

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

Academic Research Centre
COMMISSIONED RESEARCH

Researchers:

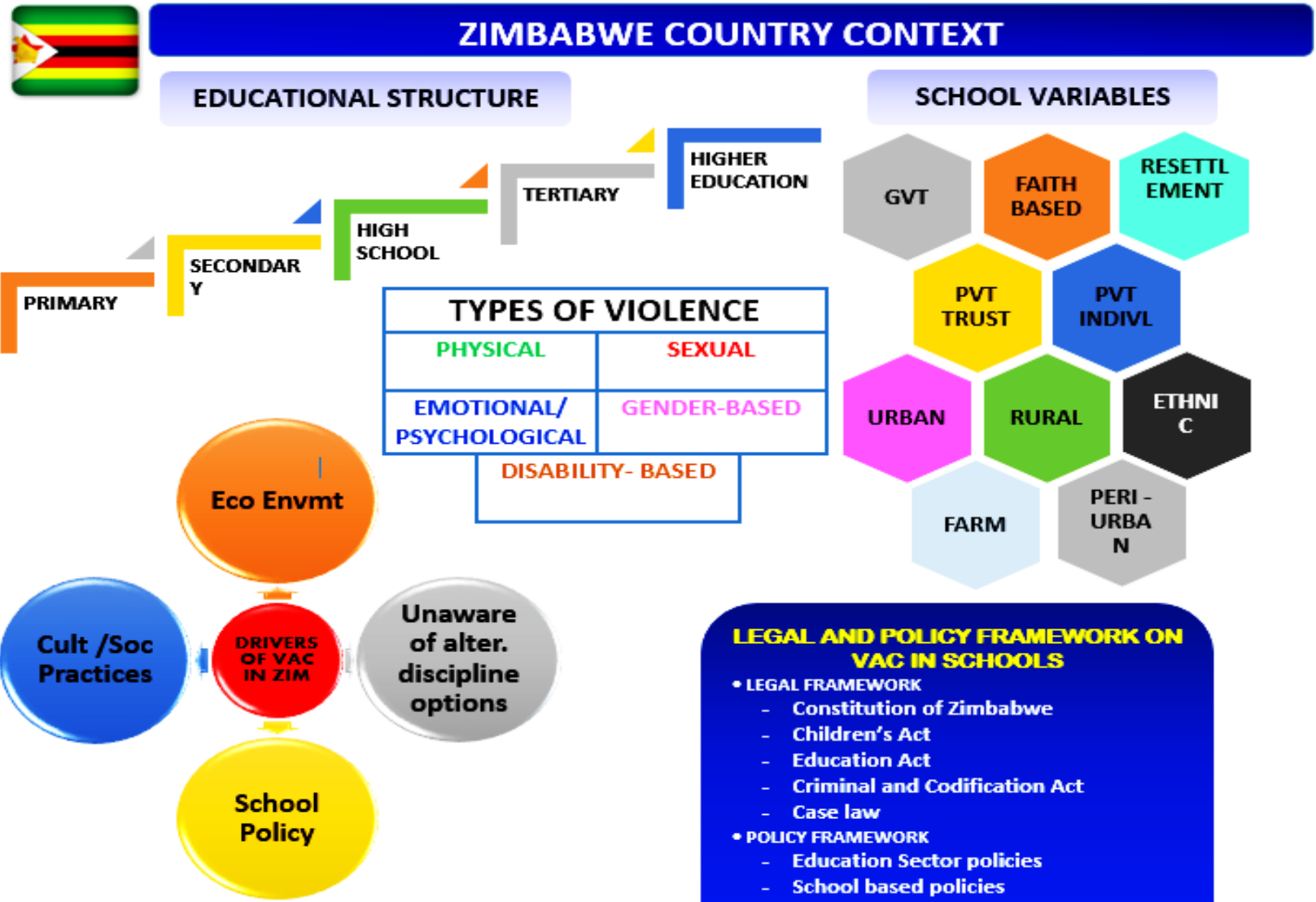
Professor Charles Nherera
Dr Tendai Nhenga



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Country context



Research gaps to be filled

- A national picture of the prevalence and causes of the different forms of school-based violence, disaggregated by age, gender, disability, ethnicity (and identify the common perpetrators of the different in the different variables of schools)
- The nexus between the different types of SBVAC and the different types of schools and their socio-economic, geographical, and demographic contexts
- Contribution of school ethos, socio-cultural and geographical contexts and the economic situation of school teachers and staff to the various forms of SBVAC
- The prevention strategies that are being employed by the different types of schools to address SBVAC
- Perceptions on the national policy framework on SBVAC and how schools have aligned their policies to the new Education Amendment Act

Research Questions

- How prevalent is school-based violence against children at the different types of schools?
- What forms of school-based violence are perpetrated against children in the different types of schools?
- What actions cause the different forms of violence against children in school?
- What is the nexus between the types of SBVAC and the various school types?
- To what extent is SBVAC correlated to factors such as: age, gender, disability, socio-economic status, educational level, religious and cultural background of pupils, and types of schools?
- To what extent are school responses to SBVAC linked to the national child protection mechanisms?

Proposed study approach and methodology

- Mixed methods to allow data to be unpacked to determine the prevalence, normative components and contexts around school-based violence.
- Data triangulated with existing evidence from the NBLEA secondary analysis, MICS data and the systematic literature review.
- 3 main components to answer the study questions:
 - **Qualitative participatory**
 - focus groups (called Round Robin Discussions) for Secondary School Children
 - Focus group discussions with
 - Primary School Children
 - Parents
 - Local Community Members
 - School Staff
 - Critical Incident Interviews
 - In-depth interviews;
 - Key Informant Interviews
 - **Quantitative data**
 - Questionnaire
 - U-Report

QUALITATIVE

Children – FDGs and CIs

Q U A L I T A T I V E	ROUND ROBIN FDGS	School Children	Bulawayo Harare Mash Central Mat North Manicaland	• How prevalent is school-based violence against children at the different types of schools? • What forms of school-based violence are perpetrated against children in the different types of schools? • What actions cause the different forms of violence against children in school? • What is the nexus between the types of SBVAC and the various school types? • To what extent is SBVAC correlated to factors such as: age, gender, disability, socio-economic status, educational level, religious and cultural background of pupils, and types of schools?
	FDGS WITH PRIMARY SCHOOL CHILDREN			
	CRITICAL INCIDENT INTERVIEWS	School Children (Participants to the RRs)	Bulawayo Harare Mash Central Mat North Manicaland	Critical incidents will be gathered in various ways, but typically respondents will be asked to tell a story about an experience they have had/or which they know about which would have been raised or hinted during the Round Robin

QUALITATIVE

Adult FDGs

F D G S	TEACHERS AND OTHER SCHOOL STAFF	Bulawayo Harare Mash Central Mat North Manicaland	• How prevalent is school-based violence against children at your school? (from the teachers and school staff perspective) • What forms of school-based violence are perpetrated against children in the school? (who are the main perpetrators for each type – keen focus on Corporal Punishment) • What actions cause the different forms of violence against children in school? (especially corporal punishment and SGBVAC) • What is the nexus between the types of SBVAC and the school type? • To what extent is SBVAC correlated to factors such as: age, gender, disability, socio-economic status, educational level, religious and cultural background of pupils, and types of schools? (also focus on the external causes of violence outside schools) • (What are the school responses and) To what extent are the school responses to SBVAC linked to the national child protection mechanisms?
	PARENTS COMMUNITY CARE WORKERS /CPCS MEMBER AND COMMUNITY LEADERS	Bulawayo Harare Mash Central Mat North Manicaland	• How prevalent is school-based violence against children at the different types of schools? • What is the nexus between the types of SBVAC and the various school types? • To what extent is SBVAC correlated to factors such as: age, gender, disability, socio-economic status, educational level, religious and cultural background of pupils, and types of schools? • To what extent are school responses to SBVAC linked to the national child protection mechanisms? (including the local child protection mechanisms)

QUANTITATIVE

Q U E S T I O N N A I R E S

School Children

Sample of all school variables in:

- Bulawayo
- Harare
- Mash Central
- Mat North
- Manicaland

What is the prevalence of school-based violence against children in relation to different school variables in Zimbabwe?

STUDY POPULATION

- Early Childhood Development (ECD), Primary and Secondary school going age in Zimbabwe
- parents/guardians, authorities and teachers of the participating schools
- Five main sites for this research
 - Mat North
 - Bulawayo
 - Mash Central
 - Harare
 - Manicaland



Site attributes

Province	Urban (High Density)	Urban (Low Density)	Peri Urban Schools	Rural Schools and resettlement schools	Faith based mission schools	Trust and Private schools	Govt owned	Single sex schools	Ethnic / socio- cultural / economic context	Boarding	Day Schooling
Bulawayo	✓	✓			✓	✓	✓	✓	✓	✓	✓
Harare	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Mash Central				✓	✓	✓	✓	✓	✓	✓	✓
Manicaland	✓	✓	✓	✓	✓			✓	✓	✓	✓
Mat North				✓		✓	✓		✓	✓	✓

Qualitative Sample

ACTIVITY	Provinces	No. of Participants Per Province	Total Participants from 5 Provinces	Inclusion Criteria
1-DAY ROUND ROBIN EVENT (SECONDARY SCHOOLS)	5	80	400	Equal Number of boys and girls representing the 4 different types of secondary schools in the province
1-DAY FDGS (PRIMARY SCHOOLS)	5	80	400	Equal Number of boys and girls from 2 primary schools per province representing 2 different types of schools
ONE (1) DAY FDGS WITH TEACHERS, PARENTS AND COMMUNITY MEMBERS OF DIFFERENT SCHOOLS	5	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)
CRITICAL INCIDENT INTERVIEWS	5	10	50	Each round robin table and each FDG table for school children will chose one person per day with a personal story mentioned during the RR and FDG Sessions that is worth further interrogation.
KEY INFORMANT INTERVIEWS	5	10	50	Those who are from VFU policy makers, community leaders, professionals (health care and social workers) or residents with first-hand knowledge about the schools and community.
Grant total of qualitative sample			1050	

Quantitative Sample

- The selected schools will be distributed proportionally according to responsible authority (Government, which is comprised of Central Government, City and District Councils and Town Boards; Non-Governmental, which is comprised of Church / Mission, Mine, Private Company, Farm, and Trust, including other unregistered authorities). We will deliberately select primary schools that have ECDs
- The number of learners in each province by level and province will be calculated taking at least 15 learners per school per level. The minimum sample size for each level by province will give a total sample size of 4 265 as shown in Table.

Table 11: DISTRIBUTION OF SAMPLE LEARNERS BY LEVEL AND PROVINCE

Province	ECD	Primary	Secondary	Total
Bulawayo	89	91	93	273
Harare	148	151	270	569
Manicaland	527	526	506	1559
Mash Central	305	304	285	894
Mat North	371	369	230	970
Grand total of quantitative sample	1441	1440	1384	4265

Ethical Considerations

- **Consent Forms**
 - Child Assent
 - Parental Consent MRCZ
 - Adult Consent
 - Staff Consent
- **Translations**
- **Safeguarding & Referral Pathways**
- **MRCZ Ethics Approval Application**

Risks and Mitigation

RISKS	MITIGATION
Researchers generally tend to assume that conventional conceptualizations of violence converge with community understandings.	The research will therefore engage focus groups to allow participants to submit and share their understanding of violence and violence against children.
The current economic situation in the country may pose a threat to the budget of the study	ARC has a Nostro (FCA) account with the First Banking Corporation (FBC Ltd) and is therefore able to receive funds and withdraw in foreign currency, which will cushion the projects should local Zimbabwe Dollar prices rise due to changes in the foreign currency fluctuations.
The onset of Covid-19 presents a risk for the researchers to execute the intended methodology. This may create logistical challenges due to the safety requirements for social distancing.	- The team will observe the following protocols during fieldwork: - The provision of PPE by way of face masks - Observance of social distancing - Provision of running water and liquid soap/sanitizers - Provision of laser thermometers - The team will also observe the legal requirements of researchers travelling per vehicle - The team will also make some logistical changes to ensure the provision of larger spaces than initially planned for the qualitative research. - The quantitative research may be carried out virtually where possible, or where necessary the researchers will make use of the electronic devices for the entering of data to ensure little contact and transmission of Covid-19.
The team anticipates that in some cases there may be a lack of political will to allow the research to take place – some school heads might not want to hear the truth or have it un-earthed.	The team will request a letter of authorisation from the Ministry of Primary and Secondary Education and the Ministry of Public Service Labour and Social Welfare
Slow ethical approval processes	Given that this research will be led by a local entity we do not expect the ethical process to drag on as long as where a foreign entity is leading the process.

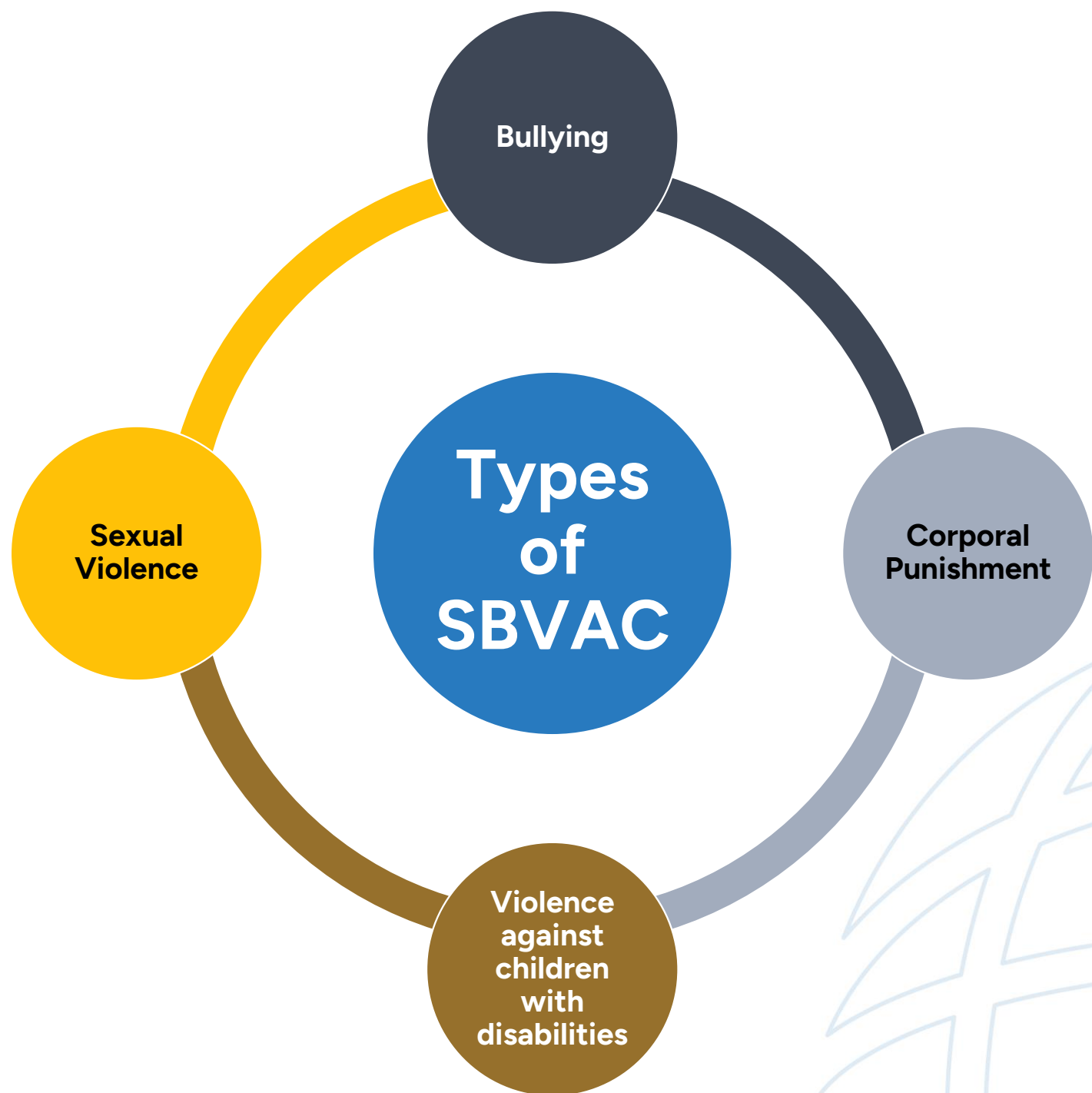
FINDINGS

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

General overview of prevalence of SBVAC

- SBVAC prevalent in all schools especially of physical nature, and both student-student as well as teacher-student.
- Various types of violence occurring in 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
 - Corporal punishment
- There was violence against (and to some by) children with disabilities
- drug and alcohol abuse by children, especially at secondary school level.
- intra and inter school-based violence and gangsterism in urban schools, both day and boarding and both affluent and low-income.

Types of violence most prevalent in schools



FORMS OF VIOLENCE IN DIFFERENT TYPES OF SECONDARY AND PRIMARY SCHOOLS

School ownership/authority	Bullying (Verbal Physical	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 learners Bullying of new learners as part of initiation	Corporal punishment is rife The belief is that :you spare the rod and spoil the child	- 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	Interschool 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

Recommendations

- Identification of risk factors
- Establishment of appropriate reporting mechanisms and protocol of responses to violence
- Confidential and non-judgmental and safe mechanisms for reporting.
- strong laws and policies that protect schoolchildren from harassment and bullying
- Peer discussion on differences and conflict resolution
- Multilevel Intervention strategies against corporal punishment