/where implemented was largely an academic debate because informants were not aware of where these have been adopted and the extent to which they have been implemented.

6.16 Sexual violence against children in schools and its causes

Complex and firmly based in social, cultural, economic, and institutional aspects, sexual assault in schools has many roots. Violence in schools affects the entire

community and is a complicated, diverse social problem. Schools were social environments where the power dynamics, dominance patterns, and discriminatory behaviours of the neighbourhood and larger society were represented. The underlying causes of gender-based violence generally and the frequently systematic nature of sexual violence in schools were social and cultural practices that uphold patriarchal gender relations and sustain discrimination and inequality of girls. Particularly important is the disparity in power between male and female teachers and staff employees who hold positions of trust and authority.

The students identified the different causes of sexual violence and students at the different schools while others had contrasting narratives. Some students argued that there was no or not much sexual violence at their school, while some claimed that there was definitely a lot. Nevertheless, there was an overall recognition of its presence at secondary schools in general, particularly in urban areas. Nevertheless, it is interesting to note that there was much more awareness and recognition of sexual violence amongst the male and female students in our sample. As one MZ boys High School Form 3 student put it: "Sexual abuse here happens when it's a dark and the boys pounce on the girls"

6.17 Boys trying to prove masculinity

Sexual violence perpetrated by boys was framed within a broader framework of gender-based violence and a pervasive culture of male aggression. The following were discussed as violent behaviour: boys forcing or seeking to entice girls into having sex; insulting, in an effort to feel stronger and more powerful. Moreover, when boys proposed girls to be their girlfriends, and got rejected, they felt bitter about it. Life at this school becomes unbearable to the affected girl who is verbally and physically abused and treated in a rather hostile and aggressive manner by the perpetrator together with his male friends, both in and outside of school. Most of the girls testified that their rejection of boys' invitations was always met with horrid verbal abuse and harassment designed to humiliate them. It also led to serious repercussions of bullying to the girl who would have rejected the boy's proposal

MP High School in Bulawayo had to say this

"The older boys propose to Form 1 girls and when the girl refuses, the girl gets abused by the boy and his friends." Form 6 student

" Most students who do this were prefects at this school so they pointlessly punish the girl on purpose till they accept their proposal"
Form 3 student

"If they asked you to be in a relationship with them and you say, no I am still very young, the boys usually shout and use nasty words like I will kill you, I will hit you." Form 4 student

Some boys noted that they were at an age where they couldn't control their raging hormones which led to aggression and sexual behaviour but love and attraction were also cited. Boys with uncontrollable urges were the ones who then go out there and abuse girls. Moreover, boys appeared to lack awareness about gender equality and they were unable to understand the dynamics of intimate relationships, for example the imperative of love and respect in relationships or how forcing girls to do things without their consent is unacceptable. SA's students said they were banned from dating at their school as some students had experienced sexual violence from other students

Some learners gave the notion that suggested, *"... girls were weak to stop abusive acts and they learn to accept it as it happens all the time to lose girls"*.

"The girls do not have respect for themselves as they go to the Agricultural shed with boys who then pounce on them." MN Form 4 student

"Some girls were shy to defend themselves and they allow sexual assault to keep happening to them."

6.18 Dressing

Most students concurred that the dressing of the girls is what, in most cases, provoked the men to rape them. Certain items of sexy dress that reveal the body have been linked to self-objectification. Girls who dress in revealing cloths like bum-shorts, mini-skirts, see through clothes give the notation that they want men to approach them. Both boys and girls rated the provocatively dressed girls as more likely to be sexually harassed and to provoke sexual harassment. As compared to a non-provocatively dressed girls, learners judged that a provocatively dressed girl could have prevented the incident, was more likely to have provoked the incident and was more likely to have inadvertently done something to bring about the

advances. Boys at MZ High attested that since there were a few girls in their school who were day scholars, they tend to lust after those girls who wear short uniforms and they end up fondling them. They call this act "nzara" (literally meaning hunger in the local Shona language, implying that the short dresses/skirts worn by the girls created 'sexual' hunger/desire in them) where they fondle the so called loose scantily dressed girls who never bother to report them to the school authorities.

"As boarders we have something called 'nzara', where you go and touch a female student's breast and bums. At first you approach the girl making it seem like you playing 'chikudo' (baboon play of beating and touching each other) and if the girl doesn't go to report, you tell the other boys and they keep doing that to the same girl" Form 3 student.

"As boarders when we go home for the school holiday and we see scantily dressed girls in town or where we stay, we go crazy and end up not being able to control ourselves." SA Upper 6 student.

6.19 Drug Abuse

Drug abuse, is one of the most dangerous things most learners agreed that it has many repercussions including depression, suicide and in some cases, sexual violence. These days drug fuelled parties which were usually organised by a pimp who is usually the funder or students themselves were very common. These parties were organised through social media, WhatsApp groups and teens host these parties in secret locations and invite other students. There were no restrictions or reservations during the party as girls and meant were meant to have multiple sex with different partners in just a few hours. Some girls who were invited however go unknowingly and they get their soft drinks spiked or laced with drugs. these drugs serve as an aphrodisiac and the girls then end up going to bug the men there for sex. This is mainly because drugs were known to provoke a sense of daring and therefore a drug abuser cannot be trusted to always do the most reasonable things especially if he is a man among vulnerable girls. A good number of rape cases were recorded saying the perpetrator was drunk and unreasonable. This shows just how much abuse of substances can lead to things like gender-based violence which will include sexual violence as.

"Here in Bulawayo Vuzu parties were common as we get older men who approach us school children to look for girls to invite to innocent parties outside the school. These men then pay us for the services sometimes with alcohol and drugs. These girls who choose to attend get their drinks laced with drugs unknowingly and they then act wild."

MP High Form 6 student

6.20 Economic status and authority used for exploitation of girls

A lot of students also cited poverty as a contributing factor to sexual violence, in particular to transactional sex and girls being involved in prostitution. Poverty appears to compel some to exchange sex for money to support themselves or others in their family, or it prevents them escaping from abusive relationships and situations.

Teachers, artisanal miners, sugar daddies and businessmen were also implicated as perpetrators of sexual violence in most of these schools. Some teachers sought (forced or consensual) sexual liaisons with their students, in particular to bargain sex in exchange for higher grades or financial support. This incident can, again, be recognised from the KN School incident.

"A certain teacher here was in a relationship with one of the students in exchange for marks. the student got pregnant and told her parents what was happening. the school then fired the teacher but he wasn't reported to the police" KN Form 4 student

The narratives also pointed to female complicity, for example girls seeking transactional sexual relationships because they wanted a luxurious life at school or at home because it offers some other advantages. These advantages were having a flashy phone, better dressing than the peers, having money.

There were many cases like these in the school setup where minors were asked to give their bodies in exchange of something they need. in places where there were artisanal miners known as '*makorokoza*', it usually happens as these were situated close to schools. Girls from a poor background sometimes end up sleeping with these '*makorokoza*' to get money for sugar or even '*jiggies*' (*snacks*).

6.21 Peer Pressure

The influence of peers was brought up by most learners particularly the way girls might influence one another into seeking transactional sex and also how boys influence each other to have sex or fondle girls as a way of fitting in.

"as boys when we are at the hostels when we reach puberty we influence each other to try out sexual things to girls"

6.22 Religion and beliefs

The role of religion was also underscored in perpetuating beliefs and conceptions that legitimised sexual violence. Most abuse of the girls was by their church members who believe that having sex with a young girl brings more members to the church.

6.23 Watching pornography and then wanting to experiment

Most students suggested that modernity and penetration of Western values and images through social media compound the problems of sexual violence. Accordingly, pop music, videos with sexually suggestive dancing and dressing, movies or pornographic videos, which has become widely available, were viewed to have very negative influences. The availability of pornography on the Internet has encouraged young people to engage in sexual activities.

"Some of the music videos we see have women showing boobs and twerking hence as boys we get aroused and get curious then we end up wanting to touch girls" DN

Step-parents – there were also a significant number of cases where step parents were victimising their step daughters and sons because of influence and proximity. This is one of the saddest situations because in most cases the victims find no way out because this would literally be a person they were living with and is trusted by their biological parent. Most parents barely listened to a child if he or she talks about being mistreated by a step parent. Even boys, in this incident fall victim to step mothers because they were then provoked and blackmailed into doing sexual acts that they might not be comfortable with in the fear of being disclosed to their fathers. This can only be solved by parent listening and trusting their children.

Huge age gap in relationships – this is common in the today's world where you find relationships with 15 or more years age differences even at young ages like 18- to 20-year-olds dating 36- to 38-year-olds. This promotes a sense of too much authority

in the men and a sense of excessive submission for the girls. This would lead to the girls saying yes to everything even the things they were not comfortable with. Unconsented sex accounts as sexual assault and these cases were filled with lots of unconsented sex leading to sexual assaults being done even without the victim knowing that they were being assaulted. The case of the boys from Binga from our findings also supports this claim as one can see form 6 boys being in relationships with form 1 girls. This leads to unconsented sex and even if it is consented, a form 1 girl child is still a minor and cannot consent anyone into having sexual relations with here therefore it is assault.

6.24 Violence against children with disabilities

The study findings indicate that school-based violence against children with disabilities is as a result of causes relating to societal perceptions on disability and to the person with disability as well, and institutional limitations relating to the schools. Table 20 outlines the common causes that were identified across the study. Zimbabwe has diverse cultures and religions, however, key cross cutting causes of violence against children with disabilities were identified and discussed in depth.

Table 20: Actions causing violence against children with disabilities

Causes relating to societal beliefs and perceptions		Causes relating to the individuals with disability		Causes relating to institutional limitations
Boys	Girls	Boys	Girls	
Peer pressure	Unable to understand disability	They were the aggressors	They lack confidence	The lack of information about disability
Negative attitudes	Discrimination	They take advantage of the disability	They get preferential treatment and this makes other children jealous	The lack of child protection policies in schools that clearly emphasise the inclusion of children with disabilities
Judging children with disabilities	Children with disabilities rely on others	Children with disabilities sometimes lie against their non-disabled peers	Low self-esteem hence they lack agency	Unavailability of trained teachers in schools to cater for the needs of learners with disabilities
Resentment towards children with disabilities	There is lack of knowledge on the rights of children with disabilities	Children with disabilities want everything to be done for them	Lack of child protection knowledge on the part of the children with disabilities	The unavailability of specialised disability facilities in schools to ensure a well-resourced inclusive education component
They were weak	They were abused because they cannot fight back		They were afraid of reporting for fear of victimisation	
They were abused because they look different from the	Boys were jealous of the attention that children with disabilities were			

Causes relating to societal beliefs and perceptions		Causes relating to the individuals with disability		Causes relating to institutional limitations
others	given by girls			
They were perceived as useless	Fear that disability is contagious			
We think we were better than them	Children with disabilities were dependant on others so they end up being abused			
non-disabled children just like teasing those with disabilities	Because we know better than them			
The blind children will not see who has abused them and it is fun	They cannot report any violence done against them			

As shown in Table 21, the causes relating to societal perceptions outweigh the causes relating to the individual with disability and those relating to institutional limitations. As such disability is socially constructed. The social model of disability shows that disability is fundamentally a socially constructed phenomenon (Barnes et al., 2010; Henderson & Bryan, 2004). This often leads to the social exclusion of children with disabilities and shapes the perceptions and attitudes towards disability. The violence that children with disabilities face is described as having its roots in the attitudes, knowledge and understanding that the community and society at large have about disability (ACPF, 2010; Save the Children, 2011). In all schools across 6 provinces in Zimbabwe where the study FGDs were carried out, the children mentioned that they have been socialised to perceive disability as a curse for some wrong doing either to God or to some super power. Hence there is some kind of resentment towards children with disabilities. The notion is that disability does not just happen and it is unacceptable. One learner in the form one group at KN Academy cried during the discussion which could be an indication of the view that disability is ‘painful’ and hard to accept.

6.25 Quotes from the children who participated in the FGDs

“Some children do not even want to sit next to us and they do not want to share a pen”, - a learner with albinism at one of the schools in Manicaland province

“People think we were less important because we were disabled”, - a learner with albinism at DN School in Harare province

“Children with disabilities should go to their own schools”, - a non-disabled learner in Matabeleland North province

The negative attitudes surrounding disability were also linked to neglect by some parents and guardians of children with disabilities. Some parents or guardians were even ashamed of their disabled children hence they confine them to private spaces and their access to education is limited. As a result, the community around the child adopts the same attitude and this leads to violence against children with disabilities. UNICEF 2005 opines that neglect is a precursor to violence against children with disabilities. Some parents and guardians neglect to provide disability-specific care which then leads to children with disabilities heavily relying on the assistance of other learners in school, and this burden often exudes frustration and violence. It is a major finding from the schools except for the faith-based schools that non-disabled children also get tired of assisting their peers with disability. For example, one learner at BN High School mentioned that a child with visual impairment may require the aid of prescribed lenses for them to read rather than having another child read to them every time. In a case study of violence against children in Kenya, having mental health impairments or needing emotional or physical support were found to be risk factors for violence, (Terre Des Hommes 2008).

Another popular view according to the discussions was that disability comes as a precondition for one to be wealthy meaning that a parent has to sacrifice their child or children to be disabled for the parent to be rich, a practice popularly known as *“kuromba”* in Shona. The belief is that disability is not a natural occurrence hence the fear of association and repulsion towards people with disabilities. Stigma associated with disability, attitudes and traditional beliefs about disabilities, and the perception that children with disabilities were unworthy, combined with traditional gender norms, help explain why children with disabilities were at greater risk of violence in the communities studied.

In the FGDs, learners also pointed out that children with disabilities were also responsible for the violence directed to them. This is an interesting deviation from the common compassionate treatment of children with disabilities which was noted

mainly in the faith-based schools like SA High School and. At DN High school children with disabilities were also portrayed as the aggressors against their peers coupled with their reliance on the preferential treatment they get from the teachers. Hence there is a certain degree of antagonism that has developed between the children with disabilities and their non-disabled peers. The non-disabled children pointed out that violence towards learners with disabilities is sometimes revenge and self-defence. Some people may think that the children with disabilities were lazy and always want to draw pity from their condition. Learners at KM Secondary School in Mashonaland central province indicated that children with disabilities sometimes exaggerate disability and draw benefits from that. For example, one may not complete their work and blame it on the disability.

Lack of understanding of child capabilities: Staff who lack training and background on disability can be quick to lash out at disabled children either because of frustration with the job or lack of understanding about the limitations of the children in their charge. Training of staff around issues of violence or abuse is rare or non-existent, meaning that the problems were not addressed. Inaccessibility of legal services lacks consequence to the abusers. It was disappointing to note that most of the schools, even those that were considered private and elite, do not have any disability friendly facilities to cater for the needs of learners with disabilities, especially for those with mobility challenges.

6.26 Safeguarding and child protection mechanisms in place at different levels of the education administrative system

6.26.1 Reporting of cases and school responses to SBVAC

6.26.1.1 Reporting of cases of violence

The teacher was the point of call to report cases of violence perpetrated against self. Learners at all schools in the provinces visited indicated that teachers and school heads were their best protectors from harm and therefore the ones they trusted to report cases of violence against them. Reporting to parents and guardians was only cited as a second option. This might be due to the fact that children spend most of their day time with teachers and therefore regard them as the most significant adults who they rely on for protection.

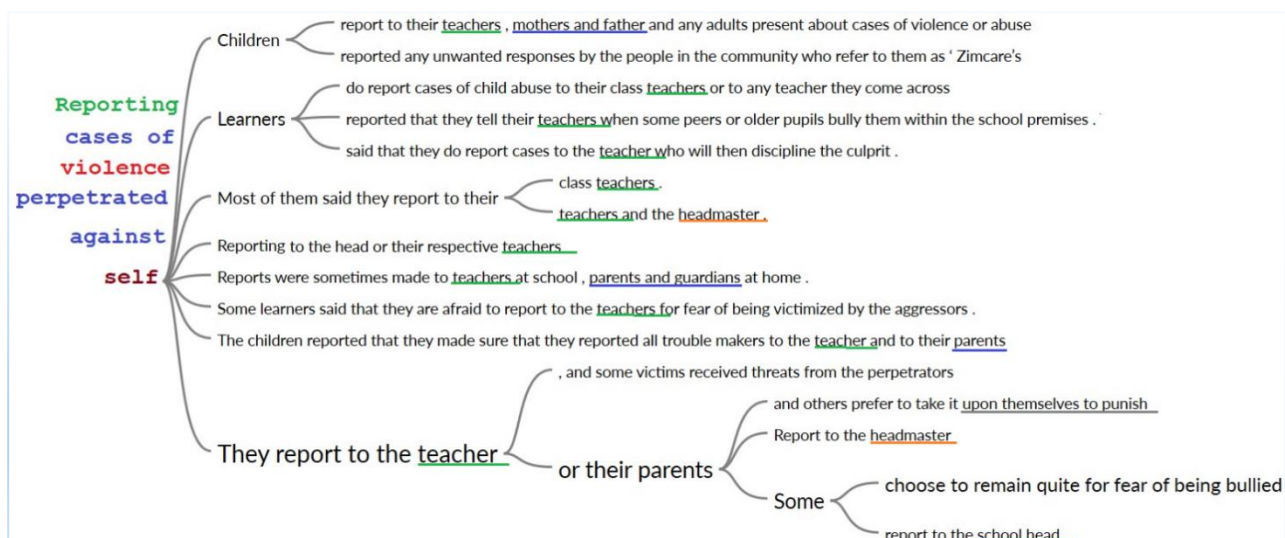


Figure 58: FGD responses regarding reporting of violence perpetrated against self by children

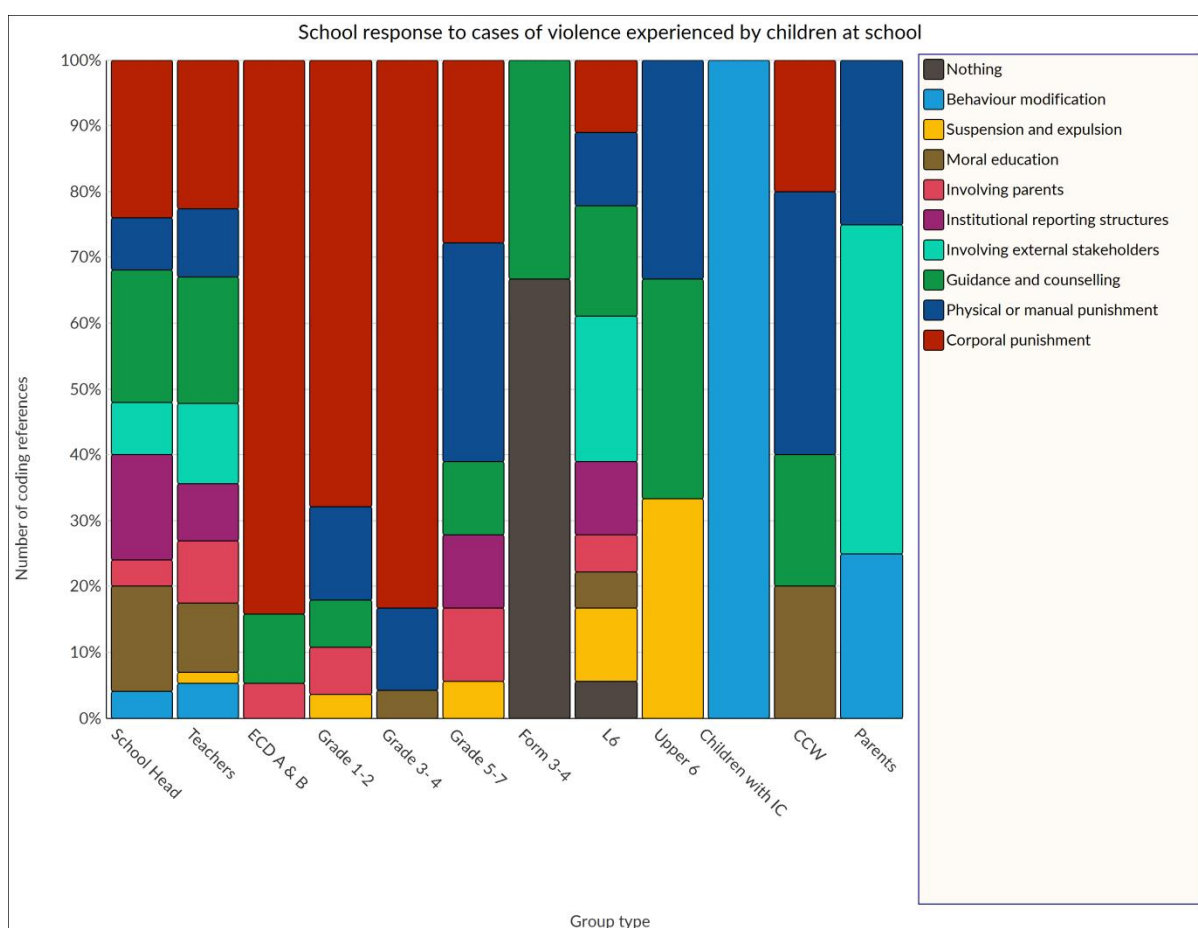


Figure 59: FGD responses to action taken on reported cases of SBVAC

The graph above shows various school responses to cases of violence that happens in schools. Among the various responses the use of corporal punishment was largely suggested to be apparent in dealing with cases of violence in schools in primary school grades 1-5. Prevalence of corporal punishment despite its abolishment could be the results that it yields. Based on the FDGs and RRs Corporal punishment seems to have yielded better results that compelled the perpetrators to refrain from the practice of violence against other learners. Involvement of external stakeholders was exclusively highlighted to be more prevalent deal with learners with intellectual disability more than any other form responses. This is can be attributed to the capacity of teachers and schools to adequately handle learners with intellectual disability. External stakeholders such as the school's psychological department could be better resourced to handle learners with intellectual disability therefore schools, teachers and learners felt it appropriate to seek external stakeholders to deal with violence faced with learners with ID. Secondary school students particularly forms 3-4 were of the view that schools were not in any position to respond adequately to cases of violence. This is despite the response for FGDs with teachers where they indicated that they were attentive to cases of violence in schools, however it may have been that learners in secondary schools expected stiffer punishment as means of addressing violence in schools that the current methods being used therefore, they felt that nothing was being done at all. Behaviour modification and guidance and counselling were indicated as more subtle way of curbing violence in school as opposed to suggested physical, manual punishment.

6.27 Involvement of external stakeholders

It was noted that another common response was to involve other stakeholders to try and help with the misbehaviour. Key stakeholders identified were the community leaders, role models, community CPCs, CCWs, police, church and the junior council.

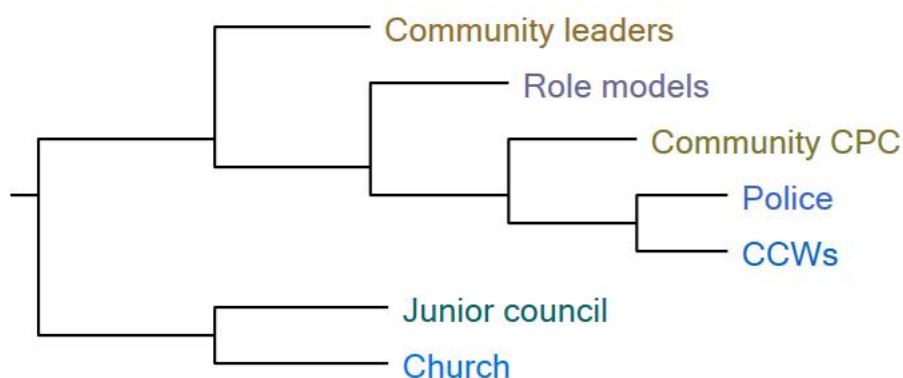


Figure 60: FGD responses to the external stakeholders involved in maintaining discipline of school children

6.27.1 Engaging Community and Cultural Leaders

Community leaders in societies where the misbehaviour has its roots in the community were found to be critical as agents of change. In Mazowe, the Nyao Culture was found to be very central in instilling the violence and absenteeism. To curtail this, the teachers revealed that the school met the leadership of the Nyao culture and addressed the issue of absenteeism especially during the week they hold their celebrations. Teachers also spoke of issues whereby learners were beaten by the members of the Nyao culture and their response was that it is the learners who would have insulted the members and they encouraged the school to report to the police if something like that happens. This yielded positive results in the end. It was also found that in Binga, engagement of community leaders over the issues of child rights, more so on child marriages would help. Teachers in Binga reasoned that the village heads were in need for empowerment for them to champion the child right issues.

6.27.2 Use of Role Models

Use of role models was also said to help. Teachers in PN High School in Manicaland, revealed that the school brought in role models to the school to speak with the learners on various topics and issues that affect the learners. Teachers in Bindura also took advantage to their proximity to the university and invite university students to come and talk to the learners.

6.28 Institutional reporting structures

As already established above, the teacher is the main point of reporting cases. Having the teachers and other interlinkages also help as a response. Complementary structures revealed were the disciplinary committees, prefects and suggestion boxes. Grade 5-7 in Mutare revealed that cases of abuse were dealt with through institutional reporting structures where learners report to the teachers and the school leadership for disciplinary action. It was also established in Bulawayo that the schools have some structures by which at every form/class there were teachers who were responsible for discipline and depending on the gravity, the responsible teacher may punish or even call the parent of the child. If it is of a higher level, the issue can then be taken to the Senior Master and probably to the disciplinary committee. For some schools, there were also a suggestion box for learners to use when they were afraid to come out in the open.

6.28.1 Involvement of parents

Separate FGDs with teachers and parents revealed that both sides thought it was important for them to join forces in dealing with the discipline of children. Parents with problem children were often invited to come to schools to discuss ways of helping the children change their behaviour. Parents expressed appreciation of this strategy and cooperated as they felt it gave the 'child nowhere to hide' between home and school when they spoke with one voice.

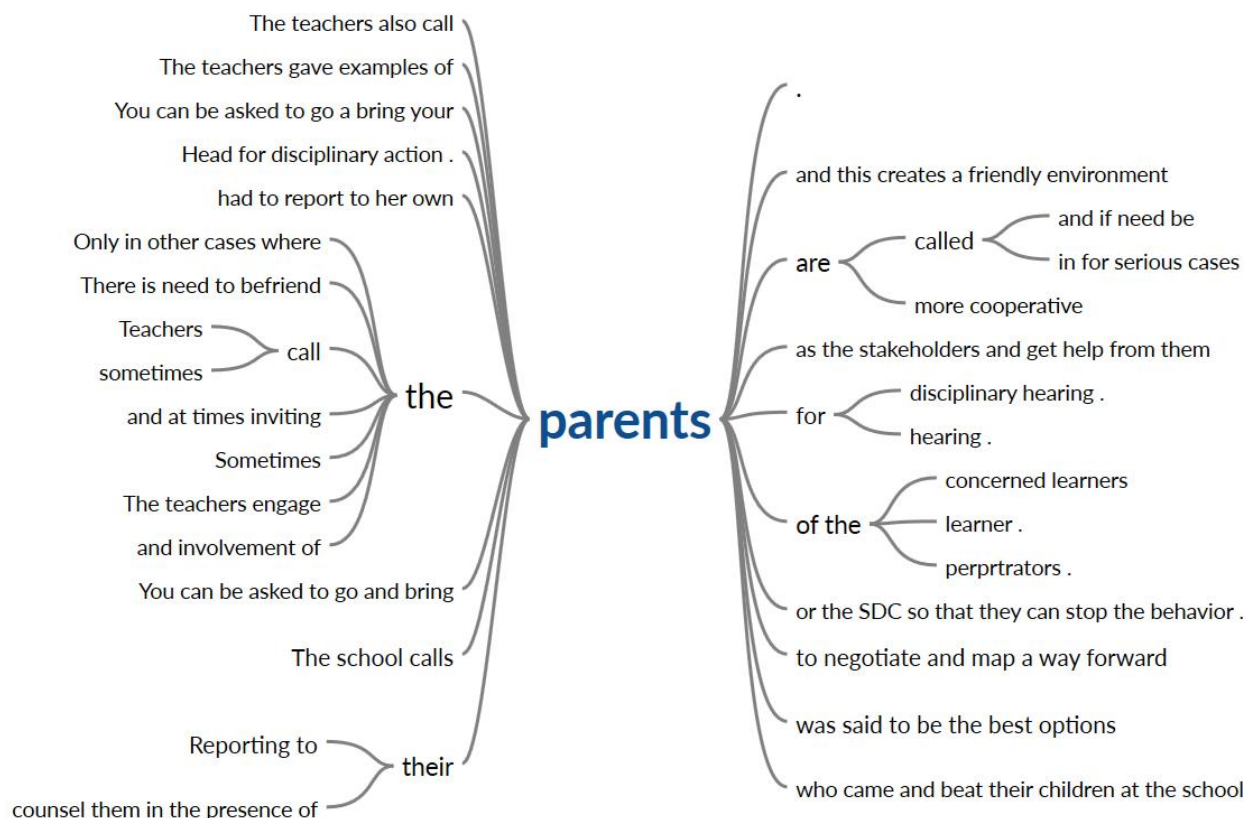


Figure 61: FGD responses to parents' perceptions and views regarding their involvement in maintaining discipline in schools

Figure 61 summarises responses from parents regarding if they thought they had a part to play and should be involved in maintaining discipline in schools, for instance through attending disciplinary hearings of children, engagement with the school as well as mapping the way forward together.

6.29 Moral education by schools

The schools reported engaging the learners in various moral education, starting with the school rules, assembly lectures and peer educators. A school head in Binga revealed that intervention strategies the school uses include setting out clear rules for the students especially during the school assembly when they conscientise them. Another school head in Matabeleland North also revealed that they usually have meetings with the DSI where they were encouraged to cascade to teachers that corporal punishment is outlawed and during the school daily assemblies they also usually announce to make it clear as well as on the learners' responsibilities so as to inculcate the moral behaviour. Teachers in Binga also revealed that they assemble both girls and boys and talk to them about conduct, how woman ought to carry

themselves and sex education in order to curb the prevalence of violence. These meetings were conducted by the senior teachers. These similar arrangements were also noted in other provinces.

To the same effect, peer groups were spoken of in Bulawayo and Penhalonga. Teachers in Bulawayo revealed that there were clubs at the school like the Champions of Child Protection whereby they try and teach each other at peer level. These were said to be effective because the peer educators gave feedback from their peers and teachers can work with those to devise solutions. Similarly, teachers in Penhalonga used peer educators as another disciplinary procedure, especially when they go for sporting activities.

6.30 Suspension and expulsion

Permanent and partial dismissal from school was cited, especially among the secondary school learners, the lower and upper sixth learners. Having this as an option also leaves some level of confusion as it was also thought to be a violation of the child's rights. Teachers in Bulawayo highlighted other forms of discipline includes suspension and expulsion depending on the severity of the issue. If, for example, a learner is stealing other's belongings in the hostels the learner may be withdrawn for that or if the learner is found to be the supplier of drugs within the school, then they can be expelled. The learner is, however, expelled after given four chances of reforming from committing the offence and they need to be a written record to back up the chances given. However, some teachers again in Bulawayo felt that the problem lies with the legislation, a teacher can discover that a learner has brought beer into the school, that learner is not to be beaten or expelled, they need to be maybe suspended. Whatever would be the outcome, it is not clear as to what level of withholding the child from attending school would be considered a disciplinary measure.

6.31 Behaviour modification strategies

Noted also were references to behaviourist approaches to controlling behaviour. References were made to the use of negative punishment through withholding privileges, negative reinforcement, positive reinforcement and assignment of

responsibility. While these were noted in many schools, schools with children with IC have to use these more and require special training to control behaviour. They have to rely more on the principles of behaviourism to manage the learners. Teachers from a special school in Harare revealed that the school has a policy of recruiting teachers who were well equipped in behaviour modification on children. The school has a child protection policy and the teachers were aware of the policy, they were in fact trained in the child protection when they do their special needs trainings. Teachers at the special school said they do not use corporal punishment at the school, as they have special skills to deal with learners with disabilities. They gave an example of behaviour modification system of disciplining the learners. Teachers also pointed out that they also withdraw things the learner wants, like toys, tea or sadza to control their behaviour. They will have to give these things to the learner at a later time. Teachers also highlighted reinforcement methods of controlling behaviour in the case that the learner behaves well, for example clapping hands for them or to have some goodies as a reward for good behaviour.

However, it was not as clear in terms of what can and cannot be withheld from a learner for this alternative. It can be inferred that some of the processes may boarder on child abuse and violation of the children's rights.

6.32 Correlation of SBVAC to different factors

6.32.1 Age and class level

School-based violence occurs at any age and normally starts when one enrolls in school and ends when one completes school. While violence happens among the same age group, age difference and physical attributes increases the likelihood of being a victim or perpetrator with the young ones being at the mercy of the older students and the physically weak or the differently able bodied being at the mercy of the physically and able-bodied strong students.

The onset of puberty and adolescence while marking the beginning of heightened sensitivity to social relationships, this is the period when bullying, sexual violence and corporal punishment in most instances spikes or heightens for both boys and girls. For boys' sexual violence starts at 12 and peaks at

between 16 and 18 years. The boys mentioned that the boys were more of perpetrators than victims. For girls' sexual violence starts at 16 and peaks from 16 to 18 years. The girls mentioned that they were more victims than perpetrators. While there could be girls who sexually abuse boys, the number is significantly low. At the ages of 16, 17 and 18 years the girls argue that they have fully developed and become very attractive to boys and men who at times sexually abuse them.

Similar to boys, girls experience physical bullying more when they start primary school at around 7 years and when they transition to secondary school between 13 and 14 years old. According to the learners, bullying is some kind of 'welcome' into the school. Sometimes the bullying is systematic such that even the school authorities also subscribe to the fact that the form ones should do most of the manual work in school. Differently for girls, bullying takes the form of emotional bullying as they progress and physical bullying considerably lessens, while boys continue to experience physical bullying alongside other forms of bullying. At around the ages of 15 to 18 emotional bullying for girls is more in the form of body shaming. For example, if one does not have breasts and hips, they were body shamed and told that they look like a boy

Corporal punishment is not age specific though it may take different forms as the child grows. From the study, children were subjected to corporal punishment particularly beating from as early as ECD and grade one, and this is common for both boys and girls. Corporal punishment continues throughout primary school education. For girls particularly in the rural areas, the peak is around 10 years. The girls attributed this to the struggles they face in balancing their school work and responsibilities at home. At home they were expected to do chores that include cooking, cleaning, washing, fetching water and taking care of their siblings. For some these roles supersede any school work depending on the rules set by the parent or guardians. The girls at KM Secondary school emphasised that the chores at home limit their time to do school work. Upon failing to submit school work on time, they were then subjected to corporal punishment by teachers. However, with time girls learn to strike a balance between their interlocking roles towards the ages of 13 to 14 year, then there is reduced corporal punishment. This might be similar for boys

but in exceptional cases. According to the boys, they experience more beating at ages 10 to 15 years because that is when they were naughty and experimental. As learners grow to the ages of 15 to 18 there is less beating and more of corporal punishment in the form of manual labour.

There is a lot of sexual violence that happens at school and at home from a very young age. This starts at a very young age when the child starts going to school. Girls were subjected to sexual abuse from as young as 2 years. Mainly they were abused by men who want to get rich or to get rid of HIV. Some abusers were the boyfriends of their mothers. Sexual abuse continues once the child starts going to school from the age of 5. Some naughty boys will try to touch the girls on their private parts and this becomes a game to them. As the girl child keeps growing, they face different types of sexual abuse throughout their lives. At secondary school now, from 13 to 18 found some girls engage in transactional sex with teachers under economic pressure in order to afford school fees or obtain spending money, or to secure good grades.

Some transactional sex happens between students themselves who buy the poorer one 'jiggies' (snacks), and sweets. Institutional weaknesses within the education system, such as severely under-resourced schools, underpaid and undertrained teachers, poorly-designed school grounds (with toilets or hostels in isolated areas, for example), poor disciplinary standards and a culture of impunity for sexual misconduct by both students and staff, were major contributing factors. SA High School in Manicaland, the 'well-to-do' students exploit the poorer girls by buying them 'goodies' and abusing them. Mazowe Boys girls get sexually assaulted in the isolated dark areas. Sexual Abuse is something that occurs at every age in a girl's timeline. Boys start experiencing sexual abuse from the ages of 10 usually the perpetrators were maids.

6.32.2 Gender

Ensuring a gender perspective in all interventions related to violence against children is critical to ascertain equity. The significant additional barriers that girls with disabilities encounter can prevent them from the full enjoyment of their rights. An important point from the discussions was that violence against children with disabilities is more pronounced against girl children particularly because of the already existing gender inequalities in the community. Girls with

disabilities particularly experience more abuse mainly because they were considered physically weaker compared to boys and girls were often targets of sexual abuse, hence they experience more sexual violence as well. According to the learners at DN High School girls who require more assistance were more exposed to sexual violence which maybe in the form of touching of the private parts.

Ministry of Health and Child Care & UNICEF (2015)ⁱⁱⁱ, established that girls with disabilities were especially vulnerable to gender-based violence (GBV) as they were twice as likely to experience sexual abuse relative to their male and female counterparts without disabilities. There were numerous factors contributing to this heightened vulnerability to GBV namely social isolation, the lack of support systems, and negative perceptions propagated by the shame and stigma surrounding disability, all of which together create a high-risk environment in which abuse can go undetected. The intersection between young age, disability and gender results in both aggravated forms of discrimination and specific human rights violations against girls and young women with disabilities. While in all parts of the world persons with disabilities were faced with violations of their rights and barriers to their participation as equal members of society, girls with disabilities were significantly worse off than boys with disabilities, regardless of the types and levels of impairment. Girls with disabilities were more likely to be excluded from family interactions and activities, and were less likely to have access to education, vocational training and employment, or to benefit from full inclusion.

Corporal punishment in schools takes place against a backdrop of social norms including those that drive gender inequalities and gender-based discrimination and violence. As such, corporal punishment in schools often constitutes a form of school-related gender-based violence (SRGBV), mirroring patterns of gender-based violence both in, around, and beyond schools.

According to studies, teenage girls were particularly susceptible to sexual assault, harassment, and exploitation, even in institutional environments like schools. Most students at different schools testified that most girls engaged in forced sexual activity or other sexual actions in the year prior. Boys were the

perpetrators as some of them invited these innocent girls to ‘Vuzu’ parties where they later spiked the girls’ drinks. Girls were more susceptible to sexual violence more than boys as they were more vulnerable.

While studies on sexual violence indicate that girls were more likely to experience it, boys were equally at danger. Disclosure is rare because of the embarrassment, shame, or fear of being held accountable, as well as a wish to keep the abuse a secret. In addition, a significant proportion of children who were exposed to sexual violence in school were more likely to drop out due to pregnancy. Most of these were girls not boys as they stay in school.

6.32.3 Religious and cultural background of pupils

The message that resonated in the discussions showed that one’s upbringing might have a bearing on how one behaves at school with students coming from families with a history of violence likely to turn out as bullies. Family and social background has significant influence on school-based violence especially bullying. In most instances bullying is often the result of the spill-over of other forms of violence such as domestic violence. Some learners come from families that live in poverty, which has a negative effect on for example parents’ interest in and support of their children’s education. It also at times follows that student who have a history of being abused either by family members or other members of society were likely to become violent towards others, especially if they were adolescents. According to some students at MP High School, violence that occurs in the community, especially gangster violence spills over to schools which then turns schools into places for violence rather than being the safe places we think they are.

6.33 Extent to which the school responses to SBVAC linked to the national child protection mechanisms

6.33.1 Reporting of cases of violence

There is gross underreporting of incidents of violence in all school for a range of reasons. Many learners find it difficult to speak out for fear of the stigma that may be attached to them with a lot fearing not being believed or being blamed

for the abuse. Learners who abuse others were also often school bullies, and again victims were intimidated into not reporting. Where a teacher is the abuser the power relations often intimidate learners into silence. The inability of most learners to talk about sexual matters with adults, for cultural or other reasons.

Many schools also have a poor and ineffective management systems and lack basic rules and regulations that were understood and adhered to by all, and which were applied consistently relating to sexual violence. This invariably makes it impossible to apply sanctions even where they were called for. There is a tendency by many schools to either fail to acknowledge or play down incidents of sexual abuse for fear of tarnishing the 'reputation' of the school. As a result, the matter goes unreported or is reported directly to the police's victim friendly unit.

There also seems to be confusion amongst some in the school communities about what is socially acceptable, unacceptable and criminal both in relation to the different forms of school-based violence. For decades society has condoned and, in some cases, even encouraged some forms of violence. For instance, cases of these 'inappropriate' relations between learners and teachers were therefore fairly common and were never reported as abuse, unless something goes wrong with the relationship.

There is also no common understanding of what constitutes sexual harassment, corporal punishment and bullying hence some actions go unreported. Moreover, some schools seem unsure of appropriate steps to take in the event of abuse incidents especially those involving school staff.

6.34 Conceptualisations of violence in schools by school and government officials

Most informants (Heads of schools, DSIs & the Police etc.) acknowledged the existence of physical and verbal violence in schools but generally found it difficult to actually define/delineate it. Most of the violence was normalized with the justification that "kids were like that". Most officials were familiar with physical forms of violence and, to a limited extent, verbal sparring. Little attention was paid/ known about other

subtler or “hidden” forms of violence such as sexual, emotional and, or psychological violations. It was also clear that there remained substantial tension between the common and customary law regarding appropriate/acceptable methods of disciplining/sanctioning a child with most officials endorsing corporal punishment and claiming that most parents approved of it as well. Government officials also acknowledged that there was some degree of secrecy or cover up over the extent of violence in schools, especially by the school heads- the “reputation of the school comes ahead of the rights of the child” – School head of a High School in Bulawayo province. School heads generally denied the existence of violence in schools. Isolated cases of bullying were acknowledged but were not seen as systemic.

6.35 Data Collection on the Prevalence of SBVAC

It was clear from the KIs with the Ministry of Primary and Secondary Education at all levels (district, provincial and national) that there was a general absence of a SBVAC data collection instrument- As such, officials could not speak authoritatively about prevalence & how it was assessed/measured. It was difficult establishing how the data the informants shared was known/generated;

- Paucity of statistics or empirical data on incidences of violence at either district, provincial or national levels;
- No systematic coding of forms of violence, their manifestations and differential impact on different categories of in school;
- No age analysis of different forms of violence, the key perpetrators, drivers and the options open to survivors etc.;
- An absence of data collection instruments means there is little disaggregation of data by forms of violence, disability, gender, age & other important socio-demographic factors;
- No clear monitoring and evaluation mechanisms within the Education Ministry to assess the prevalence and, or the impact of policy/legislation on SBVAC.

With regards the types of SBVAC and the kind of schools we have in our communities it was observed that the Ministry has made no serious attempt to map the architecture of SBVAC based on critical variables such as areas schools were located in, fraternities associated with certain school clubs, fraternities or sporting

activities (compare rugby, football, netball, hockey, basketball etc. and the different constructions of masculinities & femininities these engender), disability, migrant communities etc. Resource availability/unavailability as a driver of SBVAC remained unexplored in official circles. No attempt has also been made to ascertain the extent to which the teacher-pupil ratio was a driver of SBVAC - school heads and DSIs see little link between the two.

6.35.1 Government response to SBVAC

Given the size of districts, the study revealed that it was difficult for DSIs to track the forms/nature of SBVAC. It's was not likely that school authorities would report teachers administering corporal punishment if the school culture embraces the practice. The interventions the Government has made in response to SBVAC so far, have largely been legislative (see position on corporal punishment). However, since the promulgation of the Education Amendment Act which outlaws Corporal Punishment, successes achieved and key learnings have been difficult to document because of an absence of monitoring and evaluation mechanisms.

7. RECOMMENDATIONS

7.1 General Recommendations

7.1.1 Identifying risk factors for violence in schools

Rather than dismissing violence as inevitable, identifying risk factors for school-based violence may help break the cycle. Risk factors for violence may be identified at several levels: individual/family, school, community/society. The findings show that such risk factors may differ depending on context, time in a child's life and location. It is therefore essential to put in place multiple mitigatory factors which cover the whole lifespan of a child.

7.1.2 Establishing safe and confidential reporting mechanisms for Victims

Often, schools place a strong emphasis on encouraging students, teachers and parents to report incidents of violence without having appropriate plans in place to support victims and perpetrators. Victims of violence frequently do not trust the existing methods for reporting their experiences. They may be worried about confidentiality and they fear repercussions, further victimisation and stigma. Children were especially unlikely to tell anyone about their experience if they do not receive any support.

The Ministry of Primary and Secondary Education, together with the Ministries of health and child care, Ministry of Home Affairs, Ministry of Justice and Ministry of Public Service Labour and Social Welfare, local support networks (which may include organisations such as ChildLine), together with the schools need to collectively establish appropriate reporting mechanisms for victims of School-based Violence against Children, and have an agreed protocol for dealing with cases and reports of violence.

Such reporting systems should enable victims/witnesses and their advocates to report school-based violence. Safe, easily-accessible, confidential reporting mechanisms were important in terms of addressing SBVAC so that in the event of an incident, victims and witnesses can safely report violence and abuse, and know that there were services to support them.

Examples of methods used to report violence include telephone helplines, chatrooms, online reporting, boxes for posting confidential messages, and reporting points in schools. These methods have to:

- Be easily accessible;
- Address barriers to reporting;
- Be safe (perpetrators should not have access to them);
- Be confidential;
- Be followed up quickly, effectively and satisfactorily; and
- Be linked to referral services where needed.

There is a need for confidential and non-judgmental and safe mechanisms for reporting. Protecting children who report violence is central to ensuring their safety and will make reporting mechanisms more likely to be used.

Stakeholders were encouraged to establish a framework for the detection and management of risk situations affecting learners which provides clear and practical steps that school staff were responsible for taking when they receive reports of violence. Clear guidelines outlining reporting protocols and pathways, may act as a highly protective factor for young people, reducing the prevalence and increasing the accountability of those responsible for violence perpetration. Such guidelines would help teachers identify signs of suffering or discomfort manifested by learners by providing a list of the different signs of distress that can alert teachers. The guidelines would also provide practical steps that should be taken by staff in notifying social services, judicial services, health services or the family

7.1.3 Giving teachers the skills to respond appropriately to violence

Teachers play an important role in responding appropriately to violence that is happening on school premises. Teachers also play an important role in modelling positive behaviour and teaching children life skills. Therefore, they were important role models and need to react properly if they were told about or witness violence. They were also often the main contact points for children experiencing or carrying out violence. They follow the development of children

in day-to-day life and can play an important role in identifying cases of violence that were hidden. Teachers should: understand the role that they as teachers have in building safe, trusting relationships with children outside of the home. The school can support teachers by:

- Giving them the opportunity to discuss how they manage cases of violence in a confidential environment. Peer supervision and mutual support groups can help support teachers to manage violence appropriately.
- Provide a safe and confidential place where teachers can discuss their own experience with violence and be offered support. This support should come from someone outside of the school (for example, a social worker or psychosocial service) to avoid teachers hesitating to ask for support if they fear negative consequences for their career.
- Offer training in positive coping strategies and self-help.

7.2 Recommendations to prevent School Bullying

7.2.1 Formulation of laws against bullying

Government should work towards formulating strong laws and policies that protect schoolchildren from harassment and bullying. If the ministry takes a leading role to put in place laws and clear policies, to enable schools to provide some form of orientation to students to help them recognise, appreciate the dangers associated with bullying and the need to seek help urgently. The laws and the consequences for breaking the rules should be clearly spelt out so that students know what will happen if they engage in certain behaviour.

7.2.2 Create opportunities for connection

Teachers fostering a sense of community in classrooms may lower bullying incidents and facilitate healing for victims, or would-be victims. When targeted students feel connected to peers, they're better able to cope with being bullied. Teaching students to speak up when they witness bullying behaviour, and to take a stand against it, may reduce future bullying situations. Teachers need to be trained to create a safe place for students to express themselves and feel heard. They must be equipped in their teacher training programme to cultivate

students' abilities to advocate on behalf of themselves as well as others. Outside of the classroom, the teachers must facilitate opportunities for positive reinforcement by helping students get involved in afterschool activities that align with their hobbies and interests.

7.2.3 Teach students kindness and empathy

It is clear from the results that faith-based schools teach empathy to learners with disability hence the low cases of bullying of children with disabilities in such schools. It is recommended that the same principle be applied in all schools for the benefit of all children. From the earliest ages, learners should be encouraged to participate in activities that boost social-emotional learning. Teachers must find ways to help children understand and appreciate their identity as well as others'. To do this requires empathy and kindness.

Schools must provide platforms where learners may get together and talk about their differences, practice conflict resolution, work through problems, and build their understanding of those around them.

7.3 Recommendations to prevent Corporal Punishment

7.3.1 Interventions against Corporal Punishment

Intervention strategies against corporal punishment should be multilevel, targeting not only teacher behaviour but also attitudes and cultural norms about corporal punishment at school and in homes and the broader community. Both parents and teachers need to be informed through workshops, awareness campaigns and other strategies on the various non-violence alternative discipline measures.

7.4 Recommendations to prevent violence against children with disabilities

7.4.1 Training on treatment of children with disabilities

Schools with children living with disabilities need to run special programmes where experts such as teachers qualified in special needs education assist both teachers and parents on how to deal with such children. This can be extended to other school children through general awareness campaigns that include posters and regular talks by experts to all school children, parents and teachers.

Children with disabilities need to be involved in such awareness campaigns and be assisted to be confident and comfortable with themselves rather than seek sympathy and thereby expose themselves to bullying and other forms of abuse.

7.4.2 Interventions against violence against children with disabilities

Interventions against violence against children with disabilities should align to the three domains within which the violence emanates. As mentioned on the actions causing violence against children, the causes relate to societal perceptions on disability, on the individual with the disability and on institutional limitations towards disability inclusivity. The following were the recommendations on interventions that were gathered from the study

7.4.3 Strengthening institutional capacities for disability inclusion

The government of Zimbabwe adopted the Inclusive Education Policy in line with Sustainable Development Goal number 4 which emphasises equal opportunities for lifelong education and learning. However, the implementation of this policy is lagging behind as schools lack the adequately trained personnel and material resources to enable a conducive learning environment for children with disabilities. Schools should have mechanisms in place that allow students, parents or caregivers to complain about violence or victimisation. This is all the more serious because in many communities there were only a handful of schools or educational programmes that were available for disabled children. Parents/caregivers or children may hesitate to complain about violent or abusive behaviour in the school, fearing that they were dismissed from a programme when no alternative exists. It is important to find out what motivates learners to report violence against children with disabilities at school? According to the learners, they would want to see the perpetrators of violence against children with disabilities being dealt with.

Understanding barriers to school attendance and performance is crucial for understanding how to improve the experience of disabled children in schools our findings highlight the need for school-based interventions to reduce violence against all children

7.4.4 Addressing societal perceptions on disability

Civil society must work with families of disabled children and disability advocacy groups to take a leading role in advocating change to ensure inclusion of individuals with disability throughout society. Through mass media campaigns, collaboration with government officials at all levels, advocacy for progressive legislation and funding that increases the inclusion of disabled children in schools and communities, civil society has the ability to shape and redefine better and more inclusive attitudes towards disabled children – thus lessening the likelihood that they were victims of violence or abuse. From the focus group discussions, a major suggestion was for the learners to disseminate information on child rights and the rights of people living with disabilities through activities such as dramas, poems, interactive clubs and debate. Learners expressed enthusiasm about taking part in such initiatives. There were isolated but promising trends in some schools such as MZ High School where one male learner with albinism indicated that the learners and school community in general were accommodative of him. He has not faced any attitude challenges from other learners. This could be as a result of knowledge on disability on the learners' side and maybe the culture of the school as well.

7.4.5 Dealing with the attitudes of children with disabilities

The learners suggested that children with disabilities should be afforded opportunities to take part in activities such as sports according to their capacities to boost their confidence. Reinforcing the abilities of children with disabilities will help in building their self-esteem and confidence. focusing on the positives and celebrating small victories was also mentioned as a way of improving the attitudes of children with disabilities.

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