

# TAKING ACTION: Gender-Based Violence in and around School in Swaziland and Zimbabwe



**Researchers:**  
Claudia Mitchell  
Iwani Mthobi-Tapela

**Research Coordinator:**  
Changu Mannathoko

**Copy Editor:**  
Alice Akunga

**Design and Layout:**  
Cege Mwangi

**Copyright © United Nations Children's Fund  
2004**

**UNICEF Eastern & Southern Africa  
Regional Office, Education Section  
P.O. Box 44145 Nairobi, Kenya  
Tel: 254-020-622199/622780  
Fax: 254-020-622679/8  
email: [cmannathoko@unicef.org](mailto:cmannathoko@unicef.org)  
[www.unicef.org](http://www.unicef.org)**

**Cover photos © Unicef/Esar/Aaron W. Byan  
The photographs are not related to the text**

# Taking Action:

## Gender-Based Violence in and around Schools in Swaziland and Zimbabwe



Claudia Mitchell  
Iwani Mothobi-Tapela  
December 2004

## CONTENTS

ACKNOWLEDGEMENTS.....	4
ABOUT THE AUTHORS.....	4
FOREWORD.....	5
ACRONYMS AND ABBREVIATIONS.....	6
EXECUTIVE SUMMARY.....	7
1.0. INTRODUCTION AND OVERVIEW OF THE STUDY.....	13
2.0. SITUATING THE WORK ON GENDER-BASED VIOLENCE IN SWAZILAND AND ZIMBABWE WITHIN RECENT STUDIES IN THE SADC REGION.....	19
3.0. FIELDWORK AND METHODOLOGIES (WITH A FOCUS ON VISUAL AND PARTICIPATORY APPROACHES TO WORKING WITH YOUNG PEOPLE).....	23
3.1 About young people and participatory methodologies.....	24
4.0. CASE STUDY 1: GENDER-BASED VIOLENCE IN AND AROUND SCHOOLS IN SWAZILAND.....	25
4.1 Swaziland fieldwork.....	26
4.2 A Review of Swaziland Studies Related to Gender-Based Violence in and around Schools.....	27
4.3 Programs.....	29
4.4. Unraveling the Swaziland Fieldwork Data.....	31
5.0. CASE STUDY 2: GENDER-BASED VIOLENCE IN AND AROUND SCHOOLS IN ZIMBABWE.....	39
5.1. Zimbabwe Fieldwork.....	40
5.2 A Review of Zimbabwe Studies Related to Gender-Based Violence in and around Schools.....	41
5.3 Programs.....	43
5.4. Unraveling the Zimbabwe Fieldwork Data.....	50
5.5 Emerging Programmatic Areas/Recommendations in Zimbabwe.....	57
6.0. NO TURNING BACK! ACTION SPACES FOR ADDRESSING GENDER- BASED VIOLENCE IN AND AROUND SCHOOLS.....	59
6.1 Intended Outcomes.....	60
6.2 Outputs.....	62
6.3 For further research.....	64
6.4. Partnerships and Advocacy.....	66

<b>ENDNOTES</b> .....	<b>67</b>
<b>APPENDICES</b> .....	<b>71</b>
Appendix A: Visual arts-based methodologies.....	70
Appendix B: Fieldwork Itineraries.....	72
Appendix C: Report of the Community Dialogue on: Sexual Violence in and Around Schools: Swaziland.....	72
Appendix D: Report of the Stakeholders’ Dialogue on: “Violence In and Around Schools”: Swaziland.....	82
Appendix E: Initial Briefing Notes for Video Documentary on Gender-Based Violence In and Around Schools – Working title: “Changing the picture” or “Taking Action” .....	101
Appendix F: Zimbabwe Fieldwork.....	103
Appendix G: Media Coverage of Abuse of Schoolgirls in Zimbabwe.....	120
<b>REFERENCES</b> .....	<b>123</b>

## ACKNOWLEDGEMENTS

We gratefully acknowledge the generosity of the many people in Swaziland and Zimbabwe who participated in the community dialogues, stakeholders' meeting and individual interviews during the fieldwork component of this study. The young people in both countries were particularly impressive.

UNICEF ESARO is particularly grateful to the UNICEF country representatives, Dr. Alan Brody (Swaziland) and Dr. Festo Kavishe (Zimbabwe) and their programme teams, particularly the Education and Child Protection sections in both the UNICEF Swaziland and Zimbabwe country offices.

This study would not have materialised, let alone been completed, without the commitment and support of the ministries of education in Swaziland and Zimbabwe. We are also appreciative to Claudia Mitchell and Iwani Mthobi-Tapela, the researchers and authors of this study, for their diligence and high-quality work

## ABOUT THE AUTHORS

Claudia Mitchell is a Professor and Chair in the Durban School of Education, University of KwaZulu-Natal, South Africa. As a gender-in-education specialist, she has worked extensively on girls' education in sub-Saharan Africa, working closely with UNICEF, UNESCO, and the Canadian International Development Agency. She has headed up teams to develop such materials as *Opening Our Eyes: Addressing Gender-Based Violence in South African Schools—A Module for Educators*; *Gender Equity for All: An Educator's Handbook on Mainstreaming*; *Unwanted Images: Addressing Gender-Based Violence in South African Schools* (a video documentary), *Fire + Hope* (a video documentary on HIV and AIDS), and *A Handbook on Girls' Education (CIDA)*. She has a particular interest in participatory visual methodologies for working with young people

Iwani Mthobi-Tapela, a Zimbabwean, is an independent consultant, a social worker, and a researcher who uses participatory methodologies. She has 13 years experience in Social Development Work in which she has a particular interest. She also works on issues of Gender and Participatory Development, integrating HIV/AIDS Program interventions within a broader sustainable development context. She has produced and utilized training materials on Gender Awareness in HIV/AIDS and Human Rights (*The Rights of Women*) and headed a team that produced the *Situational Analysis of Women in Land Redistribution in Zimbabwe* and co-produced the *Zimbabwe National Gender Policy*.

This report maps out a plan of action – action spaces — for addressing gender-based violence drawing from fieldwork in Swaziland and Zimbabwe in the last quarter of 2003. The study involved many stakeholders and young people themselves in a wide-ranging dialogue on issues related to gender-based violence in and around schools. Addressing gender-based violence is key to accelerating the progress of girls in schools. Schools can only provide quality education through the participation of girls and boys in child-friendly schools that foster child development in protective and secure environments. Making schools safe places for learning, however, is not an overnight process; it is something that relies on the cooperation and participation of many partners – committed governments, trained counsellors, trained teachers and informed pupils, parents and communities. The communication strategies and legal frameworks have to be sound, and there has to be the involvement of community groups and organisations that already have an excellent track record of working on issues of abuse and gender-based violence.

While there are a number of sectors that can play a major role in working to combat gender-based violence, the education sector is of particular importance. As long as girls are denied their rights to safe and secure environments for living and learning, universal access to quality education cannot be guaranteed. Once in schools, girls often confront a wide range of factors that prevent them from participating in learning activities and achieving learning outcomes comparable with those of boys.

It is for this reason that this report focuses on taking action against gender-based violence in and around schools. It explores how the development of training materials, community dialogue, reporting mechanisms and other outputs can contribute to child-friendly schools that are rights-based and therefore protective to both girls and boys. The Child Friendly School framework is used to draw on the success of other processes such as the Girls' Education Movement (GEM) that facilitate child participation in the development of strategies to fight gender-based violence. A number of action points are recommended, including teacher development and parent and community participation. All these partners have a particular need to access tools and resources that will assist them to ensure the full participation of young people in addressing gender-based violence in and around schools.

It is important to note that a large section of the study is devoted to appendices that describe the research methods in great detail. This includes extracts from community dialogues, briefing notes on the video documentary and media coverage of abuse of school girls. This is intended to provide readers with comprehensive material that can be adapted and replicated for use in similar action-oriented studies in other countries.

Per Engebak  
Regional Director  
UNICEF ESARO

## ACRONYMS AND ABBREVIATIONS

<b>AGEI</b>	African Girls' Education Initiative
<b>CEDAW</b>	Convention for the Elimination of All Discrimination against women
<b>CFS</b>	Child Friendly Schools
<b>CPS</b>	Child Protection Society
<b>CPU</b>	Child Protection Unit
<b>CPWG</b>	Child Protection Working Group
<b>CRC</b>	Conventions of the Rights of the Child
<b>FAMWZ</b>	Federation of African Media Women of Zimbabwe
<b>FRESH</b>	Focus Resources on Effective School Health
<b>GBV</b>	Gender-Based Violence
<b>GEM</b>	Girls' Education Movement
<b>LL</b>	Lihlombe Lekukhalela
<b>MoESC</b>	Ministry of Education, Sports, and Culture
<b>NERCHA</b>	National Emergency Response Committee to HIV and AIDS
<b>SADC</b>	Southern African Development Community
<b>SNAT</b>	Swaziland National Association of Teachers
<b>SSP</b>	School Psychological Services
<b>SDC</b>	School Development Committee
<b>SWAGAA</b>	Swaziland Action Group Against Abuse
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>WAG</b>	Women Action Group

Drawing from fieldwork in Swaziland and Zimbabwe in the last quarter of 2003 and involving many stakeholders and discussion groups of young people themselves all commenting on issues of violence in and around schools, this report maps out a plan of action—action spaces—for addressing gender-based violence as well as other forms of violence. This is something that is key to accelerating progress on the participation of girls in education and is in line with the idea of Child Friendly Schools. Making schools safe places for learning, however, is not an overnight process; it is something that relies on the cooperation and participation of many partners—trained counsellors, trained teachers, informed children, parents and communities, communication strategies, legal frameworks, the involvement of organisations that already have a long history and excellent track record of working on issues of abuse and speaking out.

UNICEF and the many stakeholders in Swaziland and Zimbabwe are all partners when it comes to moving forward and as the title of this report suggests that this is the time for action: it is simply not possible to have the kind of awareness about an issue (as revealed throughout the fieldwork)—and about an issue that is this serious—without coming forward with very concrete solutions. While there are a number of sectors that can play a major role in working to combat gender-based violence, the education sector is of particular concern, a point that is now well established within the Operational Strategy for Accelerating Progress on Girls' Education in Eastern and Southern Africa (UNICEF ESARO 2004). The full access of girls to schooling cannot be guaranteed as long as they are denied their rights to a safe and secure environments for living and learning. 'Once in schools, girls often confront a wide range of factors that prevent them from participating in learning activities and achieving learning outcomes comparable with those of boys and eventually get disillusioned with schooling. The study made it clear that in the two countries, there is a need to focus on the empowerment of girls in decisions about sexuality in relation to HIV prevention and coping.

The report itself is organised as a 'taking action' document, rather than, strictly speaking, as a research study—a type of 'research as social change.' While we conducted fieldwork in selected school and community sites in Swaziland and Zimbabwe, the study is not meant in any way to make broad claims about inclusiveness or broad representation. Rather, in visiting several schools and communities, and conducting participatory sessions with stakeholders we had four main objectives:

- To confirm the types of findings that we had found in other studies and reports on gender-based violence in and around schools;

- To create spaces for girls' and boys' voices and views regarding gender-based violence in and around schools to be heard;
- To begin the process of 'buy in' from the various stakeholders -- something that we regard as crucial to taking action;
- To see how the data collected (drawings, photographs, interviews, etc.) might provide culturally relevant texts that could be used in materials that would be central to the 'taking action' process.

The study situates this fieldwork within the emerging body of reports and initiatives that are already underway in the two countries, and outlines possibilities for the development of training, materials, reporting mechanisms and other outputs that highlight what schools can do. Using the framework of the Child Friendly School and drawing on the success of child participation initiatives, for example, the Girls' Education Movement (GEM). There are a number of action points that we are proposing that pertain to teacher development and training of other community members who work with young people. These social groups require tools and resources that help them ensure the full participation of young people themselves—girls with boys as their partners—in addressing gender-based violence in and around schools.

These action points are organized around the following intended outcomes, outputs and suggestions for further exploration within the agenda on accelerating progress in girls' education in the SADC region.

## **Intended Outcomes**

### **Gender sensitive teaching**

An area that has been identified over and over again in other reports on gender-based violence and child abuse (including the most recent study in Zimbabwe by Leach et al, 2003) is the need for training strategies and materials for teachers. As long as teachers themselves have little knowledge of the gendered dimensions of teaching and learning, there is going to be a limit on progress in this area. Teachers, and the education system overall, can play a key role not only in the school but in the community more generally but only if they themselves are empowered to act.

There is urgency for greater emphasis on methodologies that highlight the participation of young people themselves in addressing gender-based violence in and around schools.

The kinds of methodologies used with young people in this study help to interrupt the visual silence around events and experiences for which there is often 'no visual evidence'. The visual display that arts-based projects may end up as serving the most valuable role as entry points to further documentation by young people themselves in putting into words and images their experiences; as perhaps the best interviewers of their peers: girls saving girls, but also boys engaging in dialogue about their own masculinity. Fieldwork used in this study provides a framework for policy makers, gender specialists and young people workers in education to look at the ways that 'insider' visual data might be regarded as 'systematic' and 'explicit' evidence which could be used in any and all stages of policy making, design and implementation.

Heightened awareness of the need to advocate for policies and procedures for addressing gender-based violence

A particular concern in Swaziland was the absence of clear-cut policies and guidelines on reporting gender-based violence. Closely related to this though, is the need for legal frameworks and structures to ensure the rights of the child to be protected and to ensure that child abusers are prosecuted.

Training and support for using more effectively materials and initiatives that are already in place to address gender-based violence.

As noted throughout this study, but particularly in the sections that highlight the programs and initiatives that are already in place, there are often excellent initiatives that are not being fully exploited because there has not been sufficient attention to 'how to'. The excellent materials, for example, in Swaziland that draw on legends and other narratives as tools-for-teaching are not necessarily being used fully because teachers and others who are working with young people do not fully understand the full range of issues that are being addressed, or do not have sufficient background in the area of reader response and guided reading.

## Outputs

The outputs that are offered below are all ones that serve both an awareness/prevention function particularly in relation to teacher education, but also offer a clear documentation function.

### **Gender and teaching module**

We are proposing a training module or guide for teachers (pre-service and in-service) on gender and schooling that includes a section on gender-based violence in schools (to complement and back up policies and procedures). These materials should be based on both print and visual components.

#### **A video documentary: "Memeta—Speaking Out!"**

This young people-focused documentary was completed in December 2004 to raise awareness amongst Swaziland's young people of the need to become active in speaking out against sexual abuse. It could be used with community groups and schools. It should also include a facilitator's guide.

#### **A video documentary: "Changing Images: Abuse and violence in and around Zimbabwe schools"**

This documentary, planned for 2005, could make use of the drawings of young people in Zimbabwe to highlight how they are seeing abuse and violence around their schools. Set against a backdrop of shots of community participation, the video is meant to raise awareness amongst Zimbabwe stakeholders of the need for policies and interventions. It could be used with community groups and schools, and should also include a facilitator's guide.

#### **Guides for working with narrative texts**

Teachers themselves may be the best ones to be involved in developing implementation strategies for using these materials. For example, the children's stories developed in Swaziland would be excellent materials to be incorporated into literature and life skills education (life orientation) but would work best if teachers understood reader-response theory and had some background training on basic information related to dealing with gender-based violence. Swaziland teachers were provided with the first background training on sexual violence in October 2004.

#### **Interrupting the silence: guidelines for creative arts-based methodologies for working with young people**

This document would provide user-friendly support to teachers, community workers, peer educators, and others to implement participatory arts-based methodologies with young people (e.g. using cameras, drawings, visual mapping, participatory theatre).

### **Policies, procedures, and protocols: Guidelines for addressing gender-based violence**

There is a need for mapping out policies and procedures that are already in place and presenting them in a format that teachers and other community workers dealing with young people could use. At the same time, there is need for the revision of policies, and in some cases, developing policies and procedures were necessary. However, the enforcement of policies, procedures and the legal framework is weak.

### **For Further Research**

#### **Teachers' beliefs**

Much of the work that is being suggested focuses specifically on working with teachers. While the materials and guides that have been outlined are ones that provide a starting point for work in schools, training colleges and the faculties of education, it is also important to explore the ways in which teachers' own life-histories, beliefs and experiences can be used to place them more centrally at the heart of transformation comes to addressing issues of HIV/AIDS and sexual abuse. The case of women teachers is of particular concern both in relation to empowering the girls in their classes, as well as working with their daughters.

#### **Redefining safety and security issues**

While a great deal has been written elsewhere about the quality of schooling and the need for learner-centered pedagogy and non sexist textbooks, we think that the effective learning must surely start with an environment where children feel safe, and where their human rights are addressed. How are schools seeing these issues, and to what extent is safety being factored into quality schooling? To what extent can these questions feed into other initiatives around the physical environment of schools (e.g. FRESH)?

#### **Documentation and evidence-based policy development**

One of the on-going challenges to communities working in human rights advocacy is the area of documentation itself. How are communities developing capacity in monitoring and documenting their own issues (even recording the cases of gender-based violence and sexual abuse) and progress through programming? To what extent can lessons learned from particular initiatives be captured? There is a need to build up a credible evidence-based approach to gender-based violence and child abuse and involving children and young people themselves.

### **The need for policy review**

In Zimbabwe, in particular, where there has been a great deal of work on gender and schooling, studies on gender-based violence and many initiatives developed by various NGOs, there is a need for a review of the various initiatives by the Ministry of Education and UNICEF for the purposes of consolidating, synthesizing and reframing, the issues that pertain to barriers to girls' full participation in schooling, particularly in the context of HIV/AIDS and gender-based violence.

### **New Directions**

#### **Partnerships and advocacy**

One of the advantages of working across several country contexts is the opportunity to see how the issues raised in one setting are already being addressed in another, and to consider the ways in which stronger coordination within the region could help. Survivor-friendly courts and protocols for legal proceedings are already well established in Zimbabwe, whereas a country like Swaziland is still very much in need of some initial structures. While there are many ways that this could be done, regional visits, greater regional collaboration and websites that document initiatives could assist. There is a need to exploit regional partnerships more fully. For example, NEPAD as well as SADC and UNGEI might work together. Adopting transnational perspectives that recognize and highlight the local, the national, and the inter-country lessons is key to progress in addressing gender-based violence.

## 1.0. INTRODUCTION AND OVERVIEW OF THE STUDY



© Unicef/Esari/Aaron W. Byan

**Where is the action? If the purpose of young people participation is to 'empower' young people, to help them see social change within a collaborative 'action space' involving many actors, the question of the extent to which young people feel that they are working for social change stands as a key outcome of this kind of work. In the case of working to counter gender inequalities (including gender-based violence), then, the evaluation must surely be on the extent to which young women and young men see that they have choices, that they can act on them, and that they regard themselves as central players. (Mitchell, UNESCO EFA Global Monitoring Report, 2003)**

**Taking Action: Gender-Based Violence in and around schools in Swaziland and Zimbabwe** is meant to position the issues in Swaziland and Zimbabwe (and in the SADC region more broadly) within an action-oriented framework. It maps out an action plan that places the voices of young people themselves at the centre as a means of testing out a research-as-education/social change.

'Conspiracy of silence,' 'the chilly climate,' 'when no means no,' the 'scared at school' phenomenon—these are all expressions used in recent studies of schools in Southern Africa to refer to the problem of gender-based violence in and around schools. While the terms used may vary (and include 'sexual abuse,' 'sexual harassment,' and 'gender-based violence'—GBV), the expressions that refer to campaigns for addressing the issues also vary and include such expressions as 'breaking the silence,' 'opening our eyes,' and 'changing the picture.' What is evident in the challenging work that is emerging from these studies are several overarching concerns:

- The context for addressing gender-based violence within the high incidence of HIV/AIDS amongst girls and young women – something that might be referred to as 'twin epidemics';
- Issues of human rights;
- The ways in which teachers themselves may be perpetrators;
- The place of teachers as advocates in addressing gender-based violence in the community.

Indeed, the HIV/AIDS epidemic has greatly sharpened concerns about child sexual abuse. In both countries there has been considerable increase in the public's willingness to talk about rape and incest, something this is particularly evident in media coverage of cases of incest and rape of teenage, pre-teen, and very young girls. The challenges to the education and social welfare sectors in particular are great.

About definitions; one of the challenges of working in the area of gender-based violence is that there are no clear definitions of what constitutes violence. (Refer to End Note 1 Pg. 68) Since 2000, there have been a number of other studies that have taken up this work, as is highlighted in the ID21 Insights themed issue on "Sexual violence in African schools." Beyond drawing attention to the fact that these issues seem to be everywhere, the range of studies is also drawing attention to issues of definition: what counts as gender-based violence anyway? Whose experiences counts? How does a system (a school, a district, a region, a national ministry of education) embark upon this kind of work when the findings can be an indictment on the system itself? How do we get at the heart of the problem when 'normal' heterosexual relations are often based on power imbalances, when girls and young women think that attention—even attention that makes one feel uncomfortable—is 'just the way it is'? Language itself can be a barrier. It was less than 30 years ago that the legal term 'sexual harassment' came into existence. This does not mean that unwanted sexual attention did not exist before that time, but only that a term to describe it did not exist. And 30 years later, there is still not an agreement on what constitutes unwanted sexual attention. Is a leer or a look sexual abuse? What about fondling? Penetrative sex? Corporal punishment? Does all sexual harassment have to be heterosexual in nature, and does all gender-based violence have to be explicitly sexual in nature? How for example does one name the action of older girls and women harassing a younger girl because of her looks and age? Where do we locate the high incidence of corporal punishment? The World Health Organization (WHO) defines sexual abuse in the following ways:

**Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. (Cited in Child and Law Foundation, 2002, 11).**

Sexual abuse is the inducement or coercion of a child to engage in unlawful sexual activity. It is the exploitative use of a child in prostitution or other unlawful sexual practices. It is also the exploitative use of children in pornographic performance and materials. (Cited in Child and Law Foundation, 2002, 11).

For the purposes of the study, we have taken a fairly broad sweep at defining what constitutes violence and sexual abuse as well as ‘safe’ and ‘unsafe’ spaces, and even the term ‘in and around schools’, referring as using as much to the “ways of seeing” of the young people who participated in the study. The types of violence might best be described as ‘explicit’ and ‘implicit’ violence (Leach, Humphreys, Dunne, 2003). In Zimbabwe, girls spoke about being touched and fondled at school. In a dramatic performance in Swaziland, young people acted out what we took to be the nuances of gender-based violence—a particular way that a male teacher might look at a female student, or the particular body language of a female student that would indicate gender-based violence but which is hard to put into words but where the teacher (or a student) intends to have sexual relations. These would be examples of ‘explicit’ gender violence. Corporal punishment, as these same authors point out, is the most frequently reported form of ‘implicit’ gender violence. In Zimbabwe, young people frequently spoke about (and drew) images of corporal punishment in relation to violence, and in the reporting on the fieldwork, we include these examples. Some of these examples may be broader than what would be included in the WHO definitions cited above. At the same time, many of the examples of sexual abuse in media coverage that we looked at in the two countries referred to a father or uncle abusing a young girl. While strictly speaking these did not happen in schools, the point is that these incidents could be reported at school and in so doing become an issue for the schools to follow up.

In working across two countries, Swaziland and Zimbabwe, we were interested in the ways that a ‘compare and contrast’ approach might contribute to mapping out particular follow-up initiatives that could be shared between the two countries, but which would inform other countries in the region. The two countries have some obvious overlaps in terms of such features as drought conditions, poverty, and a high incidence of HIV/AIDS amongst young people. At the same time, the difference in population (Zimbabwe’s 12 million to less than 1 million in Swaziland), the discrepancy between the social safety net of programs that have existed in Zimbabwe’s recent past, as opposed to community support systems in Swaziland which are only now emerging make these two countries quite different. Politically, however, they share some commonalities if not in theory then practically in comparison with multi-party governments around them in South Africa, Botswana, and Namibia.

Taking action/research as social change: this report is organized as a ‘taking action’ document, rather than, strictly speaking, as a research study. Following from the work of Schratz and Walker (1995), Gray et al (in press),

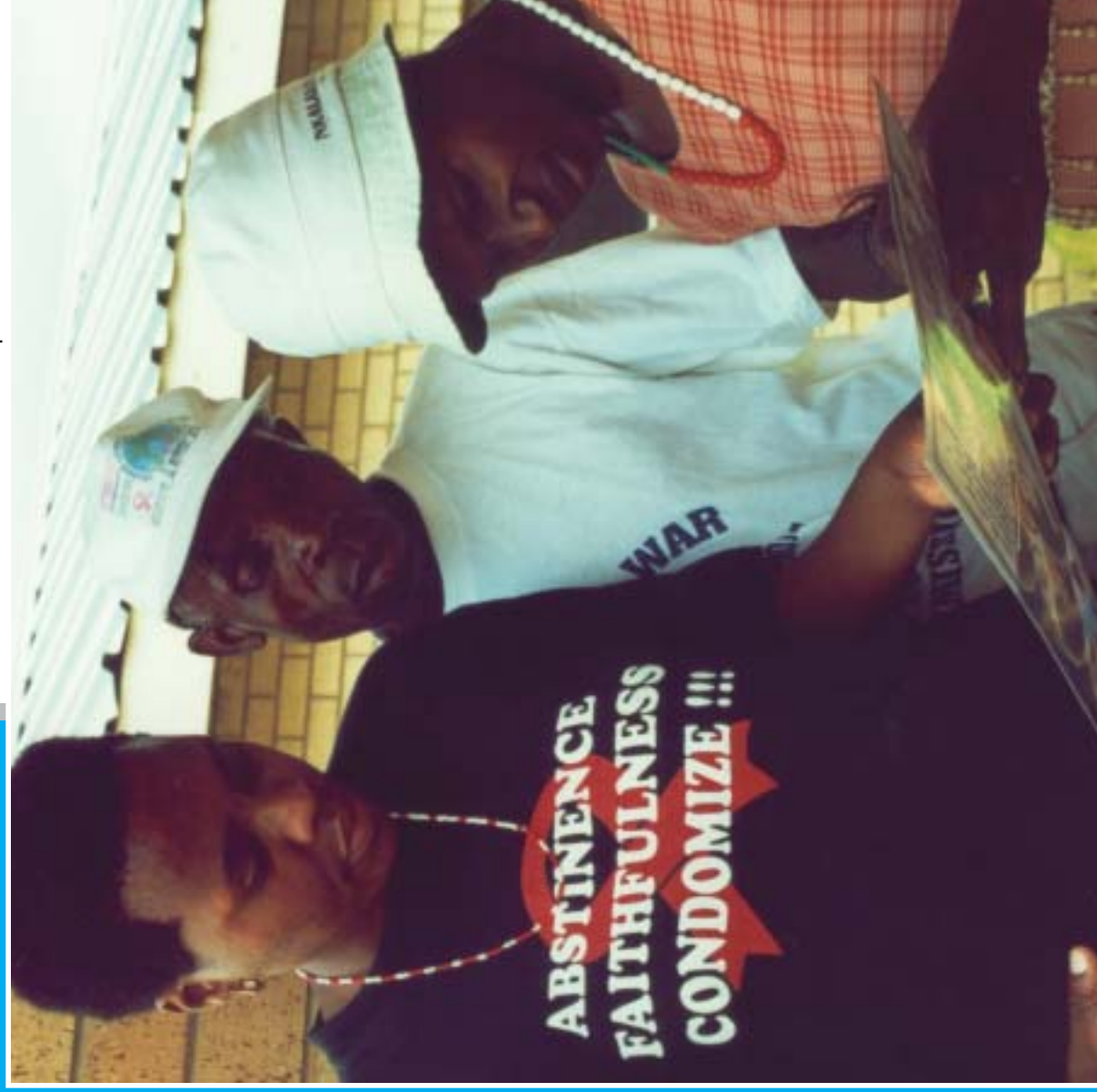
Walsh and Mitchell (2004), and other researchers who have been working within a 'research as social change' framework (See Appendix A). The researchers were interested in seeing how interviewing and other approaches to data collection (particularly visual arts-based approaches) might contribute to the change process. In visiting schools and communities, and conducting participatory sessions with stakeholders on the topic of gender-based violence in and around schools in the two countries, we had three main objectives:

1. to confirm the types of findings that we had found in other studies and reports on gender-based violence in and around schools;
2. to begin the process of 'buy in' from the various stakeholders, something that we regard as crucial to taking action.
3. to see how the data collected (drawings, photographs, interviews, etc.) might provide culturally relevant texts that could be used in materials that would be central to the 'taking action' process.

In the extensive appendices we have included as much of the fieldwork data as possible so that readers can see how we arrived at the conclusions and the way forward suggestions outlined in the document.



2.0. SITUATING THE WORK ON  
GENDER-BASED VIOLENCE IN  
SWAZILAND AND ZIMBABWE WITHIN  
RECENT STUDIES IN THE SADC REGION



Issues related to girls and sexuality are ones that are central to much of the literature on barriers to girls' education that has been in existence for at least ten years. These issues include the following:

- Girls dropping out of school because of (unwanted) pregnancy (and efforts to change the legislation that prohibits girls from returning to school to complete their studies);
- The distances that girls must travel to school (and hence issues of danger that are implicit to this);
- Hostile learning environments (including references to sexist teaching materials, favoritism shown to boys, girls performing more menial tasks, incidents of male teachers having sexual relations with female students),
- Parents not wanting to send their daughters to school (for reasons that include risk factors along with the often cited reasons such as a need for the girl to work at home);
- The unsafe physical environment of schools (lack of access to separate toilets and difficulties for girls who are menstruating).

While issues of sexual abuse or gender-based violence have been more or less implicit to much of this work since the early to mid 1990s, the explicit framing of many of these barriers with the discourse of sexual abuse, sexual harassment, gender-based violence, violations of human rights have been more apparent in more recent studies in the SADC region (see for example, Mlamleli et al 2001; Leach, 2000; Leach et al. 2003). At the time that this study was being carried out, several key reports and documents were released which have helped to map out both research issues and programmatic issues. The USAID study on gender-based violence, *Unsafe Schools: A Literature Review of School-Related Gender Based Violence in Developing Countries* (2003) in particular, offers a large-scale synthesis of literature on gender-based violence in and around schools, and in fact includes many of the studies that we had been looking at in preparing this document. Around the same time, UNICEF ESARO released several studies on Gender, Sexuality and HIV/AIDS in Education (see for example Pattman & Chege's 2003 study: *Finding Our Voices: Gendered & Sexual Identities and HIV/AIDS in Education*, UNICEF ESARO).

The USAID report (2003) in particular highlights the need for appropriate terminology and definitions to describe gender-based violence as it pertains to children of school going age. It points out that it is not just violence in the classroom, but also on the playground, on the way to school, and in school-community contexts. The case of South Africa has been of specific concern, as can be seen in the findings from the Human Rights Watch

'Scared at School' study (2001), and the Opening our Eyes module on gender-based violence developed for South African educators (Mlamleli et al, 2001). Indeed, the work in South Africa has been particularly significant in relation to providing a constitutional context (e.g. An extensive 'gender machinery' through the Gender Commission, Gender Directorates within national ministries, gender focal persons within provincial structures), along with NGOs that have been able to take up issues of gender-based violence within a broader framework of redress (see for example the Center for the Study of Violence and Reconciliation). There is now, for example a website devoted to gender based violence < [http://www.cadre.org.za/women\\_violence.html](http://www.cadre.org.za/women_violence.html)> that outlines some of the key organisations and groups working in this area, and the National Department of Education has identified gender-based violence as one of the six critical areas within its Girls Education Movement (GEM) activities:

1. Transition and transformation;
2. Safety and security of girls in and out-of-school;
3. Equal opportunities in science, mathematics, and technology;
4. Gender in the curriculum and the teaching-learning process;
5. Education for girls with special needs
6. Inadequate resources and protective legislations

(See also UNICEF Operational strategy for accelerating progress on girls' education in Eastern and Southern Africa, 2003, 26).

At the same time, there is an increased recognition of the links between gender-based violence and the high risk of HIV infection amongst young women between the ages of 15–24, and indeed, there is now a framing of gender-based violence and HIV infection as 'twin epidemics' (Boyce and Jolly, CIHR, 2003). The work on baby rape (Jolly, 2003), such myths as 'you can cure AIDS by having sex with a virgin (Mlamleli et al 2001) masculinities, AIDS and violence and 'infect one, infect all' or ' you are going to die anyway' (LeClerc-Madlala, 2001) reframe gender-based violence and sexual abuse within new discourses of shame, secrecy, poverty, and gender imbalances. This was apparent in a number of presentations at a recent international conference held in South Africa on Sex and Secrecy. It is also sometimes difficult to separate out desire (for consumer goods – the 4 Cs: cash, clothing, cell phones and cars), for affection—and no language to talk about what 'feels all right' and what does not feel all right. As noted above, it may be normal for example, to want to have the teacher single you out for praise but when this translates into attention that is sexual and

that violates the trust between the learner and the teacher, it crosses over into violation of human rights (see also other recent studies linking gender-based violence and HIV/AIDS, particularly in South Africa such as CADRE's 2003 study *Gender-based Violence and HIV/AIDS in South Africa: A Bibliography*; CADRE's 2003 study *Gender-based violence and HIV/AIDS in South Africa: A literature review*; and CADRE's 2003 study *Gender-based violence and HIV/AIDS in South Africa: Organizational Responses*, as well as Gordan and Crehan's *Dying of Sadness: Gender, Gender-based Violence and the HIV Epidemic*, and Rachel Jewkes et al's 2001 study *Developing an appropriate health sector response to gender-based violence*).

Finally, a review of the literature on young people and participatory processes suggests the significance of the voices of children and young people themselves in addressing gender-based violence. A good example of this can be seen in UNICEF ESARO's 2003 study *Finding Our Voices: Gendered & Sexual Identities and HIV/AIDS in Education* where participatory methodologies were developed with young people in a number of Eastern and Southern African countries. The *Girl's Education Movement (GEM)* is another good practice in child participation that supports the empowerment of girls in partnership with boys to map out their agenda for action using participatory methods.

3.0 FIELDWORK AND  
METHODOLOGIES (WITH A FOCUS  
ON VISUAL AND PARTICIPATORY  
APPROACHES TO WORKING WITH  
YOUNG PEOPLE)



© Unicef/Esar/Aaron W. Byan

Fieldwork was carried out in Swaziland and Zimbabwe in early October 2003 (see Appendix A). While one part of this fieldwork drew on interviews and community/stakeholder dialogues as a way to engage in mapping out the kinds of issues that would be useful in terms of a buy-in of the stakeholders and as part of ‘the way forward’, a special feature of this work included the use of specific participatory methodologies for capturing the voices of young people (performance, photo-voice, drawing and documentary).

### 3.1 About young people and participatory methodologies

We are aware of the increasing recognition by researchers, donors and other aid organizations such as UNICEF and UNESCO of the significance of giving voice to young people in participating in policy dialogue about their own health, and in producing (and disseminating) locally relevant messages related to sexual abuse, HIV/AIDS prevention. Programs organized ‘from the outside’ (i.e., by adults, donors and so on) are doomed to failure (see, for example, Ford, Odallo & Chorlton, in press; Mitchell, 2003) – something confirmed by young people in their dialogues in the Finding Our voices study (UNICEF ESARO, 2003). The significance of young people participation comes out of such declarations and policies as the Braga Youth Action Plan of 1998 where the role of young people as “protagonists” was highlighted in addressing issues that affect their sexuality, reproductive health, HIV/AIDS prevention and democracy and governance. Subsequent declarations, conferences and summits have similarly focused on the role of the active participation of young people: the Lisbon Declaration on Youth Policies and Programs (August 1998); the First Regional Conference of the SADC region (June, 2000); International Conference on War-Affected Children (September, 2000); 4<sup>th</sup> World Youth Forum of UN, Dakar, Senegal (August, 2001); the UN Summit on Children, 2002). There are also a number of documents on the participation of young people (Reaching Youth Worldwide (2002); The Participation Rights of Adolescents: A Strategic Approach (UNICEF 2002); The State of the World’s Children (2003)) which have served to ‘map out’ not only the differing definitions of young people (ages 15 to 24); young people (10 to 24); adolescents (ages 10 to 19 by the UN definition), but the possibilities for the involvement of children and young people both in terms of research “through our eyes” and taking action. These approaches are central to the work of GEM (see for example Kirk & Garrow, 2003) and within the World Fit For Children (WFFC) initiatives. It is this kind of “speaking for ourselves” work that is central to recent studies such as UNICEF’s recent study Finding our Voices: Gendered & Sexual Identities and HIV/AIDS in Education (2003) which draws on young people participation research in Botswana, Kenya, Rwanda, South Africa, Tanzania, Zambia and Zimbabwe. (See also Appendix G on Visual arts based methodologies).

#### 4.0 CASE STUDY 1: GENDER\_BASED VIOLENCE IN AND AROUND SCHOOLS IN SWAZILAND



#### 4.1 Swaziland Fieldwork

The Swaziland fieldwork took place over a two-week period in October 2003 and involved individual interviews and stakeholder meetings, along with reviewing local studies and programs. The fact that this fieldwork coincided with the launch of the NERCHA Report A study of abuse among school going children in Swaziland was particularly significant since it provided an ‘entry point’ for very focused discussions and explorations of the issues. It is also worth noting that this fieldwork took place at the same time that the UN Task Force on Women, Girls, and HIV/AIDS was visiting Swaziland. For two of the days we combined our programs so that we visited together a Neighborhood Care Point and several EFA grant schools, and conducted an extensive meeting with Child Protectors.

**Individual interviews:** Interviews were conducted with various groups within the Ministry of Education and NGOS whose work is most directly linked to gender-based violence in and around schools. These one-on-one and small group meetings were organized around several questions: What are you doing in relation to schools? What are the barriers? Where should we go from here? Interview sessions included: Save the Children, SWAGAA, various units and groups within the Ministry of Education (the Schools Manager; Guidance and Counseling Unit; Teaching Service Commission, Legal Counselor for Ministry of Education, and a meeting with 35 members of the Lihlombe Lekukhalela (child protectors), and community police.

**Community and Stakeholder Dialogues:** With the team from UNICEF there were two full days of dialogue sessions:

- (1) Community Dialogue, October 3 in Nkuntjini School made up of close to 300 people (including all of the school pupils, the inner council, out of school young people, the LLs, parents, members of the district office).
- (2) Stakeholders Dialogue, October 8 at the Mountain Inn held in conjunction with the launch of the NERCHA Report on Sexual Abuse Among School Age Children in Swaziland made up of 70 people (including 8-10 youth, SNAT, FAWESA, members from the Community Dialogue, SWAGAA, Save the Children, Guidance and Counseling Unit, NERCHA, MOE, Head Teachers’ Association).

Documenting the voices of young on gender-based violence through the involvement of a video production team, See Appendix E. The goal of this documentation process was to produce a young people-focused documentary on how young people are ‘taking action’ in addressing gender-based violence

in and around schools in Swaziland. Footage was collected at all of the community/stakeholder dialogues (with a particular focus on the young people participants), and also at a secondary school where a play “The School Teacher” was being staged. After the play, we were able to videotape an interview with these students who performed in the play. We also organized a photo-voice session with Grade 7 students, some of whom had also participated in the NERCHA study on child abuse. Some of the key themes:

- The links between gender-based violence and HIV/AIDS
- Young people themselves are key to ‘breaking the silence’ around sexual abuse.
- Participatory methodologies such as drama and photography can give young a voice

#### 4.2 A Review of Swaziland Studies Related to Gender-Based Violence in and around Schools

Over the last several years there has clearly been a concern about gender-based violence in and around schools as evidenced in several key documents and studies, and as particularly highlighted in the NERCHA study noted above. What is evident in the more recent work are the links between sexual abuse and HIV.

SWAGAA, in its work on domestic violence, published a study in 2000, Perceptions on child abuse in Swaziland: A qualitative study (Mthethwa and Dlamini) which set out to develop a data base on child sexual abuse, drawing in particular on a purposive sampling of primary school children from Standard 2 to Standard 5, convicted perpetrators, market women, groups of clients waiting in health facilities, traditional healers, NGOs and professionals. As the authors note: “A study of this magnitude has never been conducted by SWAGA” (p. 12). The authors in that study conclude amongst other things that despite the seeming high incidence of child abuse that there is little legislation to protect children. There are few mechanisms in place to facilitate reporting, counseling or follow-up, although they do point out that they found a will on the part of people they interviewed to address the problems, and the study contains a number of recommendations for follow-up. Dlamini (2001) carried out a study on Education and HIV/AIDS in Swaziland which, while not focusing directly on sexual abuse, draws attention to the ways that beliefs about sexuality might themselves run contrary to effective HIV prevention strategies.

In SWAGAA's more recent study *Spousal Abuse: A Critical Appraisal of Responses to Spousal Abuse in Swaziland* (2003), they once again included the voices of young people – this time through essays written by young people. As the authors note: 'Most of the children wrote about their own experiences and only a few had no personal experiences with spousal abuse'. What is particularly important about their study is the attention to 'women as actors' and the need to problematize conceptualizations that position women either as 'victims only' or as 'free agents only. Once again, SWAGAA highlights the need for public education: "There is a need for public education on response structures, their roles and procedures in cases of gender violence. All structures that address issues of domestic violence in general and spousal abuse in particular need to have clear procedures on how they deal with spousal abuse. These should be made to civil society" (60).

A baseline study of the Swaziland African Girls' Education Initiative identifies inappropriate relationships between students and teachers as an issue raised in one of the focus groups with students and parents on factors affecting girls' performance in school. As the author of that report observes, there is a great deal of silence: "... Pupils do not do much about it except to 'talk about it amongst ourselves'; they are afraid of making waves" (UNICEF, 2003, 64). The parents also cited a case of a male teacher making a girl pregnant but the girls' parents wanted to keep it quiet.

Relevant to the current project, the NERCHA study (2003) launched during the time of the fieldwork provides, without doubt, the most detailed reporting on sexual abuse in and around schools in Swaziland. Through a self-administered questionnaire with teachers and head teachers, and a structured face-to-face interview schedule with school children, the researchers were interested in the extent and nature of sexual abuse, the ways in which children themselves understood the issues, and the causes, the ways that sexual abuse is seen to be linked to HIV/AIDS. At present, as the data in the NERCHA report suggests, there remains a great deal of silence around issues of gender-based violence in schools in Swaziland. Teachers don't want to speak out, pupils who are themselves highly vulnerable do not want to speak out, and parents (and most especially mothers) are hesitant to report or to lay charges. The reasons for these silences are myriad, ranging from fear of reprisals from neighbors and relatives, a lack of knowledge about what is acceptable behavior, and a culture of keeping quiet (and keeping to one's self). The authors conclude that child abuse appears to be increasing amongst school children in Swaziland, but that although students, teachers, and community members seem to be aware of this, there is an absence of

knowledge of proper structures and security. As they also note, “It can also be concluded that HIV infections will continue to rise due to these reported sexual relationships between adults and children or young people” (64). While they make a number of recommendations, a key one pertains to the need for trained counselors in all schools and communities. They also suggest that teachers need to be sensitized to the issues, that this kind of sensitization should be included in pre-service training as well, and that there is a need for clear guidelines on what the rules and regulations should be. Another important recommendation, though, is the need to also revisit cultural and traditional practices that might have a negative impact on children.

### 4.3 Programs

There is a dearth of actual programs in place in schools in Swaziland for addressing gender-based violence amongst school children. At the same time, there are a number of promising community initiatives that are described below:

#### **Gender-based violence hotline**

As an immediate follow-up to the NERCHA study, a toll-free hotline organized within the Ministry of Education Unit on Guidance and Counseling has been set up so that anyone, but especially children, might call in and report incidents of gender-based violence. Although this program was only ‘getting off the ground’ during the time of the fieldwork, it will be important to look carefully at this initiative which in and of itself is meant to address a concern in all studies, that being the need for public visibility.

#### **Child protectors—Lihlombe Lekukhalela—LLs**

The ‘shoulder to cry on’ initiative is a program of Child Protectors who are located at the community level and who have received training on counseling in the area of HIV/AIDS and gender-based violence. (See also Brody, 2002). What is particularly significant about this initiative is its ‘insider’ community-based approach. Related to the development of this program are a number of materials that highlight sensitization through narrative that might be used by the LLs and which emphasize indigenous knowledge, folklore and narrative practice. The String-game, for example, developed by Alan Brody, is an example of how group participation, story telling, the visual, the targeted facts (and myths) can be used. In the course of the fieldwork, it was possible to see firsthand how a well trained story teller very knowledgeable about HIV/AIDS and sexual abuse could engage adults and children in the issues. Alan Brody has also developed a number of other

narrative texts that provide a forum for the Child Protectors (as well as others – Sunday School teachers, school teachers and so on) to raise awareness about the issues (and some solutions) to child abuse: Brother Rabbit Learns How to Love a Woman, Brother Snake Meets His Match, The Forbidden Fru-Fru Fruits Epidemic. Another narrative text My Body God’s House developed by the Christian Media Center in partnership with UNICEF is being used in Sunday Schools. These materials have been field tested in a number of different schools and communities. Two other volumes of narratives, Testimonies of hope from people with HIV and AIDS and Inyandzaleyo! both by James Hall (2003a, b) draw on local contexts and local knowledge to put on the table issues that are very sensitive in nature and that cannot be easily addressed through more conventional ‘school text’ approaches. (Note 1) What is now needed are guidelines and other training materials that would provide a mechanism for sustaining their use and ensuring appropriate pedagogies. For example, the use of narrative is most appropriately done when there are opportunities for discussion and free response (see for example Rosenblatt, 1978). At the same time, given that there is a need to make sure that each narrative encounter capitalizes fully on opportunities for giving out information, it is important that whoever conducts the discussion groups has a good understanding themselves of the issues.

### **SWAGAA programming**

Take a Step to Stamp Out Sexual Abuse in Swaziland (2002)  
Again, these are materials, rather than necessarily a sustained program, only in this case the materials draw from (and target) parliamentarians who are in a position to support and promote legislation on child abuse. Attractively presented, this resource kit includes information on defining child sexual abuse, secondary victimization of survivors of child sexual abuse, legal frameworks, and so on.

Talk to your child about sexual abuse: A guide for parents (2001)

This short guide uses narrative and direct information to highlight both the seriousness of the issues but also steps that might be taken by parents.

What is evident is there have been some very useful steps to concretize the issues, and there has been a clear sense that the issues are best addressed through narrative and through targeting particular groups. What is needed now are ways of structuring initiatives and materials like these, and seeing ways that they can become central to school-based and community-based organizations that are already in place.

#### 4.4. Unraveling the Swaziland Fieldwork Data

We use the term ‘unravelling’ in order to suggest that the ways in which the data that we collected from the various sources operated in terms of complexity. As noted earlier, the overall purpose of this fieldwork was to contribute to a “way forward” in terms of the participation of young people and others in addressing gender-based violence, and in so doing, to map out a platform for action. For this reason, the type of data collected is of necessity ‘skewed’ towards supporting action-oriented approaches based on the participation of young people and community stakeholders. Indeed, as noted earlier there are other studies (NERCHA and SWAGAA) which already exist in terms of helping us to understand the situation of children and young people. The limitation has been in relation to finding a way to implement the recommendations of these studies.

##### 4.4.1 The protocols involving young people

As noted above, several fieldwork protocols were central to unravelling the data on working directly with young people:

1. A play written by two teachers and produced with a group of secondary school students that deals with the theme of teachers sexually abusing students (with a follow-up interview with the actors themselves);
2. Observing and interviewing a group of secondary school students who participated in a one-day stake holders session on gender-based violence;
3. A mini-project involving seventh grade students in a ‘students-as-photographers’ (photo-voice) initiative.

While it is beyond the scope of this report to give an in depth analysis of each of the protocols, we provide here some sense of the kinds of observations that were possible. These we follow in the next section with an overview of some of the interpretations (see 4.3.2).

##### **The Schoolteacher: A dramatic performance**

The play itself (now represented within a video documentary Memeta), dramatized by a group of eleventh grade students in one rural school, is a narrative about a male secondary school teacher who favours one of his students, Emma. In this melodrama, we see the teacher calling on her all the time, touching her, and so on in front of the rest of the class who are quite aware of his intentions. He invites Emma to his house and notes that it is really Emma that he loves and not his wife. His wife finds out that Emma has visited the house, and points out to her husband the absurdity of this situation since in addition to everything else, they are both HIV positive. Meanwhile

Emma is in trouble with her parents when they discover that she has been at the teacher's house, and a visit from the teacher's wife further complicates the situation. In the final scene, which also involves the Principal, the full implications of the situation are realized with the teacher being fired.

The play was staged in front of a live audience made up of the entire student body. What was important is first of all the fact that the audience so readily identified with the situation (as noted in their response to the play), suggesting that indeed this is a common problem. The actual comments of the actors afterward were also very revealing in that they made it quite clear that schools should be safe places for all learners, and one could see how their enthusiasm from participating in the play was translating into enthusiasm for doing something about the issues. Two teachers who were interviewed (both of whom were involved in working with the actors) also spoke of how important it was for teachers to address these issues. In terms of 'a way forward,' it was possible to see the significance of public awareness, and the ways in which drama itself could contribute to that.

#### **Young people's participation within stakeholders meeting**

Ten young people participated fully in a one-day symposium involving many different stakeholders. One of the highlights of observing their participation was to see the ease with which they embarked upon a dramatic piece in order to represent the discussions that they had had on the topic of 'what can young people do?' Not only did this confirm something of the scope of the issues in Swaziland schools and communities on the topic of gender-based violence, but also in sharing their ideas on the issue, they spoke about the value of drama and media in getting their ideas across. Interestingly, as noted above, they chose to represent this discussion in the form of a classroom drama in which a female teacher, in attempting to elicit from her fictitious class ideas about addressing gender-based violence, seduces one of the male students. Once again, the idea that teachers abuse their power in the classroom was a theme. The students themselves also had a great deal to say about what participating in the day meant for them and they offered comments about how all young people are affected by sexual abuse. One young woman commented that when she came to the session, she had no idea there was so much to learn about gender-based violence and felt that she had just heard of the tip of the iceberg. Clearly, the group saw themselves as protagonists and active agents in the change process.

#### **Students as photographers:**

As a means of testing out approaches to getting at the voices of students on gender-based violence and safety in their school, we met with a group of

seventh grade students who were asked to photograph 'safe places' and 'not so safe places' in their school. In single sex groups of four, they had approximately 45 minutes to document their school, and later in the morning were given an opportunity to talk about their photographs. What was particularly 'telling' was the fact that so many of the girls immediately documented visually the fact that rape is a feature of their landscape. Indeed, some girls took pictures wherein they enacted gender-based violence. At the same time, we were interested in the fact that boys were more likely to take pictures of sections of the school that are environmentally hazardous (e.g. unclean water, snakes in the grass, broken glass). Both sexes took pictures of the toilets. In this particular school, the principal's office was regarded as a safe place.

#### 4.4.2 Interpreting the data/emerging issues

##### 4.4.2.1 Gender-based violence and HIV/AIDS

While there seems to be a great deal of awareness about sexual abuse amongst many groups, its link to HIV/AIDS and in particular, 'the gendering of AIDS' remains a critical space to be explored. The otherwise very well articulated NERCHA report, for example, as one of the stakeholder participants observed, does not include sex-disaggregated data. Even the term 'child' abuse itself may mask the fact that the largest percentage of cases are abuses of girls and young women – and it is girls and young women who are currently most at risk in terms of HIV. While we do need to address the situation for boys and young men as well, we need to make sure that we address issues of masculinity and power as part of the solution. The theme of gendered silence should also be noted. In many conversations we heard about the fact that mothers in particular are loathe to bring charges when their daughters have been abused, and we saw firsthand with the Mothers Group at Nkunjini that they were much quieter about the issues. Rather than blaming the mothers, however, we might want to look at the ways in which this silence is part of the problem but also how breaking this particular silence might be part of the solution. (Note: female teachers may also be mothers and it could be important to ensure that we address the particular roles of female teachers). We might also look to some of the initiatives in other parts of Africa where in fact it is the mothers themselves who have become a central force in community-based activism in girls' education. (e.g. The Gambia). Perhaps an overriding question here is to consider how the initiatives on gender-based violence in and around schools can be integral to all of the support mechanisms for girls' education, gender and development, gender and health, etc. Many of the issues noted above on the 'gendering of HIV/AIDS' were also addressed by the UN Task Team in its initial 'feed back' report to the United Nations Country Team. As they additionally pointed out, the policy documents and strategic plans on HIV/AIDS in the country appear to be

'gender blind'. They too pointed out the absence of sex disaggregated data, something that was also echoed by the education program officer of UNICEF who noted the challenges of getting Headteachers and others to collect this kind of data.

#### 4.4.2.2 Problematizing prevention vs. prosecution

A recurring theme has been the tension between a heightened sensitivity to the issue of sexual abuse and the frustration of so many people on what to do/who to tell/how to report. There is much more being said about reporting in the service of prosecution, and much less said about prevention, although there is no question that the two are interrelated. Clearly, there is more emphasis on extreme forms of sexual abuse (resulting in statutory rape) and much less on other forms of gender-based violence which might be regarded as 'the early stages' of more extreme forms of abuse, as well as extremely harmful in and of themselves: fondling, touching and so on. Although the NERCHA report also draws attention to the range of behaviors that are regarded as unacceptable, it has been the more extreme forms of sexual abuse that has reached the attention of the media. On the one hand, this is quite understandable given that the threat of rape= the threat of HIV infection. In a country where infection rates are so high, sexual abuse has to be recognized as a transmission mode. On the other hand, there is a need to hang on to some of the root causes of gender-based violence, which start with imbalances of power between men and women, sex for favors in the context of poverty, and to also take into consideration adolescent desire in and of itself. As has been observed elsewhere, it can ultimately be detrimental to programming if sexual abuse is positioned entirely as 'sick behavior'. Clearly however there is a need for clear guidelines on reporting and follow up, and as one of the participants emphasized in the Stakeholders Dialogue, these must be straight forward, easily understood, and consistent so that there is one central message. At the moment, it is not as though people can be blamed for ignoring the steps.

#### 4.4.2.3 Legal frameworks for reporting

At the heart of much of the frustration that many people expressed about the 'way forward' within the education sector is the absence of any clear sense of what reporting guidelines ought to look like, who should do the reporting, what training should be provided and so on. Setting this up is no small task since to date groups like SWAGAA that are dedicated to this kind of work are still struggling with this, although they now have a protocol to put forward for use by the police, nurses and other community workers on procedures to follow when a case has actually been reported. At the same time, the demand for procedural guidelines that include those working in schools has been central

in the dialogues that have taken place over the last week given that teachers are in such a key position to hear what children have to say. Thus, the Ministry of Education and its partners (e.g. SNAT, Teaching Service Commission) are acknowledging the central role of the education system in protecting children. A new hotline that is being developed and implemented with the Guidance and Counseling Unit will be an important initiative in this regard. However, any training for teachers, Child Protectors and others 'on the ground' rests on the existence of an agreed upon set of (do-able) steps 'from above' (something that we are seeing in other SADC countries working on gender-based violence in and around schools):

#### 4.4.2.4 Indigenous knowledge: changing minds/changing cultures

One of the dialogues that took place at the meeting with stakeholders that proved to be particularly rich pertained to cultural practices and indigenous knowledge. Which practices are serving to exacerbate the problems of sexual abuse, and which ones, if highlighted, might actually serve to alleviate some of the issues of sexual abuse? These issues range from a consideration of traditional medicine to the idea that 'every adult is a child's parent'. While this is clearly an area that would require further research, it is one that should not be ignored, particularly in the context of 'seeking solutions'. It is obvious that the role of the chiefs and inner councils could be involved in exploring this further, but groups such as SWAGAA also have a great deal to contribute here. It was interesting that the young people themselves were quite interested in some of these issues, and it was the adults who were quick to dismiss them. The high incidence of HIV/AIDS in Swaziland provides an important entry point for revisiting cultural practices. Some of the initiatives within UNICEF itself are particularly promising in terms of both medium and message (e.g. The String Game, the concept of the LLs or Child Protectors, the development and use of narrative materials such as Brother snake meets his match). Cultural practices and beliefs such as 'every adult is a child protector', for example—may be ones which, if highlighted by the school in life orientation programs, in popular education with communities and so on, may actually contribute to mitigating the high incidence of gender-based violence in communities (e.g. men having sex with young girls as virgins and so on (CSVR, 2001, Jewkes and Abrahams, 2002a, Jewkes et al 2002b, Delius, and Glaser, 2002). The significance of encouraging masturbation as an HIV prevention strategy may be overlooked in life orientation programs even though within the community and within customary practices, there may be no reason not to practice masturbation. In short, education programs may be missing out on some potential leverage points where they could be working in harmony with indigenous knowledge practices, and may likewise be operating in a 'no win' situation if they fail to take into consideration the cultural context of masculinities and femininities.

#### 4.4.2.5 Sex and secrecy

An issue that came up in a number of different contexts was the idea of secrecy or ‘keeping quiet’ in relation to sexual abuse. People do not want to speak out against their neighbors or relatives, parents do not want to ‘make waves’ in the school if their daughter is being abused, and teachers themselves, as evidenced in the NERCHA report do not want to speak up even though they know that abuse is taking place in the community or school. At the same time, it is possible to read some tensions in the data from the students themselves with whom we worked in the photo-voice protocol. Many of the photographs taken by both boys and girls in the photo-voice project were of the toilets. In some instances, students wrote about how unsanitary they were and indeed, the images confirmed this. In other cases there were no doors on the toilets so that there was a sense of no privacy, and in still others, pupils mentioned that they were not safe for girls. While it is beyond the scope of our investigation to make definitive statements about toilets, and we are aware that UNICEF itself is concerned with the physical environments of schools (see for example the work of FRESH), there is a case, we think, for further work in the area of a pathologizing of ‘keeping quiet’.

#### 4.4 2.6 Safe spaces/unsafe spaces – through the eyes of learners

There is a great deal to be learned about the way forward from young people themselves. At each session with young people (the Community Dialogue, the Stakeholders’ Dialogue, the school drama, and the photo-voice activity), there was a sense of enthusiasm, creativity, and the seriousness in terms of how young people approached the issues. Indeed at the Stakeholders’ Dialogue there was an overall sense (particularly in the afternoon during the reporting) that the young people are indeed an important ‘action group’ who were willing to engage in intergenerational dialogue. There was no apparent sense that the young people felt tokenized in the process. How might young people themselves become central to the change process so that we look for ways of working within the education sector and with young people to address gender-based violence? How can we ‘see’ and ‘hear’ young people’s voices through such participatory methodologies as asking them to do a drawing (See Mak and Mitchell, 2000), or to produce a map of the places that they find safe or the places they find dangerous, or to become engaged in performance? These activities can help to inform adults of what is happening, and at the same time give an outlet for young people to express their experiences in ways that often cannot be easily put into words. (See also Fiona Leach, 2000).

Some of the teachers joined in briefly when the students were displaying their photos and we saw some of the potential for this kind of work to inform adults about how young people see the world around them, something that is particularly important if teachers are to become more 'approachable' in acting as advocates for young people.

The session involving young people in a photo-voice initiative was particularly illuminating. (See attached protocol). With a very short introduction to the issue of sexual abuse and the technology of the cameras, 30 pupils (15 boys and 15 girls) set off in groups of three to photograph safe spaces and unsafe spaces. They were also asked to 'pose themselves' as 'when I feel strong' and 'when I feel weak'. We were interested in the responses of the girls, some of whom actually 'staged' for the purposes of the photographs rape scenes in the bushes around the school. When questioned they indicated that rapes had actually happened in these places. (Note: We were particularly interested in how readily they responded, given that there was almost no time for discussion about sexual abuse as a 'lead in', they were working with a new medium, and they had a total of half an hour to take the pictures!) Others were able to identify particular spaces within the school, such as the toilets as danger zones because they had no doors. The head master's office featured frequently as a safe space as did the Home Economics room. At the same time, that more of the boys took photos of scenes that were environmentally unsafe (unclean water, garbage dumps) or hazardous in other ways (snakes, the dangerous road in front of the school)—something quite interesting given that all pupils had received the same instructions at the beginning. Another feature of gender was the fact that the girls when asked to take pictures of themselves "feeling strong" and "not feeling so strong" were easily able to carry this out. The boys on the other hand simply included photos of themselves as strong.

#### 4.4.2.7 Repositioning masculinities

How might boys and men become engaged in this kind of work – both in the role of allies but also as participants in specific programs, which target male violence? How for example might boys and young men contribute to our understanding of aggressive masculinity? Where? Under what circumstances? What spaces are particularly forceful for acting aggressively? To what extent are men involved in developing programming that looks at the root causes of male violence? (See for example international organizations such as Men for Change). To what extent do modules and workshops addressing gender-based violence and sexual abuse include work on masculinity? Are there any structures in place at the school or community level that are given over specifically to supporting boys and men in addressing gender-based violence? To what extent are schools working with young people clubs to include 'non violence', human rights, and peace-building activities?



5.0 CASE STUDY 2: GENDER-  
BASED VIOLENCE IN AND AROUND  
SCHOOLS IN ZIMBABWE



© Unicef/Esar/Aaron W. Byan

### 5.1. Zimbabwe Fieldwork

The fieldwork began on 29<sup>th</sup> September 2003, but permission from the MoESC to visit schools was only granted on 5<sup>th</sup> October 2003. Research took place in three schools. The consultant utilized various participatory methodologies to tease out issues of abuse.

**Visual methodologies:** Young people were sent out on a mini transect walk associated with their immediate environment, where they mapped the safe and unsafe places, thus giving a picture of what was happening. This was done through a small group approach of four or five girls and boys each using one camera. On their return to the classroom, they demonstrated the acts of abuse and drew sketches of gender-based violence. Their responses illustrated what their reactions and feelings were. The results of the above methodology were the production of pictures and illustrations, which demonstrated the interaction between people and the importance of visualization of participatory programs (VIPP) in research. Strategic questions were asked and learners were able to take stock of what was happening in the environment. They took stock of where the acts of abuse frequently occurred.

**Focus groups:** Girls and boys were engaged in focus group discussions (in single sex groups at the beginning, and later in mixed-sex groupings.) The head teachers assisted in the selection of forty girls and forty boys in their respective Secondary schools from forms 1 to 6 and with ages ranging from 12 to 17 years. Information was collected in focus group discussions on three themes: relationships, information, and attitudes towards HIV/AIDS, masculinities.

**Key informants:** Key informants were engaged in one to one interviews. The first meeting was with the Acting Permanent Secretary who also heads the Legal Services and Discipline Department, then the School Psychological Services to get an overview of the problem and challenges. Several representatives of NGO's and CBO's on the Child Protection Forum and school principals were also interviewed. Prompts were used, and began with – What are you doing in relation to abuse in schools? What changes would you like to take place? What do you see as your role/that of the community?

**Community dialogues:** Two community dialogues were held in Bullilima. The first group had 37 persons (20 women, 6 girls, 8 boys and 3 men). The second group had 105 persons. Both groups consisted of in school and out

of school young people, parents, 3 headmen, the Co-coordinator for HIV / AIDS, council workers, members from the community, the headmasters and teachers, NGO's and CBO's. The second group also had home based carers, six school development workers, and village heads.

**Stakeholders' Dialogue:** This session involved participants drawn from MoESC (the head office, the School Psychological Services, and the regional offices of Mashonaland East, Harare and Matebeleland South), Childline, Child Protection Society, the headmasters of the schools visited, Victim Friendly Unit, all church denominations, Connect, The United Methodist Church HIV / AIDS co-coordinator, UNICEF Zimbabwe, Save The Children (UK), Save the Children (Norway), Child and Law Foundation, Oxfam (UK), the Child President and a representative of Cross Culture, a Harare-based group within the Hear the Word Ministries. The proceedings were videotaped with the possibility of producing a documentary that would include the voices of the young.

## 5.2 A Review of Zimbabwe Studies Related to Gender-Based Violence in and around Schools

The population of Zimbabwe is twelve million (Central Statistics Office, Zimbabwe). The structure is pyramidal with a predominance of children under 15 years, constituting 45% of the population; "The proportion of the population under 20 years of age is as high as 60%, with only about 35% of the population within the productive age bracket of '21 – 55' years". This group, together with a portion of the young people, represents the most sexually active section of the population.

Zimbabwe is currently facing a number of cultural and economic challenges, with sexual abuse in and around schools an issue in both urban and rural areas. The abuse in schools has affected mostly girls though there have been some reports of abuse against boys. The culture in Zimbabwe as well in other countries tolerates abusive behavior and violence against children.

Clearly, as the emerging body of work on gender-based violence in and around schools in Zimbabwe suggests that it is a highly significant educational and societal issue (see Leach, 2000, Leach 2003 and UNICEF ESARO, The Voices of Young Zimbabweans: Gender, Sexuality and HIV/AIDS in Education, 2004). It is an issue that impinges on the ability of young people to participate and learn in an environment that is free of harassment, sexual, physical, verbal and psychological abuse. This violence is not confined to the school, but is also in the family in the form of battering, sexual abuse of female

children, dowry related violence and rape. The media has made reports on this abuse against adolescents, something that is also confirmed in reports by Fiona Leach et al (2000) and the UNICEF ESARO study The Voices of Young Zimbabweans: Gender, Sexuality and HIV/AIDS in Education, (2004) who state 'abuse in schools reflected abuse and violence in the home'. In addition the Leach report states "verbal abuse, which was used by almost all teachers, male and female, and corporal punishment, which was wide spread in the mixed schools (and used on girls and boys), were further manifestations of school-based violence."

There is currently in Zimbabwe much public attention directed at the high incidence of sexual abuse of girls in the home and community, and also a limited reporting in the media<sup>1</sup> of high profile cases of teachers accused of raping or getting schoolgirls pregnant. and other forms of abuse. A study of under – achievement of girls in junior secondary schools in the early 1990s by Gordon (2003) was responsible for bringing the issue of abuse by teachers in Zimbabwe to the attention of the research community. In other countries of sub-Saharan Africa, the scale of schoolgirl abuse is now being acknowledged and talked about.

However, in-depth research is lacking; one exception is a small-scale study (which confirms many of the findings here) carried out in Malawi by Nampota and Waziri 1998. More common have been studies of sexual harassment of female students in higher education (Zindi 1998, Gaidzanwa 1993, Kathree 1992). Other findings by Nhundu et al. (2001) confirmed that teachers are the perpetrators of the child sexual abuse in schools.

Other literature and testimonies from girls and boys in the field work reveal that sexual abuse is largely perpetrated not only by teachers but by boys and older men who are either cattle herders in Matebeleland South, or sugar daddies who own shops at the growth points, 'windies' who are touts for combis and groundsmen in schools. The testimonies confirm the Leach et al (2000) finding that 'girls were also exposed to abuse in the proximity of the school. Male strangers would proposition or sometimes assault them at bus stops and in market places, on the road to and from school and while traveling on public transport. Sugar daddies were known to frequent the area near the school.' Linked to the sexual abuse is the physical non-sexual abuse and physical abuse perpetrated by teachers in the form of corporal punishment, in spite of the ban as enunciated in MOESC Circular P35. The girls and boys' sketches and written explanations are self-explanatory as they capture the abuse by teachers, which is pervasive and confirms the finding by Leach et al (2000) who state:

Corporal punishment, although banned by the Ministry of Education in Zimbabwe in almost all circumstances, is widespread, and is usually administered with a thick stick or belt. Apart from beating, teachers' pulling pupils' ears or hair is common. Other punishments given by teachers are: standing outside the classroom, detention, sweeping the classroom, digging, weeding...

Reports such as the Child and Law Foundation report, *Unearthing the phenomenon of child trafficking in Zimbabwe* (2002) have placed pressure on Government, child rights organisations, communities, families and individuals to take action. The Government has enacted laws that should protect children against abuse. In addition, it has signed international agreements that are legally binding for countries that have signed and ratified them (CEDAW, 1979; CRC, 1989; PRWA, 2003). While Zimbabwe ratified the Conventions, it has not yet domesticated them. The challenge is that the actors, involved in work that lies within the domain of child rights, have to be vigilant and make reference to those rights that may be violated.

Judges, for instance, have to refer to the rights that have been violated in each judgement and Ministry of Education, UNICEF as well as other organizations have to empower children from crèche stage and those responsible for them so that they are adequately equipped on the issue of child rights. This approach requires more resources to be put into the interventions.

### 5.3 Programs

While USAID (2003) in its recent literature review, rightly indicates that 'school-based gender violence' has not been systematically addressed in developing countries it acknowledges that a number of initiatives have been undertaken. In Zimbabwe, for instance, there are several organizations 'that are in it together'. These are Government, Non Governmental Organizations (NGO's), Faith Based Organizations (FBO's) and Community Based Organizations (CBO's), civil society and UN agencies. The programs include campaigns to raise awareness on child abuse, counseling, dissemination of information on HIV and AIDS, care for orphans and condom usage. The need to share responsibilities and form coalitions / partnerships is there.

#### 5.3.1 Division of Legal Services and Discipline

At government level the Ministry of Education, Sport and Culture (MoESC) responded to abuse in schools by establishing the Division of Legal Services

and Discipline, which deals with all legal and disciplinary issues. Thirty three percent of cases handled are of improper association. It has set up structures and has training programs on education policies and on who should do what, where and when. Seminars and or workshops have been held for policy makers and managers at Permanent Secretary, Deputy Secretary, and Under Secretary levels. A multi-sector team of professionals from MoESC and the Ministry of Public Service, Labor and Social Welfare, the Civil Division of the Attorney General and two NGOS, the Child and Law Foundation and the Justice for Children Trust have produced guidelines for the multi-sector management of child sexual abuse in Zimbabwe. The MOESC Guidelines derived and updated from existing Statutes highlight the roles, responsibilities, and procedures to be followed. It is an agreement binding all officials, professionals, and organisations (both governmental and non-governmental). It sets out clearly the system to be followed in cases of child sexual abuse, which minimise further trauma to the child while maximising the efficiency of professionals who are in place to support the child.

### 5.3.2 HIV/AIDS prevention and life skills education

Since 1990, AIDS education has been compulsory in all primary and secondary schools in Zimbabwe, though it is not an examinable subject. Initially the program was not child rights based, and it aimed to develop positive attitudes and life skills, such as problem solving, informed decision-making, communication, self-awareness, and avoidance of unnecessary risks. Using participatory teaching and learning methodologies, it was more geared towards the broad thrust of the public health model based on the Zimbabwe Health For All Action Plan. The program has, to a certain extent, promoted the realization of some of the rights of the Convention on the Rights of the Child (CRC), namely, the right to dissemination of information of benefit to them; and the right to participate in the decisions affecting the child. The impact of the program is such that the HIV/AIDS challenges in Zimbabwe have been brought into the open. Theatre groups such as Amkhosi, Ngugi wa Miiiri and a few school drama groups show the openness that has taken root about HIV/AIDS in their plays.

### 5.3.3 MoESC/UNICEF Life Skills project

MoESC, with support from UNICEF, initiated Life Skills within its HIV/AIDS program in 1993. According to key informants, this was in fulfilment of its goals to provide up to date and relevant information on HIV/AIDS and STIs to children, young people and adults, the program instils values and attitudes. Many secondary schools include sexuality education in their biology classes. Issues covered include STIs, HIV/AIDS and access to, and use of various

contraceptives. UNICEF also provides for capacity development including materials provision for education to improve the schools environment for the child.

The scope for grades 4, 5, 6, and 7 includes the following:

- Self esteem, relationships and communication, peer pressure, resistance and decision-making

- Sugar daddies, body changes, growing up/health and behaviour, AIDS facts and attitudes, communication, substance abuse.

For Form 1–6, the syllabi have been revised. In Form 1–4, the modules cover child abuse, emotional abuse, substance abuse, the definition of rape, how to avoid places where rape can occur, forms of sexual harassment and stigma, shame, culture of silence associated with rape.

In Form 5 and 6, the scope covers the Sexual Offences Act 2001, counselling, substance abuse and the Child Protection and Adoption Act.

In response to an observation regarding the non-inclusion of Child abuse in Forms 5 and 6, key informants noted that this is because those subjects are covered in senior secondary level (O levels). One would have thought that Sexual abuse, which includes rape, is a subject that should be included at every level. It is therefore incumbent on MoESc to ensure that the teachers are able to look at the key issues and reinforce what was learned at O level. The importance of cross-referencing should be emphasised both at preservice and inservice levels of teaching. In addition there is need to introduce Child Abuse in the primary schools as abuse exists at that level. Life skills education has to address the issue of rape since the threat of rape clearly inhibits the autonomy of girls and women (UNICEF, 2003). Violent harassment in the form of rape, resistance to miniskirts represents the perpetrators' use of 'structural power and physical force to assert their authority' (Phillips, 1998). Rape is abnormal and reprehensible and it also spreads HIV. These life skills underscore the importance of preventive measures against pregnancies and exposures to HIV/AIDS because they partly assist female pupils to manage their lives and enable them to benefit from the education provided by the state. The program is also in keeping with provisions of CEDAW, which calls upon governments to take 'appropriate measures to eliminate discrimination against women and girls to ensure their equal rights with men in the field of education.'

In order to make sexual health education more relevant and effective, there is a clear need to broaden the reach of the life skills program to a younger audience—if only as a preventive measure. Sexuality is clearly an important topic for young girls and boys and is central to the ways that they think about themselves and construct their identities even if they are not yet sexually active. Life skills and sexual health education should not make sex and sexuality the central issue (as is often the case in sex education), but rather focus on young people’s identities and cultures in general, while recognizing sexuality as a key aspect of these. This point is also alluded to in *Finding Our Voices* (UNICEF ESARO, 2003) where they note that the questions the researchers put to young people were rarely specifically about sex and sexual relations, unless the young people themselves talked about this, but more about their identities and relations with peers, parents, teachers and the community (UNICEF ESARO, 2003).

#### 5.3.4 Teacher development

In 1994, a program targeting teachers was introduced when it was established that many teachers were ill equipped to provide accurate and effective information on HIV/AIDS. The program (see *Save the Children: A Training Manual on Sexual Abuse*) aimed at preparing student teachers to be effective as teachers. Initially there was limited increase in knowledge of HIV/AIDS, as most teachers were not trained in AIDS education. Interviews with key informants also indicated that teachers tended to “top up” their work schedules with AIDS lectures, rather than treat it as a serious subject. That notwithstanding, an evaluation of the student teacher program in HIV/AIDS showed, *inter alia*, that the program had succeeded in developing confidence among student teachers who were able to discuss sexuality issues and reproductive matters without embarrassment. In particular, it confirmed the need for teachers to be trained in dealing with sensitive issues in life skills and HIV/AIDS. Learners are usually able to tell when a teacher is not knowledgeable in her/his subject matter. The program also trains teachers in counseling and in using participatory teaching methodologies. The thrust is in recognition of the responsibilities teachers and all school authorities have and that they should be equipped to avoid them violating children’s rights.

#### 5.3.5 Victim friendly courts

The Victim Friendly Courts are specialized courts for the protection of children in instances of sexual and physical abuse. These courts, introduced by the Ministry of Justice, Legal, and Parliamentary Affairs have created an environment that is caring, supportive, less bureaucratic and conducive to

private and friendly discussions. The Child and Law Foundation has played a significant role in producing a training manual for creating awareness on sexual abuse. It also developed the protocols setting out, clearly, the roles of the actors, the reporting procedures although there is work to be done in the area of investigations and empowerment of the victims so that they would be able to report perpetrators irrespective of their standing in society.

In addition, community attitudes are being addressed through workshops. To date, few people are aware that having sex with teenage girls is a criminal offence. Parents prefer monetary compensation or forced marriage. The men seem confused about the age that a girl can become sexually active. The chance that men will succeed in having sex with a girl is increased by the excessive power they have over the girls, and girls' ignorance of the dangers of sex and the risks makes them vulnerable.

Cultural practices are recognized as contributing to the prevalence of child sexual abuse. In traditional medicine, sex with children is used to cleanse a man from STIs, and these days, HIV/AIDS. A number of issues arise: the need for dialogue, the need for work targeted at strengthening the family/parents on bringing up children, and the need for resources such as protocols for investigating child abuse.

### 5.3.6 Young voices 'Let us be heard'

While adolescents are not a homogeneous group, they nonetheless share in the experiences of being in the stage of experimentation. This phenomenon is evident in the talk shows currently available on radio and television. These programs facilitated with funding from UNICEF and other development agencies give young people, parents and experts in those areas opportunities to debate, share information and learn from each other on abuse and violence, HIV/AIDS, adolescent reproductive health matters in an approach that says "let's talk about what is important to you". At the community and stakeholders' dialogues the young people indicated 'Issues that are important for them as; an environment that allows free expression; people / places where they can make reports without repercussions; empowerment of young people through clubs. They emphasized the need for sensitization of the community and teachers for recognition of abuse as a national problem; appointment of private counselors in schools; information through the media; strengthening peer educators groups that can work alongside the teacher; run educational activities of their own; produce IEC materials with appropriate imagery; gender specific groups for girls as this would give girls legitimacy to talk about sex without the issue of stigmatization as being sexually promiscuous.

### 5.3.7 'Becoming HIV/AIDS free'

This is a program implemented by Deseret International Foundation, which was approved by the Ministry of Education, Sport, and Culture in 2000. This program was implemented in secondary schools in Matebeleland North, where teams comprising heads of schools, HIV / AIDS coordinators, peer educators, and teachers among others were trained in facilitating 'Education for Life' and 'Becoming HIV / AIDS Free'. The training program focused on development of training skills, helping learners appreciate the challenges of HIV/AIDS and the options they have in changing behavior.

In 2002, a baseline survey was carried out to assess secondary school learners' knowledge, attitudes, and practices in the context of HIV/AIDS. This program has succeeded in increasing the knowledge, attitudes, and sexual practices. The pupils felt more comfortable discussing topics such as sexuality and various forms of child sexual abuse. The "Education For Life" program seems to have provided a variety of exercises and activities in which learners' practised a variety of skills during the training. Hopefully, they will attempt to apply the on-program experiences. From the learners' responses on the risky situations presented in the post-intervention questionnaire, it is clear that the majority of learners did acquire the ability to analyze situations and the consequences of their actions. At least theoretically, the learners' response suggests that the "Education For Life" program seems to have enhanced the learners' ability to understand what risky behavior entails and how to avoid risky situations."

### 5.3.8 Taking the Sexual Offences Act to the community

The Women's Action Group (WAG) designed a program to facilitate discussion and debate of the Sexual Offences Act, which addresses issues of sexual intercourse with young persons, mentally handicapped persons, sexual trafficking, marital rape, and wilful transmission of HIV. It also offers definition of 'sexual offender'. WAG embarked on this advocacy project to establish how familiar people are with the Act. A baseline and needs assessment survey was conducted in both rural and urban areas. It has been established that there is a lot of ignorance of the Act and the Law in general. This is because more often than not, laws are deliberated on and passed by Parliament, but are never communicated to the intended beneficiaries. This has resulted in people not only being ignorant of the Laws, but also not utilizing them. In addition, WAG has been able to inform communities on Section 3 of the Act.

### 5.3.9 Other initiatives targeting young people on participation in matters of child abuse

In January 2001, the Child President of the Children’s Parliament declared child abuse the theme for 2000–2001. Since 1991, the Zimbabwe Government has been using the Children’s Parliament to mark the Day of the African Child, which was declared by the resolution of the Organization of African Unity in memory of children massacred on South Africa in June 16 1976. In 2000, the Child President appeared on television asking government to do more to support children’s rights.

### 5.3.10 Educational programs offered by other organizations in area of sexual abuse

Interventions by NGOs, FBOs, and CBOs address child sexual abuse, focusing on awareness creation, counseling, unwanted pregnancies, matters of parental conflict, identity problems. A substantial number of these organizations are part of the Child Protection Working Group (CPWG) and are so diverse in their activities operating at different levels. Most of them are at national and sub-national levels. In reality, from interviews with them, there are few that have structures at community level; hence, programs tend to be top down, with no dialogue or consultation. For instance, the Child Protection Society has no structures at community level and yet it is the organization that runs awareness workshops in Bulilima. Dialogues at community level with a cross section of people emphasized the need for dialogue on these issues so that there can be ownership and a common understanding of processes. Coordination of such efforts and all the organizations engaged in child protection is critical. This seems to have been partly achieved by the UNICEF Child Protection Section. However, there may be need to facilitate empowerment at the grassroots level, so that interventions are not top down. The need for reorientation so that the organizations can form partnerships and linkages cannot be over-emphasized. In addition, there may be need to examine ways of ensuring that organizations move from raising awareness to thinking about ‘what next?’ For instance in the ZERO Tolerance of Abuse schools can be encouraged to work with parents/communities reflecting on the extent to which GBV is an issue in the community and engaging on public level education campaigns.

### 5.3.11 The Girl Child Network

This non-governmental organization has established chapters in schools in Harare where it addresses some of the problems of the girl child, though it has yet to spread to the rural areas. It is also sensitizing the public on the importance of treating girls equally and also emphasizes a policy of ‘education

first, marriage second'. Last but not least, it provides girls with information about HIV prevention and avoiding abusive relationships. It launched a one-year campaign 'Girls Against Child Abuse' in February 2000. This has been with the active participation of the victims of abuse. Through the global fund for women, a center was established for girls. Its impact is yet to be seen.

### 5.3.12 Child and law in Zimbabwe project

This project is based in the Training and Research Support Center, and works with NGO networks. It has had community discussions on the problem of child sexual abuse in Harare in Matapi Flats, Mabvuku, Highfield and Dzivarasekwa. It has collected views of the community, and indeed those of young people on sex and sexuality matters covering the majority of girls, when young people have first sex experience, abuses by relatives, the need for stiffer penalties and the reporting procedures for the abused.

### 5.3.13 Zero Tolerance Campaign against Child Abuse

UNICEF initiated the Zero Tolerance campaign against child abuse on 2002. According to the UNICEF 2003 Annual Report, a joint evaluation by UNICEF, WFP and Save the Children UK concluded that the campaign was well organized and reached many rights holders, instigating duty bearers at different levels to start making commitments towards combating child abuse. However, notwithstanding the fact that there has been a great deal of work done in Bulilima so that an awareness of the issues has now been created, there has been no consolidation of what has been done. There is room for formation of coalitions / partnerships for the implementation of programs at community level so that the community can own the process. An audit/assessment of the Zero Tolerance campaign will give an insight for the way forward. The Child Protecting Unit states that the campaign was a high profile response to the increasing erosion of protection for children, but should be regarded more of a beginning than an end. Indeed, this provides space for addressing 'what next?' Are people literate to make suggestions? Can there be a no name guarantee so that people can be assured that no one will know who made a report? Can we find ways of addressing the 'culture of silence'? When people are afraid, they will not communicate; creation of awareness is therefore only the beginning.

### 5.4. Unraveling the Zimbabwe Fieldwork Data

In unraveling the data, information from key informants and from the children and young people who participated in the fieldwork was analyzed. Key informants confirmed that sexual abuse is an issue. It is also a phenomenon

that the media has consistently, of late, reported on. Abuse is depicted in incidents describing pupil-to-pupil abuse and teacher-to-pupil abuse, something that is captured in the many clippings that the Consultant had access to through WAG and FAMWZ. At the official level, for example, on October 28, 2003, the Permanent Secretary of MOESC referred to the ever-increasing violence in schools. Abuse is so prevalent that it is also the subject of talk shows on radio and television where young people discuss the subject.

At the beginning of the interviews, girls and boys were asked to draw diagrams to show abuse and to take pictures of what they regarded as safe and unsafe places. They confirmed the existence of abuse in the most and unsafe places. In spite of the MoESC Circular P35, which makes caning illegal, the drawings by both girls and boys confirmed the existence of a variety of abuses and capture the teachers' beating with a thick stick, a hosepipe, or rope. Girls were also caned. Leach et al (2000) state that 'corporal punishment, although banned by the Ministry of Education in Zimbabwe in all circumstances, is wide spread, and is usually administered with a thick stick or belt'. Other forms of abuse are also highlighted in the stories they told. Pupils are called names like 'bastard', 'hyena', 'stupid', 'fool', and suggestive names like 'malaika'. Though 'malaika' is a Swahili word that normally means angel, in this case it is regarded as a form of sexual harassment. These abuses are not reflected in the circular. Leach et al (2000) confirming the name calling states 'Verbal Abuse, as already indicated, is also widely used. Pupils are called names such as 'good for nothing,' 'lazy bastard,' 'scum bag,' 'you pig,' 'you dog,' and 'baboon.'

In the three schools visited, girls and boys, in separate interviews, revealed that they knew the meaning of gender-based violence. The mapping activity where they took photographs of safe and unsafe places, and of themselves, put them at ease as they discussed what happens in those places. They were able to describe most vividly, what happens in those places i.e. sexual abuse in dark places, in storerooms, and rape in the maize field. In some instances, there was a lot of laughter (embarrassed) as they related and demonstrated the abusive behavior of teachers.

#### 5.4.1 Sexual abuse by teachers

The diagrams/sketches made by both girls and boys illustrated clearly the abuse meted out on the girls and boys and there was also other abuse only experienced by girls. For instance the girls showed how teachers 'touch touch' them, especially in secluded places like a storeroom, teacher's quarters or dark corners and the Sports Ground. When some teachers sent them to

their quarters or storeroom, they (teachers) immediately followed, propositioned the girls, and at times forced themselves on the girls. The girls strongly recommended that there should be a stop to this behavior and that a Poster that will drive the point home should say 'This is my body do not touch it. It is sacred'

This reaction by the girls indicates that not all girls respond to abuse passively; clearly a notion that lends credence to Leach et al (2003) who in their findings on girls' sexual relationships clearly state ' at the same time as being exposed and/or subjected to abuse, here was evidence that not all girls were passive victims of unsolicited male attention, even by teachers'. This means that girls can, with empowerment, learn to stand for their rights. Interviews with girls further revealed that whenever a girl showed no interest to a proposition the teacher would say 'You think I want you when you are so ugly', 'Look at how you walk!' Girls stated that this was most embarrassing as it was said in the hearing of the classmates who would laugh and make fun of the girl.

In addition, some teachers would put their arms around the girl's shoulder until they touched the girl's breasts. On such instances, the girls stated 'you can't move backwards or sideways as such a move would bring his arm and body closer to you.' If the girl refused, she would be ignored in class, punished, and given low marks or called names in front of other boys and girls. Teachers also use suggestive phrases / names such as the following:

'Come my Malaika' and then the class will laugh;'

'Oh look at her, she has big buttocks, they are like the Khoisan.'

When a teacher made these remarks, the girls stated that it was obvious that he was paying particular attention to the girl. They found it embarrassing. Again, the testimony by the girls bears out the findings by Leach (2000) and UNICEF ESARO (2003, 2004).

#### 5.4.2 Sexual abuse by boys

The girls during the interviews described how boys abuse them. They also stated that both male and female teachers knew about and at times witnessed the abuse. They claimed that they were afraid of reporting as nothing is done when they do. This notion is confirmed by another research which states that girls 'had little faith in their teachers and thought that either they did not notice what was going on or they did not care' (Leach 2000, UNICEF ESARO 2003, 2004).

Boys will stand in the doorway when you want to pass. When you pass, they touch you and laugh at you closely into your face. Boys will talk loudly, things like, 'she is ugly', 'she is stupid' when you pass;

The girls also brought out another dimension of abuse by boys:

We are shy in class because boys laugh at us when we make mistakes.

The boys in such cases would be asserting themselves over girls in a way that is captured explicitly in Finding Our Voices. While the girls' lack of confidence is a factor, their fear of ridicule would be traumatic for them: "...one of the reasons girls were less likely to participate was because they feared being ridiculed by boys." They were adamant "that it is the boys who intimidate them by laughing at them if they get the answers wrong" (UNICEF, 2003): "Most girls would not laugh, but some would." The laughing by girls when others are ridiculed has to do with group dynamics and the possibility that those who laugh may be confident and know; and /or they could laugh just to be identified with those who laughed.

### 5.4.3 Interviews with teachers

Interviews with the teachers at the three schools showed that there is an urgent need to interrogate the definition of discipline in view of the different interpretations by both the teachers and the community (See Appendix F which captures discussions with teachers). The community and stakeholders' dialogues confirmed this clearly. There are different types of abuses inflicted under the guise of discipline': physical: (using sticks, rulers, hosepipes etc), emotional, psychological, and verbal. Some teachers abuse pupils physically, sexually, and emotionally.

There was another interesting phenomenon, where both girls and boys discussing sex and sexuality stated that peer pressure sometimes influences them into early sexual relationships. They like to share their experiences with their friends either at school or going home and emphasized that they talk about many things including sex. Peers play a critical role, as they are acceptable to the young people who need persons who are friendly. Both girls and boys were emphatic about their preference for their friends who are young and were portrayed 'as people who understand us'. This notion is emphasized in Finding our Voices, which confirms that the acceptance is based on the fact that they are young, non-judgmental, and are able to relate to each other and discuss on variety of issues (UNICEF, 2003).

In a joint session with girls, boys complained that older girls do not like them and when they propose the girls tell them:

Oh, go away. Do not make noise for me, because you can't satisfy me.

The boys' explanation is that girls prefer older men – the 'sugar daddies' – who have the 4Cs: Car, Cell phone, Cash and Clothes. Teachers fall into this category. The boys in this instance are seeing the girls as motivated by money. No schoolboy can compete with a sugar daddy because besides the 4Cs, girls like gifts, going to a cinema and so on. The girls denied that they refuse to go out with the boys and claimed that boys do not propose them. In addition, as the boys claimed, when the girls talk of 'satisfy', they mean sexual satisfaction. Older men have the experience to satisfy a young inexperienced girl. Economic hardships have made it difficult for girls to say no to men who offer them food for survival. However, discussions at the dialogues revealed that poverty was not the only factor, as it is prestigious for young girls to have a man of means as a provider and that adults seemed to condone this behavior. Parents have also not refused to receive these card boxes of groceries.

School heads and teachers claimed that while every effort is being made to alert the girls of the dangers of having sugar daddies, the problem continues and older men take advantage of them. Leach et al (2003), in discussing these relationships, state that "power relation between the adult man, whether a teacher or a sugar daddy, and an adolescent girl, means that the girl does not enter into a relationship of equals. Social acceptance of male 'superiority', the difference in age, physical strength, and economic status are all factors that constrain the girl's degree of volition. By taking advantage of her circumstances, whether in terms of poverty, age, immaturity, or vulnerability due to family difficulties, the man is abusing her."

#### **5.4.4 Inadequate HIV/AIDS and STD information and education**

The interviewees knew about HIV/AIDS but stated that they had limited knowledge on HIV/AIDS. During the community dialogues on 7 October, participants including the young people indicated that they did not have adequate information on HIV. A fact that is supported by Kasule et al who have established that teenagers had inadequate knowledge about own sexuality, low contraceptive use for sexually active which disposed them to unplanned pregnancy. The study also indicated that they exhibited inappropriate practices and knowledge that potentially predisposed them to high risks of STDs including AIDS.

This lack of adequate information was echoed by pupils at the secondary schools visited. One of the complaints was that some teachers are unable to give adequate answers to questions. The allegation was that they would even avoid answering questions. Some teachers, as was explained during interviews with Heads and teachers were either afflicted or did not have the training in life skills and HIV/AIDS, in spite of the subject being on offer.

The girls and boys requested videos on HIV/AIDS which would, inter alia, show people with HIV/AIDS, as they claimed not to have seen any person with HIV/AIDS. They also requested that these videos should be viewed by mixed audiences, including parents and teachers. Dialogue on sex and sexuality will have positive results, as it would promote openness on a subject not discussed between pupils and parents.

#### **5.4.5. Parents do not dialogue with their children.**

Girls and boys lack information about their bodies and physiological changes they are experiencing, which parents are not confident and capable to discuss with them. Hence, some misconceptions remain unaddressed. While parents left such discussions to 'aunts' before this is no longer practical as the extended family has broken down. Parents have the responsibility of informing and educating children on HIV/AIDS and reproductive health and yet teachers and friends seem to have the sole responsibility for disseminating this information. There is a lack of trust between parents and children as children regard parents as judgmental; they feel their parents accuse them without finding out whether they are engaged in sexual activity. In these circumstances, parents and children view each other as adversaries and not friends.

#### **5.4.6. Teenage pregnancies**

The phenomenon of schoolgirl pregnancies is prevalent in both rural and urban areas in Zimbabwe. In focus group discussions girls and boys confirmed that there had been pregnancies at their schools. According to available literature (Gordon, 2002), the majority of girls who become pregnant whilst at school dropout and never re-enter the formal education system. Although the policy of the Ministry of Education is to re-admit girls (and in line with the African Charter on the Rights and Welfare of the Child), this policy is not rigorously enforced and the mechanism for re-entry is not clearly spelt out. Many teachers and heads claim to be unaware of the official position regarding pregnant girls and student mothers hence most girls are not informed of the possibility of continuing with their education at school once they have become mothers.

Thus, the schools do not encourage girls to remain at school nor do they inform the girls of their rights in this regard. A return to school by girls will to a certain extent reduce the number of out of schoolgirls.

#### **5.4.7. Changing the mindset / changing culture:**

Traditional practices have an adverse effect in HIV transmission, particularly on girls and women. An example of the negative practices would be when a man has sex with a child/virgin to be cured of HIV/AIDS. In fact this belief has resulted in 'men often waiting outside school gates to engage girls in conversation as they leave or following them to and from school'; a phenomenon that was confirmed by girls' testimonies. The status the girl has when she has a 'boyfriend' with means makes her expose herself to the HIV/AIDS risk. The gender imbalances are fuelling the epidemic. Stakeholders noted that traditional practices and behavior are interrelated with attitudes, feelings, integrity, shared values, and assumptions of the community. The prevailing masculinities and the way girls and women are treated in society, has not changed. Women have no power in the family, community and all spheres of life. Current interventions have been addressing the gender relation symptoms but not the gender root causes.

#### **5.4.8. Investigations and reporting on abuse:**

Due to the culture of silence, many cases of abuse are not reported because young people are not empowered to report these abuses. Also, when it is not rape, there is no loud outcry by the community. As it is now, the 'improper association' cases form 33% of the load of the MoESC's Legal Services and Discipline Section. While Zimbabwe's 'Victim Friendly Courts are attempting to address these problems, there is need for more work in the area.

There is a 'culture of silence' about matters that people have been socialized not to discuss outside the home. Parents therefore, will always persuade their children to change the original statement about the perpetrator of abuse especially in cases involving teachers. These gender rooted practices, behavior and systems in the community are fuelling the HIV/AIDS spread. These cultural practices have to be analyzed and utilized for the empowerment of the community. In addition, because the teacher is looked up to in the community, many people are afraid of reporting him/her for any misdemeanor. It has to do with the power relations. This means that the protocols that have been developed have to be very clear on the roles of the police, the head, and the victim. Most importantly, there is need to empower

children/young people from pre-school stage so that they can report all perpetrators, irrespective of their standing in the community.

More urgently and most disturbing is the collusion of school heads and teachers to protect colleagues who are sexually involved with pupils, rather than to protect the girls who are victims of these teachers. Action is not taken, as the behavior of the teacher is an expression of beliefs about male sexuality and the confidence that no one would reveal the misdemeanour.

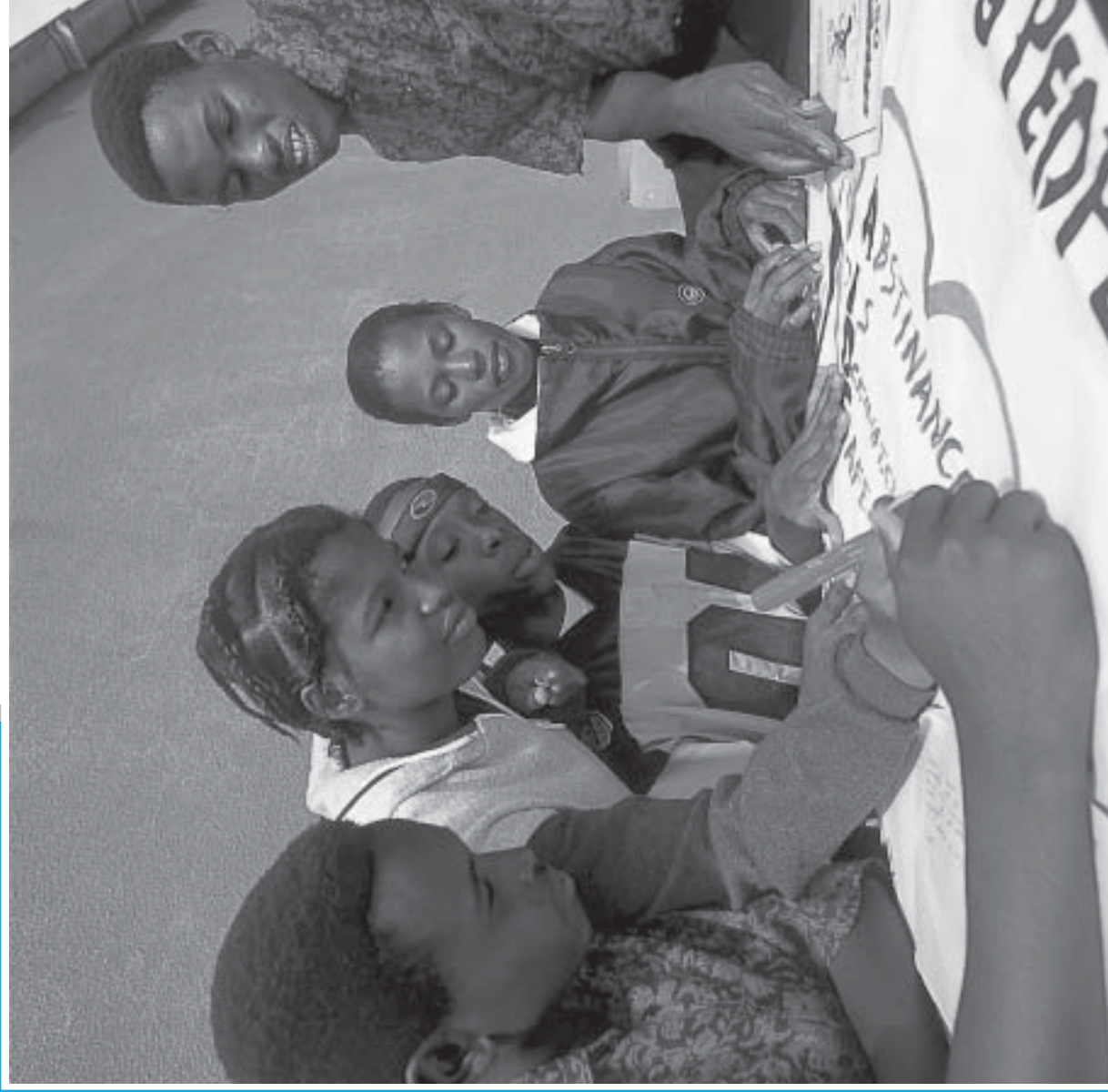
### **5.5 Emerging Programmatic Areas/Recommendations in Zimbabwe**

Some emerging issues are in consonance with what stakeholders advocated for on 21<sup>st</sup> October 2003.

- The view was that there is need for consultation, involvement, and participation of the community and young people in mapping out solutions. There will, therefore, be need to strengthen the capacity of the community so that there can be community ownership of the process. As UNICEF Zimbabwe states in its Knowledge, Attitudes, Beliefs, and Practices baseline survey (2002): “Communities should be sensitized about children’s rights. Within the community, it is necessary to have committees or individuals to whom children and adolescents can report to, should their rights be breached. Such committees should emanate from the combined work of local counselors, the chiefs, and their headman. This structure would replace the role played by the extended family.”
- The significance of the Child Friendly School framework: Clearly CFS strategies are particularly appropriate to exploring further in Zimbabwe schools. Of concern are some of the newly established schools in Mashonaland West where the Rural District Council is seeking accommodation for the learners. It is left to one’s imagination to consider what can happen to a girl unaccompanied and living alone at a Growth Point. There is need to interrogate the definition of discipline in view of the different interpretations / perceptions by the teachers and the community.
- Design and production of a Children’s Rights Manual for empowerment of children from the pre-school stage is of importance and the document should be child friendly.

- The re-examination of the concept of Guidance and Counseling in schools is necessary. In addition, the training and reorientation of Guidance and Counseling teachers should be undertaken.
- Operationalization of statutory instruments. Monitoring and evaluation mechanisms will have to be in place as this is an exercise whose success lies beyond the sensitization workshop. This requires the strengthening of structures at district level, issues of availability of transport, accommodation, and water, and most difficult of all changing the mind set of council workers so that they can be happy to operate in the 'bush'.
- The need for support materials for training: A training manual on sexual abuse for teachers. Policies and procedures handbook for schools; a facilitator's guide derived from the recently filmed workshop.
- Examination of current protocols to improve the investigating and reporting of sexual abuse. Are the 'Survivor' friendly courts friendly?
- The forward-looking strategies should be much more people-centered as opposed to the top-down approach. The first point of entry is the family unit and the community. The power that lies with the government and development agencies that control resources should be transferred into the hands of the family units and communities through a 'real' empowerment process.

**6.0 NO TURNING BACK! ACTION  
SPACES FOR ADDRESSING  
GENDER-BASED VIOLENCE IN AND  
AROUND SCHOOLS**



© Unicef/Esar/Aaron W. Byan

Making schools safe places for learning it is not an overnight process and it is something that relies on the cooperation and participation of many players — trained counselors, trained teachers, informed students and parents, communication strategies, legal framework, the involvement of organizations who already have a long history and excellent track record of working on issues of abuse and speaking out. It starts however with dialogue at the community level. There really is ‘no turning back’ when it comes to transforming schools into places for safe and healthy learning. Indeed, it is hard to close one’s eyes after they have been opened.

Clearly UNICEF and the many stakeholders in Swaziland and Zimbabwe are all “in it” together when it comes to moving forward and as the title of this report suggests, there really is no turning back: it is simply not possible to have this amount of awareness about an issue that is this serious without coming forward with very concrete solutions. While there a number of sectors that can play a major role in working to combat gender-based violence, the education sector, as explored within the nation of the Child Friendly School framework, is of particular concern, and it is for this reason that the ‘taking action’ component of this report focuses on outputs and outcomes that focus extensively on schools.

## **6.1 Intended Outcomes**

### **6.1.1 Gender sensitive teaching**

An area that has been identified over and over again in other reports on gender-based violence and child abuse (including the most recent study in Zimbabwe by Leach et al, 2003 and UNICEF ESARO, 2004) is the need for training strategies materials for teachers. As long as teachers themselves have little knowledge of the gendered dimensions of teaching and learning, there is going to be a limit on progress in this area. Teachers, and the education system overall, can play a key role not only in the school but in the community more generally but only if they themselves are empowered to act.

### **6.1.2. Greater emphasis on the participation of young people themselves in addressing gender-based violence in and around schools**

These kind of methodologies used with young people in this study help to interrupt the visual silence (what Fiona Leach describes as the ‘conspiracy of silence’) around events and experiences for which there is often ‘no visual evidence’. The visual display that arts-based projects elicit may end up as serving the most valuable role possible – as entry points to further documentation in that young people themselves, in putting into words and

images their experiences, are perhaps the best interviewers of other young people: girls saving girls, but also boys engaging in dialogue about their own masculinity. Fieldwork used in this study provides a framework for policy makers, gender specialists and young people workers in education to look at the ways that 'insider' visual data might be regarded as 'systematic' and 'explicit' evidence which could be used in any and all stages of policy making, design and implementation. If there is a need for base-line data, young people can contribute to this through drawings, photographs, and so. Equally, they can also contribute to unraveling and interpreting the visual data, both in terms of how they might display the data but also in terms of what they might say about it particularly when they are in a position to stand back and gauge the work. Visual representation of data, as has long been acknowledged within the artistic community, is an interpretive process in and of itself.

As noted in the work on GEM and Child Friendly Schools, and as highlighted in a number of UN documents (see also Section 2.1), young people themselves need to be empowered to act. UNICEF ESARO (2003) in the study across a number of African countries found that children as young as six and seven are able to talk about their own sexuality. In a climate where 'sex and secrecy' go hand in hand, a commitment to participatory processes with young people is key.

### **6.1.3 Heightened awareness of the need for policies and procedures**

A particular concern in Swaziland was the absence of clear-cut policies and guidelines on reporting gender-based violence. Closely related to this though is the need for legal frameworks and structures to ensure the rights of the child to be protected and to ensure that child abusers are prosecuted.

### **6.1.4 Training and support for materials and initiatives that are already in place to address gender-based violence in and around schools**

As noted throughout the document, but particularly in the sections that highlight the programs and initiatives that are already in place, there are often excellent initiatives that are not being fully exploited because there has not been sufficient attention to 'how to'. The excellent materials, for example, in Swaziland that draw on legends and other narratives as tools-for-teaching are not necessarily being used fully because teachers and others who are working with young people do not fully understand the full range of issues that are being addressed, or do not have sufficient background in the area of reader response and guided reading.

## 6.2 Outputs

The outputs that are offered below are all ones that serve both an awareness/prevention function particularly in relation to teacher education, but also offer a clear documentation function”.

### 6.2.1 Gender and teaching module

We are proposing a training module or guide for teachers (pre-service and in-service) on gender and schooling that includes a section on gender-based violence in schools (to complement and back up policies and procedures). The areas to be covered include:

About gender/about ourselves

Why gender and sexuality? Gender concepts

Starting with Ourselves

Gender, Religion, Culture and Indigenous Knowledge

Gender in schools

Gender and Curriculum;

Gender and Evaluation

Gender and Teaching Practices

Gender and Classroom Management

Gendering HIV/AIDS

Vulnerability of girls and young women

Child sexual abuse (zero tolerance for sexual exploitation).

Child headed households highlighting the gaps that have been caused by the loss of parents and the responsibilities the orphans have to bear

Sexual violence in and around schools in Swaziland

Sensitization

Reporting: Policies and Procedures

Monitoring: Institutional self-study - How are we doing?

This section can assist schools and districts to monitor the progress of their training and programming, and would include a section on sex disaggregated data and school management: analysis of enrolment, registration and results of examinable subjects.

Local resources

Bibliography

## 6.2.2 Video documentaries and guides

### Memeza – Speaking Out!

This young people-focused documentary is meant to raise awareness amongst young people of the need to become active in speaking out against sexual abuse. It could be used with community groups, and schools. It includes a facilitator’s guide to go with the video documentary on young people speaking out on gender-based violence. This short guide would serve as a guide for young people (and youth workers) in addressing gender-based violence in and around schools.

### **Working title: Changing Images: Abuse and violence in and around Zimbabwe schools**

This video documentary makes use of the drawings of young people in Zimbabwe to highlight how they are seeing abuse and violence around their schools. Set against a backdrop of shots of community participation, the video is meant to raise awareness amongst Zimbabwe stakeholders of the need for policies and interventions. It could be used with community groups and schools.

## 6.2.3 Guides for working with narrative texts

Teachers themselves may be the best ones to be involved in developing implementation strategies for using these materials. For example, the children’s stories developed in Swaziland would be excellent materials to be incorporated into literature and life studies (life orientation) but would work best if teachers understood reader-response theory and had some background training on basic information related to dealing with gender-based violence. Similarly, many of the materials that already exist in Zimbabwe may benefit by having guides or ‘overviews’ attached to them so that teachers and others have full access to using the materials.

## 6.2.4 Interrupting the silence: Guidelines for creative arts-based methodologies for working with young people

This document would provide user-friendly support to teachers, community workers, peer educators, and others to implement creative arts-based methodologies with young people (e.g. using cameras, drawings, visual mapping, participatory theatre). The document would include a number of protocols (such as the one in Appendix A on photo-voice techniques) and provide real-life examples from the fieldwork in Swaziland and Zimbabwe, along with examples from other parts of the region (eg. Zambia and South Africa).

### **6.2.5 Policies, procedures and protocols: Guidelines**

There is a need for mapping out policies and procedures that are already in place and presenting them in a format that teachers and other community workers dealing with young people could use. This does not get around the need for revision to policies, and in some cases, developing policies in the first place, but rather, addresses the issue of confusion about ‘what IS out there?’ by way of procedure in each country context.

## **6.3 For Further Research**

### **6.3.1 Teachers’ beliefs and life-histories**

Much of the work that is being suggested focuses specifically on working with teachers. While the materials and guides that have been outlined are ones that provide a starting point for work in schools, training colleges and the Faculty of Education, it is also important to explore the ways in which teachers’ own life-histories, beliefs and experiences can be used to place them more centrally at the heart of transformation in Swaziland when it comes to addressing issues of HIV and AIDS and sexual abuse. To what extent do their own beliefs and experience about teaching and learning (as well as teaching and learning about sexuality and risk) contribute to the overall effectiveness of programs? Men and women who are currently teaching in school may themselves bring to their teaching particular beliefs that are rooted in the cultural practices of the community (and that may either prevent them from actually teaching what is in the life orientation curriculum and other life skills initiatives, or may fail to understand the ways that their own beliefs about the content and pedagogy impact negatively on the effectiveness of programs?) Even the notions of “the teacher” may impact on how knowledge and attitudes about sexuality are received in the community, something that particularly links to the work of Denis in South Africa working with Zulu speakers (2003) on the ways in which the barriers to children and young people even asking questions of their elders (including teachers) about issues of sexuality and HIV/AIDS can be seen as a cultural practice. What does it mean for the current generation of teachers (and other adult members of the community), most of whom have not grown up in the age of AIDS, to be now positioned within a teaching context where the effects of the failure of a particular pedagogical practice (in life orientation, in this case), as Hubert Charles (1999) puts it, can be terminal? The discussions with teachers captured in Appendix G give a good sense of how teachers are seeing the issues ‘from the inside’. The case of women teachers is of particular concern both in relation to empowering the girls in their classes, as well as working with their daughters.

### 6.3.2 Redefining safety and security issues

As noted earlier, the actual physical landscapes of schools leave a lot to be desired. The fact that so many children, for example, in the Swaziland group documented the state of the toilets is an issue in and of itself. At the same time, as the children in Zimbabwe clearly documented through their drawings, the classroom itself – and in particular the evidence of corporal punishment – in terms of issues of safety and security. While a great deal has been written elsewhere about the quality of schooling and the need for learner-centered pedagogy and non sexist textbooks, we think that the effective learning must surely start with an environment where children feel safe, and where there basic human rights are addressed. How are schools seeing these issues, and to what extent is safety being factored into quality schooling? To what extent can these questions feed into other initiatives around the physical environment of schools (e.g. FRESH)?

### 6.3.3 Documentation and evidence-based policy development

One of the on-going challenges to communities working in human rights advocacy is the area of documentation itself. How are communities developing capacity in monitoring and documenting their own issues (even recording the cases of gender-based violence and sexual abuse) and progress through programming? To what extent can lessons learned from particular initiatives be captured? A good example would be support for developing a documentation approach within the toll-free hotline on gender-based violence in Swaziland. We know of various initiatives within Uganda to provide training in the whole area of documentation and suggest it as an area of concern to all those who are working on gender-based violence in and around schools. The work of the Human Rights Watch in South Africa (2001) offers the kind of system-wide orientation that is needed, but communities need support to sustain the documentation process. Both consultants encountered ‘data banks’ of newspaper clippings as just one example of this kind of audit trail. However, it was also evident in consultations that many people appeared to know of cases of sexual abuse, for example, in schools but it was difficult to know how much these were based on rumor and how much on fact. One senior Ministry official in Education seemed to handle all cases himself and the Legal Adviser and the Guidance Units in the same ministry knew nothing of the cases. There is a need to build up a credible evidence-based approach to gender-based violence and child abuse.

There are certain cautions of course. How do those most affected or victimized who are working and studying within a dangerous environment

participate in the documentation process, and how do we make sure that they are not placed in even more dangerous situations as a result of their participation in the documentation process? When conducting research with minors, as Jiwani (2002) points, the situation is such that parents (or a school principal) might withhold permission. How does one actually get at human rights violations when the very people who are committing the violations are also the people who have all the power? There are also risks that teachers can be falsely accused. The investigative process itself has to be fair and always respectful of the idea that prevention (not prosecution) is the long-term plan.

#### **6.3.4 The need for policy review**

In Zimbabwe, in particular, where there has been a great deal of work on gender and schooling, studies on gender-based violence and many initiatives developed by various NGOs, there is a need for a review of the various initiatives by the Ministry of Education and UNICEF for the purposes of consolidating, synthesizing and reframing. Particular issues that pertain to barriers to girls' full participation in schooling especially in the context of HIV/AIDS need urgent attention.

#### **6.4. Partnerships and Advocacy**

One of the advantages of working across several country contexts is the opportunity to see how the issues raised in one setting are already being addressed in another, and to consider the ways in which stronger coordination within the region could help. Victim friendly courts and protocols for legal proceedings are already well established in Zimbabwe, whereas a country like Swaziland is still very much in need of some initial structures. The toll-free hotline on child abuse that is just being established in Swaziland could benefit from the input of those working in South Africa or Zimbabwe where there have been such initiatives for some time. At the same time, Swaziland has developed some excellent materials that draw on legends and other narrative forms for exploring gender-based violence. Indeed, these may stand out as unique contributions to what could interrupt what has been described elsewhere as the "sick of AIDS" phenomenon, referring to the information overload on sexual health (Mitchell & Smith, 2004). While there are many ways that this could be done, regional visits, greater regional collaboration and perhaps even websites, which document initiatives could assist, there is a need to exploit more fully the ways that NEPAD, for example, as well as SADC and UNGEI might work together.

## ENDNOTES



**Note 1:** For an in depth discussion of the complexities of defining sexual abuse of children, see Richter, Dawes & Higson-Smith's edited volume. Sexual abuse of young children in Southern Africa, Cape Town: HSRC Press, 2004. The essays in particular by Dawes, Borel-Saladin & Parker and by Gallinetti take on the challenges of defining the issues. In their essay, they draw attention to the significance of both contact and non-contact abuse. They also distinguish between sexual abuse data and reported crime incidence data. See also the report of Leach, Humphreys, and Dunne as part of the UNESCO EFA Global Monitoring Report, 2003.

**Note 2:** See also "Sick of AIDS" by Mitchell & Smith (2003), which looks at the need for understanding through narrative in programs for young people in relation to AIDS prevention. Arguing that young people are often overwhelmed with 'messages', we suggest that there is a need for literature and autobiography in making the issues relevant to young people.

**Note 3:** In a project that specifically focused on gender based violence in the Free State in South Africa we worked first with young people in a workshop setting where they engaged in a focus group session organized in response to a series of interactive 'agree/disagree' activities. (See Opening Our Eyes: Addressing Gender based violence – A module for educators). At the end of the focus group, participants were given the option of drawing what they thought gender based violence was, an activity that ultimately led to the production of the video documentary Unwanted Images: Addressing Gender Based Violence in the New South Africa (Mak and Mitchell, 2000). See also the work of Ewald, Hubbard, and Wang.

## APPENDICES



© UNICEF/Zimic175/Prozzi

---

### Appendix A: Visual Arts-based Methodologies

---

Our concern to ensure that both the modes of inquiry and the forms of dissemination include an action-oriented interactive approach. This work draws on such arts-in-development approaches as self-representation in photography through photo-elicitation and photovoice (Ewald, 1995, 1992, 1996, 2001; Hubbard, 1993, 1994); video documentary (Benin, cited in Paley, 1995) and participatory theatre, such as Small World Theater and Theater in Motion (Dargon, 2001; Mavrocordatos, 1998; Rohd and Patterson, 1998). The strength of this work has been that it has not been developed in isolation of the particular communities it was meant to serve.

Within the social science and development community there is a burgeoning interest in using arts and participatory elements for research designs which have a built-in 'research as social change' orientation (Schratz & Walker, 1995): Children-as-photographers, participatory documentary video, narrative writing, and participatory theatre. A good example of the kind of work that is taking place in relation to visual documentation and human rights violations is that of Witness, an international organization which uses the tools of video cameras (often hidden) and video documentary to raise awareness 'from the insider's perspectives' of abuse cases. This work which was highlighted at the recent Human Rights Training Course at the University of Natal focuses on the ways that visual and artistic evidence can serve the dual roles of documentation and awareness raising amongst the public more generally – and in a sense making the invisible visible. At the same time though it speaks to the significance of 'taking action' on the part of victims, as a number of photo-voice projects involving young people as photographers attest. (See for example the work of Wendy Ewald, 1992, 1996, 2001; Brynton Lykes 2001; James Hubbard, 1999; and Caroline Wang, 1999), There the idea of 'shooting back' as Hubbard terms it, offers a medium for young people in situations of poverty and oppression to both voice their experiences, but to have them made visible. Drawing from this kind of work, Walsh (2003) has developed what she terms a 'seeing through the body' photography project with girls and young women in which the disposable camera is a tool for exploring and expressing issues of sexuality, femininity and so on. Her work provides an entry point for exploring the ways that a camera can be used to explore and document issues of safety and security:

The actual prompts, of course, are often the issue when there has been a climate of silence.

In a situation where it is teachers themselves who may be the perpetrators of gender-based violence, the setting is far from neutral. As Veriaza (2002) points out in relation to teacher sexual misconduct in South Africa, the sanctioning mechanism for dealing with teachers who perpetrate gender-based violence is more punitive than preventative. How do those most affected or victimized who are working and studying within a dangerous environment participate in the documentation process, and how do we make sure that they are not placed in even more dangerous situations as a result of their participation in the documentation process? At the same time, there are prompts which may 'open up spaces' for discussion and which could be used within a documentation process. In a project that specifically focused on gender based violence in the Free State we worked first with young people in a workshop setting where they engaged in a focus group session organized in response to a series of interactive 'agree/disagree' activities. (See Opening Our Eyes: Addressing Gender based violence – A module for educators). At the end of the focus group, participants were given the option of drawing what they thought gender based violence was, an activity that ultimately led to the production of the video documentary Unwanted Images: Addressing Gender Based Violence in the New South Africa (Mak and Mitchell, 2000). In the context of young people as photographers, one might use such prompts as "photograph a safe space"; "photograph a dangerous space"; "photograph an image in your environment that symbolizes the dangers you feel" and so on.

We are interested in how children your age feel about different spaces at school, on the school grounds, walking to school and their neighbourhoods. We want to know where you feel safe? Where you feel unsafe? What can be done to make sure that schools are free of abuse and both girls and boys are free to learn?

### **Taking the pictures:**

#### **Pictures in and around the school**

- Pictures of a place (or places) in the school (or school grounds) where you feel safe
- Pictures of a place (or places) in the school (or school grounds) where you feel unsafe (where you don't like to walk by yourself)
- Pictures of where you would go (at school) if you needed help

## Pictures in and around the neighborhood

- Pictures in the neighbourhood (or near the school) where you feel safe
- Pictures in the neighbourhood (or near the school) where you feel unsafe (where you don't like to walk by yourself)

## Pictures of your photography group

- A picture of how you look when you feel strong. (One person in your group takes the picture and the others pose)
- A picture of how you look when you do not feel. (One person in your group takes the picture and the others pose)

## Looking at the pictures

- Choose one of the 'safe space' pictures. Tell us about this picture. What makes girls (or boys) feel safe?
- Choose one of the 'unsafe space' pictures. Tell us about this picture. What makes girls (or boys) feel unsafe?
- Choose one of your pictures that would like to put on a poster – to tell people (teachers, other pupils, parents) about safe/unsafe spaces. What message would you want to put on your poster?

---

## Appendix B: Fieldwork Itineraries

---

	<b>October 1–October 10 2003</b>
<b>Swaziland</b>	
October 1	Meetings with Education Program Officer, UNICEF and country representative; reviewing documents
October 2	Meetings with Save the Children, SWAGAA, video production crew
October 3	Community dialogue: full day
October 6	Briefing session with UN Task Team on Women, Girls and HIV/AIDS; Meetings at Ministry of Education: Legal Counsel, Guidance and Counselling Unit, Schools' manager; Teaching Service Commission
October 7	Field trip with UN Task Team to meet with Child Protectors, an EFA school, a NCP orphan project, dramatic production of 'The School Teacher' with video crew

- October 8 Stakeholders' dialogue, Mountain Inn; full day
- October 9 Photography and safe schools: Sessions with seventh grade students
- October 10 Debriefing session by UN Task Team on Women, Girls and HIV/AIDS; finalizing reporting, debriefing session with UNICEF staff

**Zimbabwe** **September 22–October 21 2004**

- 22 September Hold discussions with Child Protection Unit UNICEF on the consultancy
- 23 Sep Meetings with CPWG
- 24-26 Sep Interviews with members of CPWG
- 25 Sept Discussion with Ag Permanent Secretary, MOESC
- 26 Sep Interviewed Child Line and Lovemore Home for Children at Risk
- 6 Oct Meeting with the Council Secretary and assistant
- 6 Oct Community dialogue at Bombolefu
- 7 Oct Meeting with Chief Village Head and other leaders
- Meeting with the School Head and teachers; interview with boys and girls Malalume School
- 8 Oct Discussion with Provincial Education Director; discussions with Deputy Education Director and Officer responsible for psychological services
- 13 Oct Interviews Hatcliffe High school
- 14 Oct Interviews Murewa High School
- 21 Oct Stakeholders meeting. Appendix A: Research as social change and visual participatory methodologies

---

**Appendix C: Report of the Community Dialogue on: Gender-Based Violence in and Around Schools: Swaziland**

---

- Hosted by:** The Government of Swaziland/ UNICEF  
Community Action for Rights Program
- Held at:** Nkuntjini Primary School, Shiselweni, October 3. 2003
- Complied by:** Thandiwe Mashinini and Lungelo Dlamini

**Background**

On 3 October 2003, the Government of Swaziland in conjunction with UNICEF hosted a workshop under the 'Community Action for Child Rights Program' at Nkutjini Primary School in Lavumisa under the Shiselweni Region. Pupils of the Nkutjini Primary School, teachers and Chairman of the school committee attended the community dialogue, which was duped 'Violence

in and Around Schools'. The acting chief, Chief Mzweleni and his committee also graced the workshop with their presence. Joining the UNICEF team was a representative from the Deputy Prime Minister's Office and a consultant from the University of Natal, Professor Claudia Mitchell. The Nhlangano Regional Secretary, Mr. P K Zwane also attended the workshop. Parents of the Nkutjini area, the young people (who were out of school), Lihlombe Lekukhalela, Save the Children Fund, and the Community Action for Child Rights, CACR also participated in the workshop.

The aim of the workshop was to discuss issues related to Child Abuse and HIV/AIDS in the Nkutjini area. Such workshops will continue to extend to other schools, elected for this particular exercise.

#### **1.0 Welcome Remarks: Mr. Mbhamali – Chairman, School Committee-**

**1.1** The chairman welcomed the UNICEF team and the Ministry of Education for making it to Nkutjini primary School.

**1.2** He said their arrival has been long anticipated and that the community has come to listen and welcome what UNICEF has come to share and present to them.

**1.3** He expressed the situation with which the children in the area have to deal with, in terms of the state of their school and the poor conditions they have to learn under, which also includes coldness and hunger.

#### **2.0. Introduction: Mrs. J Dlamini – Deputy Prime Ministers Office**

**2.1** Mrs. Dlamini introduced the UNICEF team, government partners and representatives from 'Save the Children'.

**2.2** She also acknowledged the presence of Professor Claudia Mitchell who is originally from Canada, but works at the University of Natal and who has come to share experiences and assist us as we work towards alleviating the problems faced by children. Also acknowledged were Shiselweni Regional Secretary, Mr. P.K. Zwane and Mrs. Mamba who oversees the rights of children in the Shiselweni region.

**2.3** She informed the community that Nkutjini is one of ten other schools (in the Shiselweni region) selected as part of the CACR program of educating and taking care of orphaned and vulnerable children, the Community Education for All initiative.

- 2.4** Mrs. Dlamini said that through research, the program has realised that children in country are being abused sexually, emotionally, and physically, both at home and at school.
- 2.5** She expressed a concern for the community to come together and stand for the rights of children, especially younger ones, who have no one to trust because at home and school they are met with violence. She also pointed out that myths about AIDS need to be addressed because they put children at risk of being sexually abused.
- 2.6** She extended her sadness toward the situation and informed those present that the Nkutjini area has been specifically chosen to redeem the country of this sickness of sexually abusing children especially because we are at a time where HIV and AIDS are most prevalent.
- 3.0 Presentation: Mr. P.K. Zwane – Shiselweni Regional Secretary**
- 3.1** Mr. Zwane extended his sincere gratitude to the Acting Chief Mzwelini and his committee for allowing such an event to take place in his community. He expressed that he wishes to learn a lot from UNICEF.
- 3.2** The Regional Secretary encouraged discussions on all forms of abuse towards children. He said that such dialogue would curb the spread of HIV and AIDS.
- 3.3** He encouraged everyone to look after each other, further saying that children have a problem of who to place their trust in and that is wrong for a community.
- 3.4** He put an emphasis on women to talk if they see something wrong, because as Christians they should not go to church with guilty hearts. Thus talking about the problems of child abuse and reporting those who do wrong will benefit the country, because AIDS is finishing the nation.
- 3.5** Lastly he lamented on how lucky Nkutjini was for having been chosen for this special program and encouraged discussions on matters of child abuse.

**4.0 Strings Game Story: Ms Vumile Dlamini**

- 4.1.** The String game story, which was narrated and acted out by Ms Dlamini, was used as a visual guide to help illustrate to children as well as adults how AIDS can spread from one person to the next. She did this by telling the children a story of one man and how he was the cause of one community

being affected the school. Using pictures to associate to each character and using a red string to identify those infected, this therefore gave the children a mental picture of how AIDS can affect each of them. The story got a lot reaction from all members of the crowd from the youngest to oldest, which included shock, laughter and disgust.

**4.2** Ms. Dlamini ended the story and finished off by answering a question, asked by Acting Chief Mzwelini on what are the chances of HIV/AIDS being passed from a pregnant woman to her unborn child.

**4.3** Her answer was that there are three ways an unborn baby can get HIV/AIDS from its mother. Clinics now have drugs available for all pregnant mothers that reduce the chances of a child acquiring HIV/AIDS at birth.

## **5.0 Lihlombe Lekukhalela (a shoulder to cry on): Busi Dlamini**

### **5.1** What is it?

It is a group comprising of the young people (in & out of school), men, women and teachers chosen by communities of chieftaincies. This group is trained to listen to and take action on matters reported to them.

### **5.2** Objective

- To educate children on how to protect themselves against violence and sexual abuse.
- Encourage communication between parents/teachers towards children.
- The need for children to be listened to.

**5.3** Lihlombe Lekukhalela is available at the disposal of the community. The group is available for children to ask questions and report to them about any kind of abuse inflicted on themselves or on others. Lihlombe Lekukhalela is there to investigate issues and educate the community.

## **6.0 Group Discussions**

### **Claudia Mitchell**

**6.1** Professor Mitchell informed the participants that their time to talk has come, therefore they must share what they think will make their school safer.

**6.2** The community was then divided into ten groups consisting of teachers, schoolgirls, schoolboys, parents(women), parents(men), CACR, Lihlombe Lekukhalela, chiefs young people who are out of school. Their discussions

were to be based on three questions:

- 1 What are some of the things that take place at your school that makes school unsafe?
- 2 What are you doing about sexual abuse and violence in your school?
- 3 What do you think should be done to make your school a safer place?

### Group discussions –report back

#### 6.3 Group one – Teachers

##### 6.3.1 Questions 1

Answers

- Sexual relations between teacher and students
- Incest
- Sexual abuse by both teachers and parents towards children
- Sexual relations among students
- Lack of communication between parents and children, based on cultural norms and beliefs makes it hard for children to talk.
- The stop the of calling children derogatory names

##### 6.3.2 Question 2

- Educating children against sexual relations
- Encouraging children to walk home in groups
- Teaching children not to talk to strangers
- Discouraging children from loitering around teacher’s quarters.
- Engage in school activities to avoid boredom.
- To appoint one teacher who will listen to the children’s problems.

##### 6.3.3 Question 3

- Children should be educated about the dangers of premature sex
- The use of pictures to explain the reality of diseases like HIV/AIDS and teenage pregnancies.
- The Health Ministry should visit schools regularly and educate on such issues.
- Christianity should be encouraged because it teaches against sex before marriage.
- Condoms should be made available in the community

- Communication between teachers and children or parents and children should be encouraged.
- Children should be given a chance to discuss sexual issues on their own.
- Health related subjects should be included in the syllabus.

#### **6.4 Group 2 - Bandlancane (Chief's committee)**

##### **6.4.1 Question 1**

- Poverty- children accepting gifts from strangers
- Unemployment- young men lurking aimlessly around their community.

##### **6.4.2 Question 2**

- It is the committee's responsibility to educate in meetings about such issues of abusing children.
- They are behind the effectiveness of Lihlombe Lekukhalela.

##### **6.4.3 Questions 3**

- Youth should be involved in the developmental projects.
- Sporting activities should be encouraged.
- Chairman of the school committee should join weekly meetings among the different constituencies in the region.
- Teachers, parents, chiefs and all concerned should come together in a fight against child abuse.

#### **6.5 Group 3 - Schoolgirls**

##### **6.5.1 Question 1**

- The school is too old and needs new furniture.
- Corporal punishment should not exceed five strokes.

##### **6.5.2 Question 2**

- Report abuse to the relevant teachers
- One pupil should be added to Lihlombe Lekukhalela.

##### **6.5.3 Question 3**

- School should break before 4pm because some students walk a long distance on their own.

- Teachers should investigate certain issues before resorting to punishment.
- 6.6 Group 5 – Youth - Boys out of School**
- 6.6.1 Question 1**
- Girls raped when going to fetch water in the river.
  - Corporal punishment results in school drop-outs
  - Teachers punish us when we do not have proof for being absent from school, yet most of us can't afford to go to clinics when sick.
- 6.6.2 Question 3**
- Lihlombe Lekukhalela should talk to teachers to stop this kind of abuse (corporal punishment).
- 6.7 Group 5 – Youth - Boys out of School**
- 6.7.1 Question 1**
- Children attacked by strangers on their way to or from school.
  - Exploitation of children from poverty stricken families by offering them money in exchange for sex.
- 6.7.2 Question 3**
- Encouragement of sponsored plays and drama groups to help educate issues such as sexual abuse and HIV/AIDS.
  - Cases of sexual abuse towards children should also be reported to Chief's Committee and Lihlombe Lekukhalela.
- 6.8. Group 6 - Youth – Girls out of School**
- 6.8.1 Question 1**
- More toilets and installation of water.
- 6.8.2 Question 3**
- Teachers should not sexually abuse children.
  - There should be corporation between teacher and parents
- 6.9. Group 7 - Parents – Women**
- 6.9.1 Question 1**
- Orphaned children are either abused by their guardians and sometimes it occurs amongst children themselves, especially when they are from different families.

### 6.9.2 Question 2

- Nothing is being done at the moment because of lack of knowledge. We are aware of such happenings, but are afraid to interfere in other people's affairs.

### 6.9.3 Question 3

- Lihlombe Lekukhalela should be well utilised.

## 6.10 Group 8 - Parents – Men

### 6.10.1 Question 1

- Lack of food
- Emotional abuse towards the child
- Sexual abuse of children by teachers, parents and relatives
- Children walking alone at night
- Fights between parents.

### 6.10.2 Question 3

- Education about the facts of HIV/AIDS to eradicate certain myths that contribute to its spread and perpetuate child abuse.
- Encouraging Christianity as a way of life.

## 6.11 Group 9 - Lihlombe Lekukhalela

### 6.11.1 Question 1

- Men sexually abusing children
- Fondling private parts of children
- Letting or making children watch pornographic material.
- Children are being hit by other items other than sticks.

### 6.11.2 Question 3

- Lihlombe Lekukhalela should engage in door-to-door education on sexual abuse and HIV/AIDS.
- Cooperation between chiefs, parents, teachers, community police and all stakeholders.

## 6.12 Group 10 - Community Action for Child's Rights, CACR

### 6.12.1 Question 1 and 2

- CACR did not respond to question 1 and 2 because they are not part of the Nkutjini community.

### 6.12.2 Question 3

- Parents and teachers of abused and vulnerable children should cooperate in fighting these problems.
- All programs involved with child protection should visit schools regularly and educate children on how to protect themselves and better their lives for the future.

## 7.0 Closing Remarks

### 7.1. Mrs. Jabu Dlamini- DPM's Office

**7.1.1** Mrs. Dlamini thanked all participants, Acting Chief and Committee, UNICEF, and the DPM's office for such a fruitful and informative workshop. The head teacher of Nkutjini Primary School, Chairman of the School Committee, parents and teachers were particularly applauded for their co-operation and time.

**7.1.2** She further mentioned that the enlightening report backs will be discussed in their meeting, which will be held on the 8th of October 2003.

**7.1.3** Finally, Mrs. Dlamini applauded Lihlombe Lekukhalela for their active role towards the bettering of the community. She expressed hope that such workshops should continue, most of which should be initiated by the chief and committee.

### 7.2 Acting Chief Mzwelini

**7.2.1** The Acting Chief congratulated Chief Tsekwane for allowing such a workshop to take place under his constituency.

**7.2.2** He said that he has been encouraged through the workshop to lead in the fight against sexual abuse of children and the spread of HIV/AIDS in Lavumisa. Lihlombe Lekukhalela was further congratulated for their role in the community.

**7.2.3** UNICEF was further applauded for providing food, school fees and teachers in the school. The assistance is greatly appreciated, he said.

**7.2.4** The Acting Chief Mzwelini then sadly reported that an eight-year-old girl was raped and that the man responsible has since been apprehended and is now in police custody.

**7.2.5** The chief also called for the revisiting of certain norms and beliefs that are perpetuating the situation of sexually abusing children and contributing towards the spread of HIV/AIDS.

**7.2.6** Finally, he donated E 300.00 towards the re-roofing of a classroom and said his special thanks to UNICEF especially for the use of the String Game story.

The meeting is then ended with the singing of two songs by the pupils of Nkutjini Primary School to show their appreciation to the UNICEF team and all other participants who were attendance to address the problems of violence and child abuse in the Lavumisa area.

#### **Appendix D: Report of the Stakeholders' Dialogue on: "Violence In and Around Schools": Swaziland**

---

**Hosted by:** Government of Swaziland/UNICEF

**Held at:** Mountain Inn Wednesday October 8, 2003

**Compiled by:** T. Mashinini and L. Dlamini

#### **Background**

On October 8, 2003 in Mbabane at the Mountain Inn Hotel, representatives from different sectors of the education realm met together to discuss solutions about what must be done regarding the prevailing problem of 'Violence in and around schools'. Also in attendance were members of organizations and committees working on abuse and violence against children and as well as legal counsel within the Ministry of Education and the Directorate of Public Prosecutions. The meeting aimed to reach three main objectives

- 1) To disseminate findings of the study entitled 'Abuse among School Going Children in Swaziland' supported by NERCHA .
- 2) To engage stakeholders on issues of violence and abuse in schools and communities.
- 3) To develop strategies for the education sector's advancement towards 'zero tolerance of sexual abuse' in school environment.

#### **1.0 Welcome & Introductions: T. Maphalala**

**1.1** Chairperson, Ms Maphalala, opened the meeting and welcomed everyone in attendance. She explained that the focus of this meeting was to discuss 'Violence in and around schools' and stressed that for all education stakeholders, these were issues that urgently needed to be addressed.

**1.2** Each delegate made self-introductions. The participants included members of the Ministry of Education, Guidance and Counselling unit, SNAT, SWAGAA, Head teachers' Association, DPM'S office, participants from CACR in Shiselweni and Lubombo region, pupils from various high schools in Mbabane and Manzini, Legal advisors and UNICEF.

## **2.0 Opening Remarks: A. Brody**

Mr Brody started off by acknowledging the importance of the support of NERCHA toward the study on abuse among school-going children conducted by the Ministry of Education team. He made reference to a number of discussions between UNICEF and the Ministry of Education aimed at trying to develop strategies to eradicate sexual abuse in schools. Secondly, he acknowledged 'Inyandzaleyo' the UNICEF publication, which documents testimonies from survivors of abuse. He then moved on to say that sexual abuse is happening, but because of its sensitive nature, it's hard to get statistics about it. Mr Brody made an example on the subject of sexual abuse, by using experiences from the Catholic Church where the highest moral standards are supposed to be observed, but sexual abuse has occurred in that institution too, so what can stop it from entering into the schools and homes of children in Swaziland?

He suggested that there are two big challenges. The first is that, there is a weakness in the judicial system and secondly many victims are from impoverished homes in the rural areas of Swaziland and are not protected. He encouraged the community to take action and asked how it is possible for a community or let alone a nation to allow this to happen. He said that people are no longer as shocked as they used to be, and now sexual abuse has become an everyday thing. He pointed out that too little is being done to try and put a stop to this problem.

He added that when Mr. Carmichael was Minister he was alarmed by reports of sexual abuse of children and had proposed a 'hotline' and now Mr. Brody believed that it was almost in place. This would enable access for people to report on issues and cases of abuse of any kind.

Mr. Brody remarked that it was a shame for headmasters and teachers to be involved in sexually abusing children. He said that there are good teachers out there who, despite trying conditions, are still doing good work and that they should be recognised too. He said that reports of sexual abuse of school children smears and affects everybody; therefore, a joint effort by all stakeholders is needed to stop the problem.

He posed a scenario of a child being called to a teacher's house and that the teacher is HIV positive, he asked what the outcome would be for that child, the immediate response was: Death. He corrected the participants and said that it is not necessarily possible that there will be a 100% transmission of the disease that one time. However, it was likely to happen if the child is continually raped, therefore taking action is important, because that child can be saved from acquiring HIV. Also, by reporting the matter early the child can be taken to a clinic and can be given drugs that work on post-exposure to the virus.

Mr Brody asked what could be done for a child who has been abused? The first thing that should be done is giving that child counselling. In terms of an investigation, there should be clear procedures to ensure the accused does not get away. Perpetrators tend to get away, based on the fact of 'innocent until proven guilty'; therefore the victim is even more vulnerable to abuse and doesn't even have protection against the perpetrator. Therefore, there should be a balance created by the judicial system to protect the child, so that the matter leads to a proper investigation and firm punishment.

Referring back to the priests who were sexually abusing the younger boys at the Catholic Church, the transferring of that priest did not help, because the problem was just spreading and not being put a stop to. This is the same case as what is happening in Swaziland, where teachers are being transferred to other schools, instead of being fired. He also added that boys are also at risk from both men and women, it's not only girls. There are cases where girls are pressuring boys, based on their experiences, e.g. if they have been abused or if they have sugar daddies.

He said that schools should be a place of safety and protection. Teachers need to be trained on how to deal with these issues involving child abuse. There should be co-operation between schools and communities. He then gave ways of how a HIV/AIDS infection is made higher:

- 1) Sex with a girl who is not fully developed.
- 2) Using force that causes abrasion and sores; allowing for entrance of disease.
- 3) Having sex with a virgin.
- 4) Anal sex.

These are high-risk cases, which are driving the epidemic, so why then are people still doing what's wrong, if they know they are infected. Maybe they don't care and in many cases, they don't want to die alone. He asked that the participants reflect on why this is happening, even though Swaziland

is such a small country. There are cases where good and faithful wives and husbands are being infected. The practising of muti, where razors are used, is resulting in blood, thus causing HIV/AIDS infection.

Further, he said that the infected actually do have rights, which include confidentiality and help; also, no one has the right to affect anyone else. The age group in women where there is most infection is between 20-35yrs is 35%, second came 16-20yrs with 30% and with 'only' 3% is 15yrs and below. Mr Brody said we should look at removing the word 'only', because in other countries having 3% infected persons within an age group, there would be a state of national emergency, because there are still people out there spreading it.

Ending off Mr Brody said that we shouldn't say 'something should be done', but rather 'we should do something and what will we do'. He referred to all participants as 'leaders' and we should all strive to change our attitudes to 'zero tolerance for abuse of children'. The children are crying out and said that we should all take time to look at James Hall's book Inyandzaleyo.

### **3.0 Launching of the study: Mr Simelane (Schools Manager) on behalf of Principal Secretary J.G. Kunene**

Mr Simelane announced that child abuse should be of great concern to us all. He stated as a child he remembers when he was physically abused. Today we hear mainly of fathers and teachers sexually abusing the young people. In terms of physical abuse the perpetrator takes out his anger on a child, there is no protection for these children, in terms of a legal system in which to prevent it from happening again. He mentioned fights between clans if a person from one clan abused the other, that is the only protection the victim can receive and it is not enough.

He said that since we live in a generation where many of us are educated; it is good that teachers are now being educated about child psychology and this is very important in helping the victims. He further said we live in a generation of abusers; therefore, we are faced with the challenge of revising outdated laws. Teachers need to remember that they also have the job of being guardians towards the pupils when they are at school. They are responsible for their safety, therefore installing a trust in the children that they are being protected.

He stated that cases are not being reported early enough, in one example he gave, he said a case was only reported after three years and that was because the child fell pregnant and that the parents of the girl want support

for the baby from the perpetrator. Head teachers are contributing to the problem too, because they ignore such issues and talk amongst themselves as teachers about the child, instead of talking to the child. Therefore, he said that immediate response should be happening and action needs to take effect as from today. The presence of the police and the child protection unit is comforting, because there are a lot of cases being cancelled. A new law should be made that says a child is the property of the state, so that cases can not be cancelled, which means that as a criminal statement it can't be dismissed. The regulations today leave many loopholes where teachers can still practice abuse, even if they are convicted.

All organs of society need to take action and take a stand against this problem; also, if a child reports a case of abuse, that child should be guaranteed protection and help immediately. Instead, what is happening now is that these perpetuating teachers are simply given suspension, which means they can't leave their house; therefore, they are still in close proximity to the child. He complained that the process of punishment is slow and teachers should rather be fired. He ended of by saying we need pathways to find solutions to this widespread problem, he said that he hoped that by next January, when their meeting takes place again there will be progress in terms of reaching new solutions and prospects.

#### **4.0 Study Report: Abuse among School Going Children: Research Team**

Ms L Vilakazi gave an introduction of this report by acknowledging NERCHA and the members of the Department of Education who compiled the report. She then introduced the members who were present at the meeting. She mentioned she was just going to pick out the highlights of the study, by dividing it into three parts: Introduction of study, Findings and Recommendations. Ms Vilakazi then handed, the next part of the report to one of her colleagues Ms T Mamba. She said how privileged she was to present the study and see it move forward. After many media reports of dumped babies and school abuse, they felt something had to be done and search what were the underlying issues which promoted this. They then approached NERCHA, for guidance and sponsorship; who were very interested in supporting the study.

The purpose of the study was to identify vulnerable children, establish types of abuse and circumstances that lead to it. Also it was to make a national awareness of abuse within communities and schools. The way to help this problem was to implement Research Methodology; this included a questionnaire appraisal, which collected data in ten days. The questionnaire

was a self-administered interview questionnaire for a) pupils, b) head teachers and teachers and c) community members. All four regions were included in the study. The second part of the study report was handed over to Ms H Zungu, which included important issues to kick start the dialogue and this covered the 'Findings' of the study from pupils, head teachers/ teachers and community members. Lastly, Ms L Vilakazi took over presenting the recommendations. The full presentation of these points can be found in the report that was given out to each participant at the meeting.

#### 5.0 Questions and Comments: Chairperson: T. Maphalala

The first question posed to the research team was: Did you define the term 'abuse' to children when interviewing them?

**Comment:** On the 'Awareness of Child Abuse' there was a lot of community co-operation in such issues, but when the head teachers were approached to create awareness especially where cases of abuse had been reported. Therefore, we want permission and a link with the Ministry of Education to get to everyone involved.

**Comment:** Halfway houses don't have the necessary facilities to put up the children, for example, they don't allow children who don't have their own clothes, what kind of facility is that?

**Comment:** Teachers play such an important role in cases of abuse among school children. So acquiring the basic skills in detecting the signs of an abused child is really needed, for example, when a child is not participating in class and the dropping of grades, can put a child in danger of further being victimised at school by an unaware teacher e.g. corporal punishment.

**Response:** The team said that they asked the children to give their definition of 'abuse'. There was no emphasis on what was right or wrong; from the children's response, it showed that they had their own knowledge about abuse. Also they were given statements to deduce what they understood of abuse, thus it was recognised they were aware.

**Question:** There was no gender breakdown in the study, which is mostly at risk?

**Response:** From the data it was revealed that a girl-child is 50 %(+ ) most vulnerable to sexual abuse than a boy-child. With physical abuse, boys were more susceptible to it and with emotional abuse it was the same percentage with both girls and boys.

**Question:** What criterion was used for the picking of schools used in the study, because there is an unbalanced distribution within the regions?

**Response:** The schools were randomly picked, the idea was to have ten schools per region, but some schools were closed when the study was taking place. Also the team tried to evenly distribute in terms of going to both rural and urban schools.

**Question:** It seems the report was not comparative, and it could have been made stronger if comparison had been done with a country like South Africa?

**Question:** How come the research didn't include teachers' involvement in cases reported, yet they do sexually abuse children?

**Question:** Why was the role of the media not mentioned in the report?

**Question:** What can be done on preventable level, about the process used to admit people into the teaching system on psychosocial level?

**Comment:** Community police have no power to persecute, because the law of the land overrides them, are there ways to empower them?

**Question:** What do you think should be done in strategies that could enhance child participation to fight this problem?

**Response:** There was the problem of the constraint of time, they recognised the weakness on their part, but put forward that other reports in the country had already included comparative reports.

They were aware that perpetrators are at the top of the list for sexual offenders, but most teachers when approached gave no knowledge of abuse in their school and some were just not co-operative. Most pupils (67%) said that the ones they knew were being abused by teachers were not in their school, but in other schools. So it's hard to get down to who the guilty teachers are, because most children are scared of causing trouble within the community and their school.

**Comment:** People should be aware that facing the problems of abuse and addressing that HIV/AIDS, is part of the healing process.

**Comment:** It was asked, why is it that this generation is bringing up an increased number of abusers, is it because there is more western technology

at our disposal or maybe it is how media reflects a sick society on TV, does this all have an effect on the type of society we are becoming.

**Response:** ‘Save the Children’ did a comparative study and it showed that there was a need to increase children’s participation and involvement in solving these problems.

**Comment:** Recommendation for the need to strengthen the support for police who face problems when dealing with cases of child abuse.

**Comment:** This report is part of a national problem, and is the beginning of creating a basis for more dialogue and debates, what also needs to be addressed is what the profile of an abuser is.

**Comment:** What exactly is the role of the judicial system, are they conscious of the pressure of a new system to protect children, communities should not be immobile in addressing these issues in their area.

**Comment:** Emphasis should not only be on school going children, there is 25% of young people who are not in school and could be at an even greater risk.

**Comment:** Health structures should be enforced, like HIV/AIDS testing and the availability of prevention kits in schools.

**Comment:** Since incest is most prevalent in sexual abuse with children esp. (fathers, uncles), a study of the home environment should be extensively done, too.

**Question:** Since abuse happens mostly in rural areas, how do you envisage the use of a hotline being effective in solving the discussed problems?

**Comment:** A suggestion was made by a participant from Uganda where the use of child- friendly courts is put into practise.

**Comment:** Legal officers have not been trained in how to address these problems and don’t understand its magnitude. To the average person the courtroom puts them ill at ease and they go in without knowing what to anticipate. Also the lack of sensitivity, adds to children ‘breaking’ when faced with a court situation. More psychologists and social workers should be brought in to especially deal with children’s cases of abuse.

**Question:** What is done to the abuser, in terms of how he/she is dealt with, because just putting them in jail is not enough, because it adds to the abuser's anger and will affect him more?

**Comment:** Both the survivor and the abuser need psychological help.

**Response:** The Sexual Offender's Bill is in the process of being drafted and has been promised to be ready by the end of October, this new bill has long been overdue, because it will cover many issues, and the previous one couldn't.

**Comment:** The study should have a more clear distinction between the kinds of abuses inflicted on a child by the perpetrators.

## 6.0 Highlights from the Community Dialogue held at Nkutjini Primary School

### Acting Chief Mzweleni

Acting Chief Mzweleni of Lavumisa in the Siselweni region began by explaining that there are there forty schools under his constituency. He mentioned that child abuse really does happen, he states the story of how an eight-year-old child was raped, but the offender skipped the country and tried to hide in South Africa, but was later apprehended. He said that cultural norms make it hard for children to speak out. Solutions discussed were that children should not be kept at school for too late, because then they have to go home late and alone leaving them more vulnerable to strangers. Another solution is to tell school children to avoid hanging around the teacher's quarters after school hours. He also stated how people in the community are afraid of reporting a matter of abuse; because they feel they will be accused of interfering in other people's businesses, people feel that a family that has a problem should sort it out themselves.

He felt that for a safe environment for children there needs to be a change of attitude in traditional leaders. For this purpose, the chief said that he strove to be a role model in his community. He said that when community meetings are held, the agenda should include discussions based on HIV/AIDS and child-abuse. He also advised families to revise their cultural norms, 'tibi tendlu' (dirty linen).

## 7.0 Challenges to the Education Sector: Prof. Claudia Mitchell

Prof. Mitchell said that the study which was done by UNICEF called 'Violence in around Schools' should be used as a guide to map out where to go next and emphasised that there should be no turning back. People are not reporting

those who are doing wrong and there are cases where people are simply turning a blind eye to what is really happening around them. Reports of other studies which show this are 'Scared at School', 'Conspiracies of Silence', 'learning in a Chilly Environment' and 'Just say No'. She congratulated the Ministry of Education for their research study of abuse among children, but said there was still a need for it to be broken-down and then taken forward.

She then showed pictures, which are now part of a brochure, but were drawn by children aged 13-14 from the Free State, the images depicted their own interpretation of types of abuse, which included sexual and physical abuse. She added that not all abuse has to do with statutory rape, it can involve being looked at funny or being touched in an uncomfortable way, but problems arise when it comes to explaining the situation to someone, especially when it comes to children, how do they put in their own words that they were looked at 'funny', so it leaves the case unreported.

She further stated that there are many media reports about fathers raping daughters, and it's been found that a teacher would know about what is happening at the home of that particular child based on physical signs, but doesn't speak out about it. Teachers usually fear for their jobs and defaming their school. She expressed a need for terms and language to explain certain things, because it is needed for a way forward. Children need to be educated on what's the difference between 'femininity' and 'masculinity' is, in order that the issues of power are addressed and discussed within the family.

There was then the division of participants into 5 work groups. Within the workgroups 5 questions had to be answered, which would encourage discussions and proposed solutions. The work groups were divided into: 1) Rapid Response Initiative, 2) Prevention: Schools/Community, 3) Changing minds and culture, 4) Youth participation and safe spaces and, 5) Towards creating school-based policies and procedures.

Within the meeting Chairperson: T. Maphalala put emphasis on the need for everyone to act and not only talk about the problems at hand. She said that we all have a mandate to do something and so everyone should be geared for 'Action'.

## **8.0** [Groups report back](#)

### **8.1 Group one: Rapid Response Initiative**

Includes Hot line: who investigates? What training is needed? What other kinds of support would be needed (e.g. counseling) what about random

spot-checks in schools? What legal frameworks are needed? How can this initiative link to mandatory HIV testing? Who, what and when?

#### **8.1.1 Hot line**

How will it operate considering that there are those who will investigate when reported away from the hot line?

- We need a very strong and coherent referral system that must know the health center, police station who must know where to get help.

#### **8.1.2 Who investigates?**

- This will depend on the case in question and the place where it occurred.
- Community police, health motivators, school nurse, Indvuna, Chief, Umgijimi, members of Bucopho and high-ranking members of the police should investigate.
- The case should then be reported to the police if they are not the first point of contact.

#### **8.1.3 What training is needed?**

- Personnel dealing with hot line to be trained on basic counseling
- Persons who are the first point of contact for the survivor to be trained in basic counseling, public relations, basic facts on HIV/AIDS, etc.

#### **8.1.4 Other kinds of support.**

- Mapping
- Referral system to be put in place
- Training on emergency procedures
- Public awareness through print and electronic media
- Advertising: posters
- Drama

#### **8.1.5 Random spot-checks**

- ETGPS Unit in collaboration with inspectorate
- Networking with organizations working in schools to be intensified
- Spot-checks to be done at least once a month
- Reports on spot-check to be handed in to ETGPS Unit for compilation.

### 8.1.6 Legal framework

- People manning the line to be protected against law suits
- There is a need for legal advisors for people handling reports
- Government to provide legal representation

### 8.1.7 Initiative Link

- Mandatory testing for the perpetrator and survivor
- A doctor to be assigned to attend to all abuse cases in all regions
- Intensified awareness
- Survivors to be put on ARV medication immediately
- DNA testing to be encouraged in the absence of evidence

### 8.1.8 Questions and Comments.

**Question:** Who is going to follow up a case after it has been reported?

**Response:** Maybe the Nhlangano Police Station example could be used, where police officers were trained on how to handle abuse cases, especially child abuse. The station has since developed zones where they trained community police on how to handle these.

**Response:** Umphakatsi Support Committee involving all community stakeholders to be used as a structure to coordinate the situation/ program.

**Question:** Do we need a legal instrument for the hotline and if we do, who is responsible for it?

**Response:** There is hope to learn from the South African experience to bring about a legislation if the need arises.

### 8.2 Group two: Prevention: Schools/ Community

Child protectors (LLS) in schools? What training is necessary? What resources are needed? Who has the authority to 'move this' in schools? What is the school-community link (i.e. how can schools take on an educative function on sexual abuse)?

Who, what and when?

#### 8.2.1 Child Protectors

- There is a need for Child protector teams, not just for helping the abused children but also more on preventive measures.
- The team should comprise of influential people in the community,

the police, teachers, judicial personnel, community leaders, priests, community police, retired officers, etc.

### 8.2.2 Training

The team needs training on the following:

- General information on abuse, forms of abuse, signs of an abused child
- Counseling skills
- Investigative skills to apprehend culprits
- The whole community should be oriented on the existence of such a task force and Child abuse.

### 8.2.3 Resources

- Human resources, especially retired officers
- Small budget for incentives and traveling
- Training material
- Space; offices, counseling rooms, etc.

### 8.2.4 Who has the authority to move this?

- Chiefs
- Head teachers and teachers
- Regional Education Officer should be provided with reports

### 8.2.5 Educative function

- Establish child-to-child clubs, in and out of school young people to bring about awareness among children.
- Use of the Regional Health Motivators. RHMs and caregivers to identify orphans and vulnerable children and help them to participate with the rest of the community.
- Traditional structures should be used through meetings where traditional leaders will speak about child abuse and enforce prevention strategies.
- Schools should arrange at least one assembly per week for child abuse awareness talks.
- Ministry of Public Service and Information should encourage both the print and electronic media to vigorously sensitise the nation about child abuse.
- Initiatives of communities towards addressing issues of child abuse.

### 8.2.6 Questions and Comments

**Comment:** The young people need to have a bigger voice in this matter.

**Comment:** Standard procedure and ways of response to abuse of any kind should be established for the young people to know what to expect other than fearing the unknown.

**Comment:** Teacher's or students are suspended after abusing a child sexually as a corrective measure other than nailing the perpetrator for life. This gives people the chance to learn from their mistakes.

### 8.3 Group three: Changing minds and culture

What misconceptions and harmful cultural practices can be addressed by schools working with communities? Which cultural practices can further the cause of alleviating sexual abuse? How can these be used in the schools? How can initiatives such the String Game be used in this context? What other initiatives do you know about that could contribute to work in this area?

Who, what and when?

#### 8.3.1 Culture

Misconceptions and harmful cultural practices:

- If you have sex with a virgin you will purify yourself from HIV and AIDS.
- Girls who wear mini skirts prompt rape.
- The belief by parents that if their child has a relationship with a teacher she will eventually get married to the teacher.
- If a woman agrees to a date it means she is consenting to sex.
- The assumption that when you reach puberty you naturally know about sexuality.

#### 8.3.2 Cultural practices

- Never hang your dirty linen to the public (tibi tendlu).
- Wife inheritance (kungenwa).
- Arranged marriages of young girls to older men (kwendziswa).
- Pride in extra marital affairs by men.
- Ownership of women by men through the payment of dowry (lobola).
- Marrying young girl to aunt's husband (inhlantlanti).

### 8.3.3 Cultural practices alleviating abuse

- Egumeni/ esangweni education; educating young boys and girls by turning our own living rooms into these structures.
- Delaying of sexual relations (kuhlala ngentfombi)
- Encouraging the “my child is your child” kind of attitude.
- Discouraging sexual relations with a person of your surname or your mother’s surname even when you are not blood relatives.
- Inyandzaleyo (a cry for help)
- Kwendziswa; where there was no sexual activity with the girl until she was fully matured.
- Virginity tests.
- Kujuma; non-penetrative sex.
- Sidlwane; presence of a child lighting a candle where lovers are sleeping to make certain no sexual activity takes place.

### 8.3.4 How they can be used in schools

- Sex education by teachers or community members who are good role models.
- Educational programs through television, drama and poetry.
- School curriculum should include Good Life Practices.

### 8.3.5 String Game

- It is a good visual aid, which can be easily understood by both the literate and illiterate.
- Brings forth the reality of the problem of HIV and AIDS is concerned.
- Addresses a number of issues like the mother to child transmission of HIV,
- Child Abuse, incest, orphans and vulnerable children and the teacher-pupil sexual relations.

### 8.3.6 Other Initiatives

- Life skills education
- Psycho-social support initiatives
- Taking care of orphans and vulnerable children
- Let every child be heard

#### Who?

Everyone- this is a concern for everyone.

#### What?

The abuse strategies.

**When?**

Should be ongoing because children are being born everyday.

**8.3.7 Questions and Comments**

**Question:** What do you think about the positive cultural practices?

**Response:** They have worked in the past and have some advantages but there was an outcry when Umcwasho was introduced.

**Response:** There were many misconceptions around Umcwasho and it was imposed on children who have not been taught about the practice. Besides, Umcwasho 'the wool' will not stop one from engaging into sexual relations; the important thing is free will, choices and attitude.

**Response:** A lot of other solutions should be tried and tested instead of concentrating on one thing, Umcwasho.

**Response:** Some cultural practices may be readopted but may have the repercussions of giving more power to men.

**Response:** We need to understand that culture is not static, but it is dynamic hence the need to make cultural adjustments which will suit today's way of life.

**8.4 Group four: Youth participation and safe spaces**

How can students participate in prevention, monitoring, support and counseling within their schools? What networks exist to link up to neighbouring schools as well as out of school young people? If they are none that exist, what networks could you create?

Who, what and when?

The students wanted to illustrate to the participants how well they understand the issue of abuse in schools by responding to their questions through a play. The play, which was about a female teacher sexually abusing a young schoolboy, was an eye opener to most because it brought forward the reality of such happenings in schools. It also revealed that much concentration is on rural schools yet urban and peri-urban schools also experience sexual abuse.

#### 8.4.1 Prevention

- Use of suggestion boxes for students to drop in their concerns and report cases of abuse inflicted on them or to others.

#### 8.4.2 Monitoring

- Establishment of young people clubs to monitor behaviors in the school by both students and teachers.

#### 8.4.3 Support and counselling

- Clubs should have trained student councilors to handle minor cases of abuse.
- Ministry of education should allocate professional councilors to schools to handle more serious cases of abuse.
- Student councilors should be intermediaries between the abused child and a professional counselor.

#### 8.4.4 Networks to link neighbouring schools and out of school young people

- Interschool sporting activities.
- Promotion of interschool debates.
- Sponsored walks and use of funds raised to help organizations fighting child abuse.

#### 8.4.5 Questions and Comments

**Question:** Why don't students report cases of sexual abuse because they are aware of these occurrences around their schools?

**Response:** The fear of hanging dirty linen to the public and the fear of administration's reaction and attitude of teachers after you have reported on such issues. The attitudes of peers after hearing about a case are another concern.

**Response:** Channels used to report cases are not conducive to students.

**Response:** Teachers need to change attitudes towards children for them to report cases of abuse freely.

**Comment:** Children are threatened by failing of a subject if they refuse to have sex with that teacher or if they report the sexual abuse.

**Comment:** When sexual abuse is taking place to more than one student, the students start thinking that it is a normal thing.

**Comment:** Confidentiality between teacher and child issues should be encouraged and teacher education programs should be put in place for incoming and in-service teachers.

**Comment:** Parent – child relationship needs to be addressed.

### **8.5 Group five: Towards creating school-based policies and procedures**

What are the roles and responsibilities of (1) head teacher (2) teachers (3) pupils (4) school committee members – with regard to creating safe spaces for learners and teachers? Identify these roles and responsibilities and come up with a model mission statement that could be displayed in every school in Swaziland.

Who, what and when?

#### **8.5.1 Head teacher**

- Remind teachers on professional ethics as well as agreeing on school based ethics or rules on the conduct of staff and personnel.
- Educate temporal teachers on professionalism and ethical conduct.
- Organise professional staff development programs at school level.
- Have a committee to monitor school-based policies.
- Create time for guidance and counseling in their schools.

#### **8.5.2 Teachers**

- Educate students on abuse issues.
- Provide support structures within the school to handle abuse cases.
- Teachers should make a conscious effort to know their pupils.

#### **8.5.3 Pupils**

- Peer educators; pupils educating one another on conduct, life skills and abuse of all sorts.
- Pupils take responsibility to learn and put into use the life skills.
- Encourage reporting of abuse cases.
- To support each other in cases of abuse.

#### **8.5.4 Committee members**

- Should play a pivotal role in sensitizing communities on child abuse and provide support services.
- There is a need for structures to protect the school.

### 8.5.5 Model Mission Statement

- Our mission is to ensure a safe, secure and conducive learning and teaching environment.

### 8.5.6 Questions and Comments

**Question:** What happens to teachers who abuse children emotionally?

**Question:** Is expelling a pregnant girl from school another form of abuse, especially when the boyfriend is in the same school but is not expelled?

**Response:** Students abuse each other by victimizing the pregnant girl, so expelling and transferring her to another school is done to protect her from her own peers who should be sympathizing with her.

**Comment:** Group five should have included the role of teachers' associations because they have great influence on the conduct of teachers.

**Comment:** More emphasis should be placed on training teachers as the culprits other councilors.

**Comment:** Safety should be provided in schools for both pupils and teachers.

**Comment:** A clear training program for teachers should be established.

**Comment:** The Code of Ethics by the Association of Teachers should be supported by all structures of the Ministry of Education.

**Comment:** Both male and female students should be equal in the eyes of teachers because it is especially difficult for a female student to talk to her female teacher. Teachers should also change their attitudes towards students.

**Comment:** The presentation lacked government's response especially because it has the responsibility of setting the minimum standards whether it is ethics or legislative.

## 9.0 Way forward

A team representative of all stakeholders will be chosen to continuity and follow up on discussion for us to stay action focused.

### Appendix E: Initial Briefing Notes for Video Documentary on Gender-Based Violence In and Around Schools – Working title: “Changing the picture” or ‘Taking Action’

Some general notes:

This video that is meant to be very young people-focused (and targeted towards young people) highlights

- 1 issues that young people regard as important in terms of gender-based violence in and around schools,
- 2 what young people are doing right now in their schools and communities (e.g. “shoulders to cry on”) and
- 3 what they think should be happening,
- 4 what their ‘dreams’ are for a space where they are free to learn. The video is meant to be upbeat and positive in terms of motivating young people themselves to ‘take action’.

We are particularly interested in ensuring that it includes segments on masculinities (‘how it is to be a boy’) and femininities (‘how it is to be a girl’).

While much of the footage will come out of the two workshops, we don’t want the video to have too much of a workshop ‘feel’ and ‘look’ to it. Adding in background shots of schools, young people on the road or just ‘hanging out’ will help. Background music that is young people-oriented will also help. If we are successful in carrying out a students-as-photographers session that will be conducted on school grounds this will also help.

In order to make sure that certain issues are in there and correctly articulated, we will provide 3 or 4 ‘caption boxes’ that include some local statistics (e.g. the incidence of gender-based violence amongst young people in Swaziland, some specific stats related to school, linking HIV/AIDS and gender-based violence).

#### **Specific Scenes:**

##### **Youth within community dialogue**

While we need to record the whole event, we want specific high quality close up footage of the following:

1. Footage of person presenting on String Game
2. Footage of person presenting on LL  
(close ups of actual images)

3. Small group sessions

Focus on one group of girls

Focus on one group of boys

In these discussion group sessions each group will have a flip chart and someone will be writing down the responses. We would like to have complete footage of two of these sessions if possible.

4. In the report back session we would like specific close up footage of the children.

Time	Activity	Facilitator
8.00-8.30	Registration	Monica Gwitira, Project Officer, Child Protection Section UNICEF
8.30-8.35	Welcome	Monica Gwitira, Project Officer, Child Protection Section UNICEF
8.35-8.45	Introductions	All Participants
8.45-9.00	Background and Preview of Issues	Iwani C Mothobi-Tapela, Consultant
9.00-10.00	Group Work	Lovemore Nechibvute/ Iwani C Mothobi-Tapela,
10.00-10.15	Tea Break	
10.20-11.20	Report back in plenary	Lovemore Nechibvute, Iwani C Mothobi-Tapela,
11.20-12.50	Discussions and Recommendations	Iwani/Lovemore Nechibvute
12.50-13.00	Closing Remarks	Bernard Batidzirai, Assistant Project Officer, Child Learning and Lifeskills, UNICEF
13.00-14.30	Lunch	
14.30	Departure	

**Some background scenes:**

Road leading up to school

Some rural scenes

Rural young people – hanging out on the road

(Note: at a later point we also need some urban scenes of young people ‘hanging out’)

**Performance group “The School Teacher”**

Teachers and sexual abuse

Follow up interviews with members of performance group:

What motivated you to write and perform this script?

How do audiences respond to your script?

What do you hope your script will do?

**“This is what we think”**

Young people at Mountain Inn talking about the survey they participated in, what they think of the results of the study, how they are seeing the situation, and what they think young people can do.

**Visualizing change**

Small groups of children taking pictures of their school – safe places/ dangerous places

(Camera following several children around as they take their pictures)

On Thursday if we can return we would want to include small groups of children talking about their pictures and why they took the pictures they took.

---

**Appendix F: Zimbabwe Fieldwork**

---

**Agenda**

For a Stakeholder Policy Dialogue on issues of Violence and Abuse in and around schools in Zimbabwe

Mandel Training Center: 0830-1400 hrs

Tuesday 21 October 2003

**Issues for Discussion:**

Discipline without beating

Young People’s participation in prevention of abuse. What are the strategies? Changing minds/ Changing culture

What should be changed?  
Are we leaving out some useful cultural ways?  
How can learners be encouraged to reflect on gender and cultural stereotypes?  
Towards creating school based safe places.  
What is school safety?  
Roles of teachers/ the school development committee?  
Safety of Children as they assist teachers with their household chores)  
In cases of abuse, how should investigations take place? (Are the rights of children protected?)

#### **Stakeholders Workshop:**

#### **Opening Statements: Violence in and around Schools:**

The workshop was opened by Monica Gwitira, who in her opening statement of violence in and around the schools in Zimbabwe gave an overview of the problem and its context. She stated:

“Ladies and Gentlemen I am honoured to welcome you to this very important workshop. In 1990, nations came together with inter Governmental bodies and non Governmental agencies at the United Nations World Conference on Education for All to identify trends, lessons learned, emerging concerns and priorities in the education of their children. A commitment was reached to ensure Education for all with particular dedication to girls. Access alone is only a first step. If educational experiences are not gender equitable and safe, learning is compromised and the psychological empowerment that education can confer is greatly eroded. Ensuring that children stay in school and eventually complete the basic education cycle requires that educators look beyond enrollment and address the impact that gender violence has in fostering inequitable classroom processes and unsafe learning environments. School violence is a serious problem, especially in public schools. Improving the quality of education is difficult without also addressing school violence, since regardless of how good the teachers or curriculum are, violence makes it difficult for students to learn.

School violence wears many faces. It includes gang activity, locker thefts, bullying, sexual abuse, assault, and intimidation, —just about anything that produces a victim. Violence is perpetrated against students, teachers, and staff, and ranges from intentional vendettas to accidental killings of bystanders. Often, discussions of school violence are lumped together with discussions of school discipline generally, as both involve questions of how

to maintain order in a school.

One could divide school violence-prevention methods into three classes—measures related to school management (that is, related to discipline and punishment), measures related to environmental modification (for instance, video cameras, security guards, and uniforms), and educational and curriculum-based measures (for instance, conflict-resolution and prevention programs). All methods have their advantages and disadvantages. The ideal violence-prevention policy will likely be different for each school.

For most anti-violence interventions, evidence of effectiveness is either sparse or mixed. Many programs have been imperfectly monitored or evaluated, so few data on results exist. Those programs that have been monitored work in some cases and not in other cases.

Many traditional anti-violence remedies, mostly those related to discipline and punishment, have been limited at public schools, either legislatively or judicially (through constitutional interpretation). This is not because these methods should not be used at schools at all if parents choose their children's school, they should be able to delegate authority to schools to use discipline measures. But these methods have been limited at public schools because the government must provide safeguards against the abuse of its power in circumstances where education is compulsory and attendance at specific schools is mandatory. These safeguards involve notice and hearing requirements and other procedural roadblocks to punishment—all necessary, given the mandatory and monopoly nature of the service, but all making it difficult for schools to effectively choose a disciplinary approach by addressing both boys and girls vulnerability to violence, and traditional constructions of gender roles.

Without a clear policy framework that defines, prohibits and carries penalties for acts of school related gender based violence, all other efforts will be less optimally effective. This workshop therefore, poses a challenge to revisit Policy and practice. I wish you all fruitful deliberations. Thank you."

The workshop was attended by participants from central government, head masters and teachers from the schools that participated in the research, NGO's, parents and young people. After the background and a preview of the issues participants were broken into groups to discuss the emerging issues:

### Group 1

This group discussed the issues of ‘Discipline Without Beating’

The questions discussed were:

Discipline without beating:

What is discipline in our context?

How can it be done?

Is violence in the curriculum?

Need to define discipline and to have for the child’s rights. Discipline becomes abuse when the child is humiliated and when there is no communication between teacher and pupil. Communication between the community and school is critical so that the school can adopt a holistic approach to implementation for the Children Act.

### Group 2

The group discussed the issue of ‘Changing Minds/ Changing Culture’

The questions addressed were

Changing Minds / Changing Culture:

What should be changed?

Are we leaving out some use cultural practices?

How can learners be encouraged to reflect on gender and cultural stereotypes?

The need for change was recognised. No physical punishment. Parents should discuss what happened at school with their children and break the culture of silence. Promotion of conferences with young people to share ideas on how they view matters affecting their lives.

### Group 3

This group discussed ‘Young People’s Participation in the prevention of abuse’.

The questions dealt with were

What is important to the young people?

What should be happening?

What are the strategies?

The young people indicated issues that are important for them are firstly an environment that allows free controlled expression; people / places where they can make reports without repercussions; empowerment of young people through school / non-school clubs. Need for conscientisation of community

and teachers for recognition of abuse as a national problem; appointment of private counsellors in schools; information through the media.

### The Youth and the way Forward

The young people were very articulate on their rights. However, the stakeholders' said that these rights should go with responsibility. Their rights to access to information is important. During the stakeholders and community dialogues, it was established that the young people lacked information and that there is not flow of information between the pupils and the teachers at school. The way forward is that the young people should be involved in all decision-making on issues concerning their lives. Clarification on the laws of the land that affect the young people is needed. For example: National Youth Service. There seems to be no dissemination of information concerning exactly how the program is being implemented.

### Group 4

The group discussed 'Moving towards creating school based safe places':

The questions were:

What is school safety?

Is it needed?

What are the roles of the following in stopping abuse:

Teachers?

School Development Committees?

What of school / community partnerships?

The need for school safety was recognised as it is for the good of the school and society. Teachers should take the lead in promoting school safety role models; teachers should be trained in counselling skills; involve young people in formulating school rules. In addition, promote school. community partnerships that would put in place poverty alleviation strategies; strengthen the multi-sectoral partnership that already exists; involve School Psychological Services; the victim-friendly initiative should empower children against abuse even at pre-school level; involve School Development Committees in stopping abuse so that they can raise issues of child protection and other rights. Mount awareness campaigns with parents and organisations involved in child rights.

### Group 5

This group considered **‘How investigations and reporting structures should take place’**

The questions were

How should investigations and reporting structures take place?

Are the rights of children protected?

In their response participants reached a consensus that the rights of the child are not always protected. They emphasised that investigations should always start with the child. This child should then be able to report to any one of the following in the first instance: senior woman; teacher; form teacher, any one of which should be someone in charge of guidance and / or counselling. The report is then relayed to the Headmaster / Deputy Headmaster who will decide if / when investigations should begin. Reports from the abuser, the abused and a witness (if possible) should be taken by the Headmaster. The Headmaster should then provide access to counselling for the abused. It was noted that the Heads sometimes are the ones to commit the abuse / protect their teachers. Must empower children to report abuse, if need be, to by-pass some structures. Structures should be responsive so that the child can be secure and confident. Teach human rights in schools.

### Group 6

In considering the issue of **‘Areas of preventative interventions in projects and programs’** the group dealt with the question of:

Who is doing what and where?

They recognised that there were community efforts to raise awareness of abuse.

In particular, the Community based programs to raise awareness on exploitation and abuse cited were: Youth camps to raise awareness on abuse. e.g. Masiye Camp, Catholic Scripture Union.

Youth empowering programs to say no to abuse: The Zero Tolerance Campaign on abuse

HIV / AIDS and Life Skills programs in schools;

Peer Education programs e.g.: the groups run by Churches and other agencies  
Direct child sponsorship programs. e.g. Churches, World Vision, and others.

The group also recognised Government efforts to contain abuse through enactment of Statutory Instrument 362 (1998) and Circular P35, which

excluded girls from corporal punishment and is specific on administration of corporal punishment. Documentation and simplification of Laws protecting children and setting up resource centres.

**The group recommended the re consideration of Statutory Instrument 362 (1998) and Circular P35 in view of the continuing abuse.** Documentation and simplification of Laws protecting children and setting up resource centers.

### Discussion in plenary

The participants considered the submissions of the groups and agreed that there is need for action. The workshop adopted without amendment the recommendations of Group 6 identified these gaps for action as:

The different perceptions about discipline between schools and the community. A need for a definition of discipline. What is the difference between disciplining and abuse?

### Operationalisation of the Statutory Instruments

There is over-emphasis on physical and sexual abuse, yet there are other forms of abuse.

Survivor-friendly courts.

Guidance and counseling sessions in schools.

### Conclusion of the Workshop

The workshop ended at 1 pm with closing remarks by Bernard Batidzirai from UNICEF. He stated:

“I would like to take this opportunity to thank all of you for coming to this meeting at short notice. This shows that you are all concerned about the plight of children in our schools and in the communities. You have discussed the various factors which affect violence in and around schools. You have also come up with recommendations on what could be done to stop violence in and around schools.

All the observations that you have made will be taken into consideration when the report is produced. It is also hoped that the research findings will be shared with the stakeholders present today. The recommendations you have made will be very useful in the revision of Ministry of Education, Sport, and Culture policies on violence and child abuse in and around schools. The recommendations will also be useful at the regional level since the pilot study is being done in Swaziland and Zimbabwe.

I am aware that you have had a long day and that some of you have to travel back to your stations outside Harare. I wish you safe journey back to your stations and hope to meet you again in the near future. On that note, I declare the meeting officially closed.”

### Community Dialogue in Bulilima .

Bulilima is 158 kilometres from Bulawayo. It is a depressed and poor rural community whose able bodied men work in South Africa. Communities visited were: Dombolefu Village Mbwenda Village

### Community Discussions:

These were the highlights of a discussion at Dombolefu, with about 20 women, 5 men, 8 teenage boys and one teenage girl:

- Beating children may cause children to hurt school as a result children may leave home pretending to go to school but instead spend the whole day in the bush.
  - Some people felt that moderate beating is necessary.
  - The teenagers felt that beating is necessary because if children are not beaten up, they tend to disrespect teachers. “Ukukuza kupela ngomlomo akusebenzi”
  - Parents admit to beating children.
  - Parents hurt seeing their children working in the teachers’ houses. Teachers may end up abusing children. Also children end up returning home very late cleaning and cooking at teachers’ places.
  - Bad for teachers to send children for punishment in the school garden during class time.
  - Children have stopped culture of greeting adults.
  - Parents found it difficult to discuss certain issues of sex and sexuality, with their children.
  - Parents are aware that nowadays their children are sexually active at very young ages. And once started they cannot stop.
  - Condoms are not 100% safe.
  - Condom distribution is only restricted to adults. Teenagers not free to ask for condoms from adults. After a few minutes of considering whether there should be free distribution of condoms, it was resolved that free distribution could lead to children wanting to experiment with the condoms.
- Suggested solutions by the group:
- Children should not work in teachers’ houses

- Children must be beaten slightly when they are mischievous, but only by the head teacher.
- Parents to be exemplary and great each other so children can learn from them.
- Parents should initiate community discussion to discuss issues of sex and sexuality with their children. One such meeting has already taken place at Dombolefu, organized by the women.
- Parents to take the responsibility of how children spent their day at school, and monitor issues of abuse.
- Parents should be comfortable to discuss all issues with their children especially in the era of HIV; gone are the days when parents could not discuss with their children.
- Men should not be involved in discussion of sexual issues between mothers and their daughters. Men to discuss with boys in separate groups.
- Only have a mixed discussion when the separate groups are comfortable.
- Teach preventive methods to sexually active children.
- Consider distributing condoms to children 15 +
- Continue awareness raising campaigns on HIV and Child Abuse.
- Video shown together, men, women. Girls and boys followed by discussions. (HIV/Aids, Child Abuse, Abuse in the home etc)

#### **Role of School Development Committee:**

Its role is to take care of the welfare of children, teachers and the school at large. On whether or not children should be part of the SDC, it was agreed that it was not necessary – reason being SDC members are parents who should talk to their children and bring issues to SDC. Also culturally, children cannot criticize adults so it would not be easy for children to contribute freely at SDC meetings. Can have one out of school young people to represent the voice of children at SDC Councilor not happy with the SDC as its role has not been translated from paper into action. In most cases, the schoolteachers run the SDC.

#### **Suggested Solutions:**

Educate parents and community on how to run SDC's.

Suggested stiff penalties to adults who sexually abuse children.

Parents should be responsible for every child in the community and not only their own.

Parents to stop receiving goods / groceries from their girl children when they do not know the source of those goods. A coffin usually follows boxes of food.

Formulate child protection committees at village levels.

Stick to one partner.

Men to stop abusing women, as this is an indirect way of abusing children. When the mother is unhappy, the children are unhappy too.

### **Mwenda Village (Meeting held at Mwenda Primary School in Bulilima)**

The discussions were around the same issues as discussed at Dombolefu. Parents reiterated that they do not want teachers to ask children to assist with chores at teachers' houses. This community felt that probably going back to old cultures like virginity testing could assist and / or curb the spread of HIV. There was no consensus on this issue as it is a violation of girls' rights.

Cases of abuse by teachers were related and one of the participants related how a child who was sickly from childhood and was a slow learner at school often failed to finish assignments on time. One day the teacher tied his legs and hands together with a rope, and left him on the ground for the whole day where he was scorched by the sun and bitten by insects since he could not move. As a result, the child does not like going to school. The parents are very bitter over this case of abuse, which took place some years ago.

### **Schools visited in Bulilima, Matebeleland were:**

Malalume Secondary school where 20 girls and 20 boys were interviewed.  
Mwenda Primary school

### **Malalume School on 6 October 2000**

**A focus group discussion** with 8 teachers was held where the facilitator introduced the discussion in a subtle way by asking how the school handles issues of discipline in the school. Teachers were open and very relaxed to discuss the topic. During the discussion teachers cited some of the common acts of indiscipline by students, which include fighting, pregnancies, coming late for classes, use of vulgar language, and rudeness to teachers, drug abuse.

They indicated forms of discipline by the schools for light offence. These included:

- Counseling by Guidance and Counseling teacher or the disciplinary committee
- Punishments by teacher like watering flowers, cleaning and picking up papers around the school, beating with dusters, clapping etc
- Strokes administered only by the headmaster.
- **Discipline for serious offences were:**
- School discusses with parents/guardian and identifies punishment, which

- sometimes may involve working in the garden for 1 up to 7 days.
- Identifying sources of problem

During the discussion of whether or not children should be beaten in schools as a form of discipline, the teachers reported that:

Children sometimes tend to violate their rights and their freedom, especially if they know they will not be beaten up.

The beating and punishment should be relevant and a corrective measure.

Parents should be consulted in formulating these policies, as the children are beaten at home as a form of discipline.

Policy should be in line with cultural ways of disciplining children otherwise the policy tends to divide the community.

Not beating the children could be a form of abuse - "spare the rode and spoil the child".

Policy of not beating children in class is a Western theory, which should be taken as an on-going process before it could be accepted by teachers and communities.

There was also a discussion of children assisting teachers with their household chores. It was explained that teachers usually ask children to assist with cleaning at their houses, cooking, fetching water etc. Teachers reported that children enjoy being picked upon by teachers to do these duties.

**This entry is a summary of discussions with girls and boys in Hatcliffe High, Murehwa High and Malamule Schools :**

Initially the learners were divided into groups of 5 .Each time, at all schools visited the consultant explained the purpose of the study and what the learners were expected to do. They went round the school taking photos of safe places as well as unsafe places. Each group was asked to note the places for a discussion later.

Safe Places

Class room, open spaces around the schools

Unsafe places: Toilets, the staff room where teachers' gossip about learners as reported by the boys; the Science Laboratory, Sports field, the storeroom, teachers' houses and (the headmasters' house in Malamule only).

**Group Discussion in Malamule only:**

Following the separate discussion, the girls and boys came together for a mixed discussion.

When asked if they knew why it was necessary to separate them, the girls and boys response was that it was easy to discuss issues of sex and sexuality including sexual abuse in separate groups.

The mixed discussion reaffirmed what the boys had said about the head being the most disrespected person.

An additional form of abuse was identified. Prefects cannot punish big boys as they beat them up on their way home. However, prefects sometimes abuse their power of authority. The girl prefects are always fighting at the school but are never punished.

In the mixed discussion, the children felt that the issue of complete abstinence has failed as evidenced by the number of teenage pregnancies within a given year at the school and within the community. As a result, the children were advocating for the promotion of condoms. When probed why, they responded that they also have sexual needs, which in the local language they defined as “Inkanuko zomzimba” – “Cravings of the body.” They did not find it easy to explain “feeling” but they reported that once they get sexually aroused it forces them to have sex. Apart from condoms preventing STI and pregnancies as reported by the boys, in the mixed discussion the girls added prevention of HIV.

The boys suggested that girls should date within the school. They should not to go for the young men working in S.A. “Amankazana bengakhomba pakhati langaphandle kwesikolo.” The girls however felt that the boys from within the school do not ask them out. As a solution, the girls proposed that the children date with someone from the same school.

(The most respected man in the school was Mr. Ndlovu; one of the teachers He is kind, generous and gives sound advice to students when they approach him to discuss problems.

The most disrespected person in the school was found to be the School Head because of the following reasons:

Misbehaves in front of students

Calls girls to his house

Always shouting and screaming

Can not judge what is wrong or right

Comes to school drunk

Speaks irrelevant issues at assembly

Gossips with students about other teachers

Criticizes teachers in front of students)

**Discussion with Boys at the three schools:**

### Sex and Sexuality:

Since beginning of the year, the group agreed that schools have experienced teenage pregnancies.

Children only discuss issues of sex and sexuality with friends.

Parents never discuss these issues with them.

The guidance and counseling teacher only talks shallowly about HIV and how it is contracted, but does not deal deeply with issues of reproductive health.

Gang rape not heard of.

The few cases of rape are reported to the neighborhood watch or to the police.

Not aware of places for treatment or counseling after rape.

Parents and school to provide counseling after rape.

Teachers sometimes propose to girls in class.

If a girl proposes to a boy, it could mean a number of things; she could be skillful in sex, she loves sex, she may have strong sexual desires.

Peer pressure causes boys to get into relationships.

Boys felt that girls seem to feel safe using condoms.

Issues of controls:

The boys knew about condoms

Condoms prevent pregnancy and STIs

But they are not 100% safe and can break

Not familiar with the female condom

Risky behaviors as defined by boys:

Behavior that ends you in trouble

Drinking

Drug abuse

Having sex without a condom

Having sex indiscriminately

Age differences:

Boys believed girls could stop a boy if they are not ready for sex only if they are of the same age. But usually girls date older boys and hence they fail to stop them when they advance, demanding sex.

Boys go for younger girls because girls of their age prefer older boys and young men.

Younger girls respect the boys.

It is easy for a boy to cheat a young girl into accepting the proposal for a relationship.

It is humiliating to have a girlfriend who is older than you as it is common belief that a woman ages much faster than a man.

Abuse of young boys by elder boys:

Force young boys to buy food for elder boys

Take personal items (pens, pencils, note books etc)

Young boys are beaten up when found talking to girls in their classes. Girls belong to elder boys.

Young boys beaten up when found visiting higher classes.

### **Discussion with Girls in the three schools:**

The girls' responses to issues raised have been analyzed. The following only captures their responses, which have been put down briefly due to the fact there was very little time to go in depth about the issues they raised:

Issue of Control over their bodies:

My mother told me about changes to my body

My mother is shy and does not discuss anything about my body or with my sisters

Friends can make you go the wrong way.

HIV / AIDS:

We do not have enough information on HIV/AIDS

We have never seen anybody with HIV/AIDS

Our teacher does not answer some of our questions

Or he does not know anything about HIV/AIDS

We want videos which we will watch with our parents

Parents must know that when one has AIDS they are not bewitched

Risky Behavior:

Can put you in trouble

End up with wrong company or with boys

Having sex

Drinking

Being raped

Boy Friends:

It is better to have an older boy as a friend

We do not have boy friends but friends who we discuss home work with

I walk home with boys except when they start fighting

Boys do not gossip, girls do and they are jealous

No need to have boy friends when you are still at school. They will disturb you.

It is better to go to church and not mix with boys

Sexual Abuse:

We know what it means

The teacher sometimes touches you on your breast / hits you on your bum with an exercise book.

A teacher calls you to the storeroom to speak to you about ‘funny things’

The teacher promises sweets and ‘pinches’ you

Issues of sex and sexuality:

We talk about things like that with friends/sometimes with the teachers

Our teacher does not know anything about AIDS

Our teachers do not like us. They scold us for being pretty or walking

‘smart’ [This applies to our female teachers who say we are interested in male teachers]

I like my teacher, but I don’t love him

He is nice; he sometimes walks home with me.

My girlfriends think he likes me too much.

On one day another teacher raped a girl in the bush and he is still here

Contraceptives:

We do not have boy friends

We do not use condoms. They are bad

You must not have sex. God will punish you

We do not know how they are used.

On HIV/AIDS the responses to the questions included:

If someone your age says they are sexually active, what do you think that means?

She is doing it.

She will die.

I do not like her as my friend.

We are always hearing that young people feel pressured to be sexually active. Is this the case? What are some of the pressures? Do you think that they are different for guys and girls?

Both girls and boys stated that sometimes they are forced by their friends when they don’t want to have sex

Where do people your age get their information about STDs and HIV/AIDS?

What kinds of information are they/you getting?

The teachers do not know. We usually discuss with each other

Do you think young people worry about getting HIV/AIDS?

Sometimes. I have never seen anyone with AIDS

How do you think young women feel about condom use? How do you

think young men feel about condom use?

It is bad to use a condom

I do not know what it looks like

There is a lot of talk about people “negotiating” around using condoms. What do you think that means? Is it the same for guys and for girls?

We do not know anyone

When you hear the phrase risky behavior when it comes to sex what do you think it means? Does it mean the same thing for young men and young women?

Having sex

Not using a condom

Drinking and getting drunk

What messages do you get about HIV/AIDS in the media? If you had to create an ad for television or a magazine, what message would you give to young women? To young men? Would they be the same or different?

### **Discussion with girls and boys in all schools:**

#### **Suggested solutions by the children to all issues discussed**

More awareness raising needs to be done for parents and students together to discuss issues of sex a, sexuality and HIV/ Introduce discussion of issues of sex and sexuality in guidance and counseling sessions  
Introduce video shows for children, parents, and teachers in a mixed group followed by a debate and discussion at the end of the show

Videos on HIV/AIDS, Living positively with HIV/AIDS, demonstrate proper use of condom.

UNICEF to donate T-shirts, pencils and pens with child abuse messages and other child rights messages

Distribute pamphlets and fliers on how the virus destroys the immune system.

#### **Discussion with teachers – Hatcliffe High School 13<sup>th</sup> October 2003:**

The meeting noted that:

Ideally teachers must be taught to reflect upon gender dynamics. In class they have to think of ways of challenging and reinforcing popular views; and think of ways of challenging instead of reinforcing. Teachers have an obligation to encourage participation of all learners but by focusing on boys more than girls as they are contributing to a culture in which boys are expected to take the initiative and subordinate girls (sexually as well as any other ways) resulting in girls having difficulties negotiating relationships with boys.

Teachers discussed what constitutes discipline. What is the teacher's role in creating a safe environment? Most teachers indicated that they would like to be in an environment that is safe for the pupils and they would do their best to ensure that this happens.

What is the role of the School Development Committee (SDC)

The teachers were convinced that this is an important committee, which should play a role in producing the rules and regulations governing the school, and how discipline is exercised.

Teachers accepted the need for re-training so that the old traditional ways of doing things can be abandoned and the following were noted: -

The community/parents expect teachers to beat children  
Girls and boys look up to teachers as role models  
Can we today say teachers are role models  
The need for more resources into school

The meeting ended after 45 minutes.

#### **Discussion with Ministry of Education, Matebeleland South Province:**

We had an hour discussion with the deputy Provincial Education Director and the Provincial Psychologist on the issues of discipline in schools in view of Circular P35, which bars teachers from beating children.

Highlights of the discussion;

Discipline vs. abuse, It is generally accepted that there is a thin line between the two. Authorities are in a dilemma that involves their having to decide 'when does discipline turn into abuse'. Circular P35 has left teacher and parents handicapped. How do they express their dissatisfaction with undisciplined children?

Verbal abuse may be worse than beating as it can cause longer-term psychological stress.

Teacher training, though it covers classroom management and educational psychology in theory, should be complemented with practicals in settings that teaching will take place after training. E.g. Training does not talk of child headed households, hungry children, sexually abused children etc.

Circular 35 is a subtle way of accepting that culturally, society expects children to be beaten as a form of discipline.

Revisit ways of selecting people for teacher training. Not everyone can be a teacher.

Not easy to understand difference between discipline and abuse  
Remember children are also beaten in the home.

The two education officers recommended an unveiling of “other ways of discipline” other than beating and punishments that may be considered violent. Once these are unveiled, they should also be tested in class, and measured for their impact and hence scaled up.

### [Appendix G: Media Coverage of Abuse of Schoolgirls in Zimbabwe](#)

The following are taken from the clipping files of the Federation of African Media Women of Zimbabwe (FAMWMZ) on the topic of abuse of schoolgirls.

Gang Rape, November 2001, a girl aged 16, was gang raped by four teenage boys aged 14, 14, 15 and 19 years, behind a rock in broad daylight;

Gang Rape, April 2002, a teenage girl was raped by teenagers aged 14, 17 years;

Gang Rape, October 2002, a schoolgirl was gang raped. Well-wishers put her in hospital and then provided transport to and from school until she recovered and was psychologically stable;

Abuse by married man, February 2000, a 35-year-old father of three removed a girl aged 14 years old from school. She only discovered was not his intended wife, when his actual wife arrived from the village unexpectedly.

A girl aged 16 years old was found with her head crushed and her boyfriend aged 18 hanging on a nearby tree.

Rape by teacher, 15 July 2001, a teacher sent a pupil with some books to his quarters where she took a boy to accompany her without the teacher’s knowledge. The teacher then followed. He told the boy to collect some mangoes. When the boy had left, the teacher raped the girl, who then later contracted an STD.

Forced Sex, November 2001, a girl aged 14 years old was forced by her teacher to have sex. Forced Sex by Traditional Healer, 23 October 2003,

A Traditional Healer had sex with a 12-year-old girl on the pretext that he was ‘cleansing’ her.

Rape, April 2002, school grounds man raped a grade 1 pupil.

Rape, June 2002, a grandfather raped his granddaughter aged 14 years old, and threatened to kill her if she told anyone. However, her aunt noticed that the girl was walking funny. The girl had also contracted an STI.



## REFERENCES



© Unicef/Esar/Aaron W. Byan

- Adamchak, S. et al. (2000) Involving parents in Reproductive Health Education for young people: A guide to monitoring and evaluating Adolescent Reproductive Behaviours: Washington DC.)
- Beijing Progress Report, (1999) Zimbabwe Government.
- Boyce, W. & Jolly, R. Transforming relations of gender-based violence. CIHR proposal. Queen's University.
- Brody, A. (2002). Lihlombe lekukhalela: Swaziland's innovative approaches to child protection through neighbourhood cadres of 'shoulders to cry on'. Background paper for 2002 Eastern and Southern Africa Workshop on Children Affected by HIV and AIDS. November 25-29.
- Brookes, H. (2003) Violence Against girls in South African Schools. Pretoria: Human Sciences Research Council.
- Brynes, A. (1992) Women and Feminism and International Human Rights Law – Methodology Myopia, Some Fundamental Flaws or meaningful marginalisation. Australian Year Book of International Law.
- CADRE (2003). Gender-based violence and HIV/AIDS in South Africa: A bibliography. Braamfontein Centre.
- CADRE (2003). Gender-based violence and HIV/AIDS in South Africa: A literature review. Braamfontein Centre.
- CADRE (2003). Gender-based violence and HIV/AIDS in South Africa: Organizational Responses. Braamfontein Centre.
- Canadian International Development Agency (CIDA) (2003). A Handbook on Girls' Education. Ottawa.
- Child and Law Foundation & Family Support Trust (2002). Child Sexual Abuse: A Training Manual for Practitioners.
- Child and Law Foundation. (2001) Sentencing Sexual Offences and Domestic Violence: A Report. Norway.
- Child and Law Foundation. (2001) The Road to Yokohama: Report on the Southern African Consultation for the Second World Congress on the Sexual Exploitation of Children. Norway: Save the Children

- CIET Africa (2002) 'Beyond Victims and Villains: The Culture of Sexual Violence in South Johannesburg' [www.ciet.org](http://www.ciet.org)
- Connolly, M. (1990) Adrift in the City: A Comparative Study of Street Kids In Bogota, Columbia and Guatemala. In Boxill, N.A. (ed) Homeless Children: The Watchers and the Waiters. New York: The Haworth Express.
- Dawes, A., Borel-Saladin, J. & Parker, Z. (2004). Measurement and Monitoring. In L. Richter, A. Dawes & C. Higson-Smith (eds.). Sexual abuse of young children om Southern Africa. Cape Town: HSRC Press.
- Deseret International. (2002) Education for Life Assessment: A Baseline Survey. Zimbabwe: Deseret.
- Dreyer, A (2002) Report on action research project focused on identifying and challenging teachers' knowledge of and attitudes to gender-based violence, with a view to incorporate the issue of gender-based violence into the primary school curriculum. School of Public Health, University of Western Cape.
- Ewald, W. (1985). Portraits and dreams: Photographs and stories by children of the Appalachiana. London: Writers and Readers Publishing Cooperative Society.
- Ewald, W. (1996). I dreamed I had a girl in my pocket. London: W.W. Norton.
- Ewald, W. (2000). Secret games: Collaborative works with children, 1969-99. Zurich: Scalo.
- Family Support Trust. (2003) The HIV Pre and Post-Test Counselling Protocol for Children
- Ford, N., Odallo, D., & Chorlton, R. (in press). Communication from a human rights perspective: Responding to the HIV/AIDS pandemic in Eastern and Southern Africa. Journal of Health Communication
- Gaidzanwa, R. (2001) Masculinities and femininities among University of Zimbabwe students. Published by Affirmative Action and Gender Association. Harare.

- Gentine, A. (1999) Femininity exposed. SAFERE vol.3 no.2 1999.
- Gallinetti, J. (2004). Legal definitions and practices in child abuse. In L. Richter, A. Dawes & C. Higson-Smith (eds.). Sexual abuse of young children om Southern Africa. Cape Town: HSRC Press.
- Gordon, P. & Crehan, K. (2003). Dying of sadness: Gender, gender-based violence and the HIV epidemic. Conference series paper, UNDP/SEPED [www.undp.org/seped/publications/conf\\_pub.htm](http://www.undp.org/seped/publications/conf_pub.htm)
- Gordon, R. (1998)/ 'Girls cannot think as boys do': Socialising children through the Zimbabwean school system. Gender and Development, 2: 53-58.
- Gordon, R. (2002) A preliminary investigation of the causes and consequences of school girl pregnancy and dropout in Zimbabwe. DFID.
- Government of Botswana & Partners. (2001) The Sexual Behaviour of Young People in Botswana.
- Gray, R.E. & Sinding, C. (1992). Standing ovation: Performing social science Research about cancer. Walnut Creek, CA: Altamira Press.
- Gray, R.E. (in press). Performing on and off the stage: The place(s) of performance in arts-based approaches to qualitative inquiry. Qualitative Inquiry.
- Hall, J. (2003). Inyandzaleyol! Stories from abuse survivors. Mbabane: UNICEF.
- Hall, J. (2003). Life stories: Testimonies of hope from people with HIV and AIDS. Mbabane: UNICEF.
- Hubbard, J. (1994). Shooting back from the reservation. New York: The New Press.
- Health & Development Networks (2001). Gender or sex: Who cares? Skills-building resource pack on gender and reproductive health for adolescents and young people workers. Malahide, Ireland [www.hdnet.org](http://www.hdnet.org)
- Human Rights Watch Report (2001). Scared at school: Sexual violence against girls in South African schools. [www.hrw.org/reports/2002/safrica](http://www.hrw.org/reports/2002/safrica).

- Jackson, H. (1992). *AIDS Action Now: Information, prevention and support in Zimbabwe*. ACT, Harare.
- Jewkes, R. (1999). The impact of violence against women on sexual and reproductive health. <http://www.medguide.org.zm?zhid0101.htm>
- Jiwani, Y. (2002). Personal communication. Concordia University.
- Juliana Centre for Children's Rights (2001). *Discipline without Beating: A Challenge to Educators*.
- Kasule, J. et al. (1997). Trends in Reproductive Health Knowledge following a health education intervention among adolescents in Zimbabwe, University of Zimbabwe.
- Kasule, J. et al. (1999) Zimbabwean teenagers knowledge of HIV/AIDS and other sexually transmitted diseases. University of Zimbabwe.
- Kirk, J. & Garrow, S. (2003). "Girls in policy: Challenges for the education sector." Agenda. 56.
- Kirrie, R. et al (1995). The prevention of unwanted adolescent pregnancies: Attitudes of black Zimbabweans in Harare. *Journal of Social Development in Africa*.
- Kloforn, A. (1999) Assessment of adolescent reproductive health needs in Zimbabwe. MHCW / UNFPA.
- Leach, F., Humphreys, S. & Dunne, M. (2003). Theme 4: Gender and violence in school. UNESCO EFA Monitoring Report.
- Leach, F. & P. Machakanja (2000). Preliminary investigation of the abuse of girls in Zimbabwean junior secondary schools. Education Report. Serial No. 39, DFID.
- Leach, F. Fiscian, V. Kadzamira, E., Lemani, E. & Machakanja, P. (2003). *An investigative study of the abuse of girls in African schools*. Educational Papers, DFID.
- Lerner, G. (1986). *The creation of patriarchy*. Oxford: Oxford University Press.

- Lewis, J. (2003) Gendering Prevention Practices: A practical guide to working with gender in sexual safety and HIV / AIDS awareness education.
- Mabalene, P. et al. (2001). Gender equity for all: An educator's handbook on mainstreaming in South Africa. Pretoria: Gender Directorate, NDoE.
- Madu, S.N. (2003). Childhood forcible sexual abuse and victim-perpetrator relationship among a sample of secondary school students in the Northern Province (South Africa)' [www.crisa.org.za/downloads.rape.pdf](http://www.crisa.org.za/downloads.rape.pdf)
- Makhane, G. (1998). Shosholozza's goal: Educate men in soccer. Agenda, 38, 93-95.
- Mani, P.J. et al (2003). Factors influencing girls' access to, retention and achievement in basic education: A baseline study report. Swaziland: UNICEF.
- Maradzika et al. (1996). Knowledge of prevention practices, awareness of chances of being infected: Reported sexual behaviour and condom use prevalence among youth: International Conference on AIDS.
- Meursing, K. et al. (1993). Child abuse in Matebeleland. Matebeleland AIDS Council.
- Mitchell, C. (2003). Where are the youth? Creating collaborative action spaces for countering gender inequality. UNESCO EFA Global Monitoring Report.
- Mitchell, C & Sowe, M. (2003) – If not now, then when? If not the Gambia, then where? An Evaluation of the African Girls Initiative in the Gambia. UNICEF.
- Mitchell, C. (2004). Was it something I wore? Performance and gender based violence. In S. Weber & C. Mitchell (eds.) Not just any Dress: Dress, body and identity. New York: Peter Lang Associates.
- Mitchell, C. & Smith, A. (2003). Sick of AIDS: Literacy and the meaning of life for South African youth. Culture, Health & Sexuality. 5 (6) November-December, 513-522.
- Mitchell, C., Walsh, S. & Larkin, J. (2003). "Where's my body in this:

- Unravelling the data on girls and HIV/AIDS." Sex and Secrecy Conference, Johannesburg.
- Mitchell, C., Walsh, S. & Larkin, J. (2003a). Visualizing the politics of innocence in the age of AIDS. *Sex Education*. 3 (2) 159-172.
- Mlamlali, O. et al. (2001). Opening our eyes: Addressing gender-based violence in South African schools: A module for educators. Pretoria: Gender Directorate, NdoE.
- Mlamlali, O et al. (2000). Starting points For training: A gender equity workbook: Canada-South Africa Education Management Program NERCHA (2003). A study of abuse among school going children in Swaziland. Mbabane: Ministry of Education.
- National Health Strategy (NHS) (1997 – 2007). Zimbabwe government.
- National Policy on HIV/AIDS. (1999). Government of the Republic of Zimbabwe.
- National Population Policy. (1998) Zimbabwe Government.
- Ncube W. (ed) (1998) Law, Culture, Tradition and Children's Rights in Eastern and Southern Africa. Ashgate Publishing Company - USA.
- Phiri, A. & Arulkar, A. (2000). The experience of youth in rural Zimbabwe: ZNFPC Harare.
- Report of 2<sup>nd</sup> World Congress against the commercial sexual exploitation of children, (2001).
- Richter, L., Dawes, A. & Higson-Smith, C (eds.) (2004). Sexual abuse of young children on Southern Africa. Cape Town: HSRC Press.
- Runganga, A.O. (1994). A study into sexual concerns of the adolescent in Zimbabwe: From an AIDS Perspective. Harare.
- Schratz, M. & Walker, R. (1995). Research as social change: New Opportunities for Qualitative Research. London: Routledge.
- SWAGAA (1998). Perceptions on child sexual abuse in Swaziland: A qualitative study. Manzini.

- SWAGAA (2003). Spousal abuse: A critical appraisal of responses to spousal abuse in Swaziland. Manzini.
- Shapiro, C.H. (1981) Adolescent pregnancy prevention: School community cooperation: Charles C. Thomas Publisher. Illinois.
- Shumba, A. (2001). Who guards the guards in schools? A study of reported cases of child abuse by teachers in a Zimbabwean secondary school. *Sex Education*. **1**, 1. 77-86.
- Sohoni, N. K. (1995). Burden of childhood: A global enquiry into the status of girls. Third Party Publishing Company.
- Speizer S.I, Mullen A.S. and Amegee, K. (1999). Gender differences in adult Perspectives on Adolescent Reproductive Behaviours: Evidence from Lome Togo.
- Sunday Mail. Number of Aids Orphans Soars. January 13, 2002.
- Tembo, G. (2000). An overview of the epidemiology of HIV in Africa. XIII International Aids Conference, Durban.
- Tharao, E. and Massaquo. (2000). Factors limiting access to HIV treatment for black women and women of colour – 9<sup>th</sup> Conference - Montreal
- The ABC of Gender Analysis. FAWE. (No date of publication)
- The Girl Child Network Zimbabwe. (2000). The Echo of the Girl Child: Maungira Emwanasikana: Volume 2
- UNAIDS & World Health Organisation (WHO) (2000). Epidemiological Fact Sheet on HIV/AIDS and Sexually Transmitted Infections 3, Zimbabwe.
- UNESCO, Zimbabwe. (1999). Sub-Saharan Africa Conference on Cultural Approaches to HIV/AIDS Prevention.
- UNICEF (2003). Operational Strategy for Accelerating Progress on girls Education in Eastern and Southern Africa: November 2004.
- UNICEF (2003). Factors influencing girls' access to, retention and achievement

- in basic education. Swaziland African girls' initiative. UNICEF, Harare. Mbabane. (2002) – Child Care Practices in Zimbabwe HIV / AIDS in Education Assessment Team. (2002) – The Impact of HIV / AIDS on Education in Zimbabwe.
- UNICEF Children's Consortium. (2002) We Have Something to Say: Children in Zimbabwe speak out.
- UNICEF (2002) Knowledge, Attitudes Beliefs and Practices: A Baseline study Survey for the Government of Zimbabwe / UNICEF Country Program of Cooperation 2000-2004.
- UNICEF ESARO (2003). Finding Our Voices: Gendered and Sexual Identities and HIV/AIDS in Education. UNICEF ESARO, Nairobi: Kenya
- UNICEF ESARO (2004) The Voices of Young Kenyans: Gender, Sexuality and HIV/AIDS in Education. UNICEF ESARO, Nairobi, Kenya.
- UNICEF ESARO (2004) The Voices of Young Zimbabweans: Gender, Sexuality and HIV/AIDS in Education. UNICEF ESARO. Nairobi, Kenya
- UNICEF Zimbabwe (1993). Let's Talk: An AIDS Action Program for Schools: Grade 7 Teachers Book.
- UNICEF Zimbabwe (2002). Hope Never Dries Up: Facing the Challenges. Update. A Situational Assessment and Analysis of Children in Zimbabwe.
- UNICEF (2000) We are also Human Beings : A guide to Children's Rights.
- UNICEF (2001) A Situation Analysis of Orphans and Vulnerable Children and Adolescents in Zimbabwe.
- UNIFEM Report. (1998). Gender related Socio Economic Impact of HIV/AIDS in Zimbabwe.
- UNIFEM. (2001). Mainstreaming Gender HIV/AIDS and Human Rights, Avoca, Plumtree.
- Van Onselen, C. (1976) Chibaro: African Mine Labour in Southern Rhodesia. Pluto Press. London.

- Veriava, F. (2002). Eliminating the ongoing sexual harassment and sexual Violence in South African schools. Gender Research Project Bulletin, Centre for Applied Legal Studies., Summer, 4-5.
- WHO, Regional Office for Africa & TARSC, Child and Law Project. (1999) – Inter Country Training Workshop for the Prevention and Management of Child Sexual Abuse. A Multi-Sectoral and Participatory Approach
- Walsh, S. & Mitchell, C. (2004). Artfully engaged; Youth, gender and AIDS activism. In G. Knowles et al (eds.). Provoked by Art. Halifax: Backalong Books.
- Walsh, S. & Mitchell, C (2003). Fire + Hope: A Documentary.
- Walsh, S., Mitchell, C. & Smith, A. (2002) The Soft Cover project: Youth participation in HIV/AIDS prevention. Agenda, 53.
- Wang, L. (ed.) (1999). Shootback: Photos by Kids from the Nairobi Slums. London: Booth-Clibborn.
- Whiteside, A. (2003). What is driving the HIV/AIDS epidemic in Swaziland and what more can we do about it? A report prepared for NERCHA and UNAIDS (with A. Hickey, N. Ngcobo & J. Tomlinson). April.
- Women and AIDS Support Network. (1995). Medical confidentiality policy vis-à-vis HIV / AIDS and how it impacts women. A workshop report. Zimbabwe.
- Women’s Action Group (2003) Speak out: Taking the Sexual Offences Act to the communities. Taurai / Khulumani Magazine (July – October).
- Women’s Health Project. (2003). Research into causes and effects of intimate partner violence, child abuse and maternal health: Quarterly Journal of WHP : Number 45.
- Zimbabwe Act, Sexual Offences Act. (2001). Zimbabwe Government. Zimbabwe Education Act, (1987). Zimbabwe Government.
- Zimbabwe National Family Planning Council. (2002). Challenges Faced by the Youth of Zimbabwe in Zimbabwean Primary and Secondary Schools’, Southern African Review of Education, 25.