

# ASSESSING SCHOOL-BASED SEXUAL VIOLENCE IN ZAMBIA: *A Baseline Survey of Knowledge, Attitudes & Practices in 8 Schools*

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United Nations Entity for Gender Equality  
and the Empowerment of Women



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Tisunge Ana Athu Akazi Coalition



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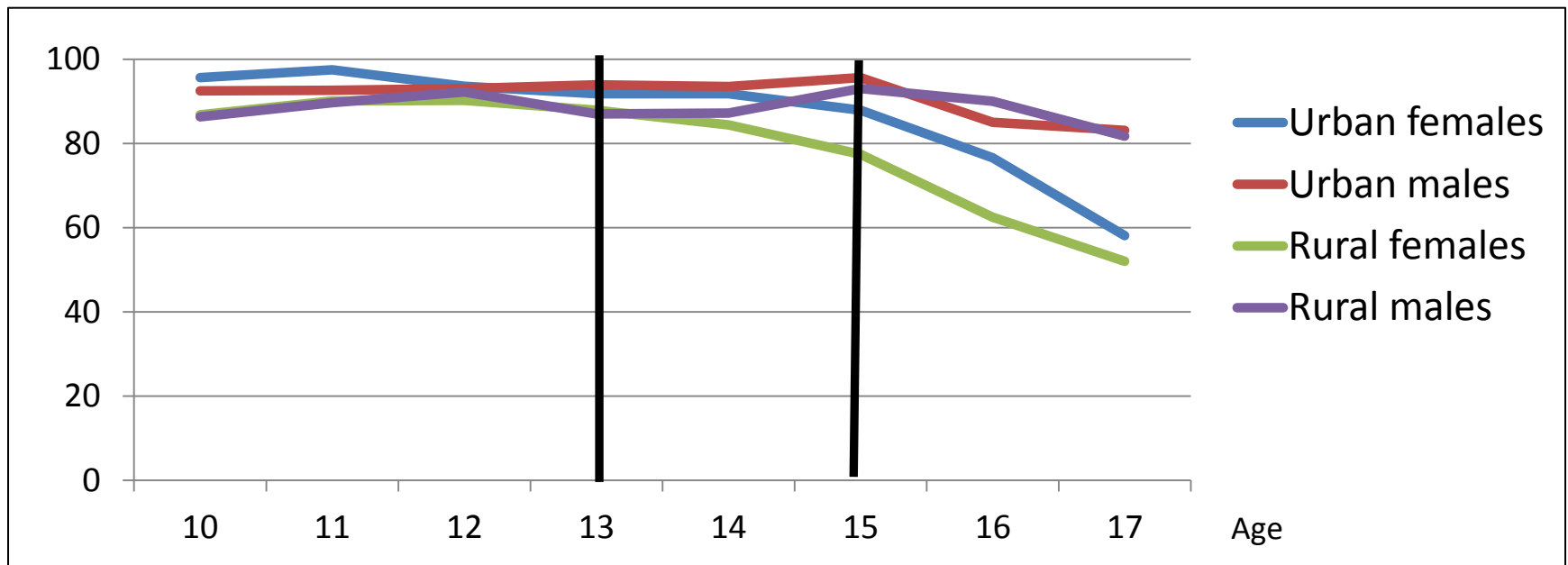
# Girls are more vulnerable

## GREATER RISK OF:

- Social isolation
- School-drop out
- Low-income
- HIV-infection

## LESS CONTROL OVER:

- Educational choices
- Income
- Sexual debut



# Tisunge Ana AthuAkaziCoalition (TAAC)

## Safe Spaces Program

- Objective: Reduce sexual and gender based violence among adolescent girls
- Uses the 'safe spaces' model
- 4 partners, 6 schools
- 600 girls, 60 junior mentors, 12 senior mentors
- Girls meet once a week after school
- Topics covered: SGBV, rights awareness, financial education, reproductive health



# Rationale for KAP Survey

- Monitoring activity for the Safe Spaces intervention schools
  - Provides a “baseline” of students’ perceptions & experiences of sexual violence in school
- First methodologically rigorous research into the extent of school-based sexual violence in Zambia
- Testing an innovative approach to, and providing a precedent for, conducting sensitive research in developing settings

# METHODOLOGY

# Study Design

- Baseline & end-line cross-sectional study
- Survey self administered carried out in exam-style with facilitator reading questions to male or female group
- Proposed sample of 1600 students
  - Random selection of 800 boys & 800 girls
  - 8 schools (100 girls/100 boys each)
    - 4 basic schools (3 intervention; 1 control)
    - 4 high schools (3 intervention; 1 control)
- Inclusion criteria: girls and boys in grades 8, 9, 10, 11 (14-18yrs)

# Ethical Issues

- Approval sought and obtained from:
  - Population Council IRB
  - University of Zambia Research Ethics Committee
- Greatest concern regarding how to avoid increasing vulnerability of potential victims
  - Need for parental consent for minors
  - Need to have appropriate institutional approvals
  - Need to ensure victims of GBV not placed at further/additional risk arising from participation

# Key points arising...

- Neither parents nor school teachers provided explicit details of survey content
- Parental consent forms, student assent forms and completed surveys linked by a unique identifier
- Data collectors & facilitators, guidance teachers and survey coordinators trained to recognise and intervene in cases of student distress

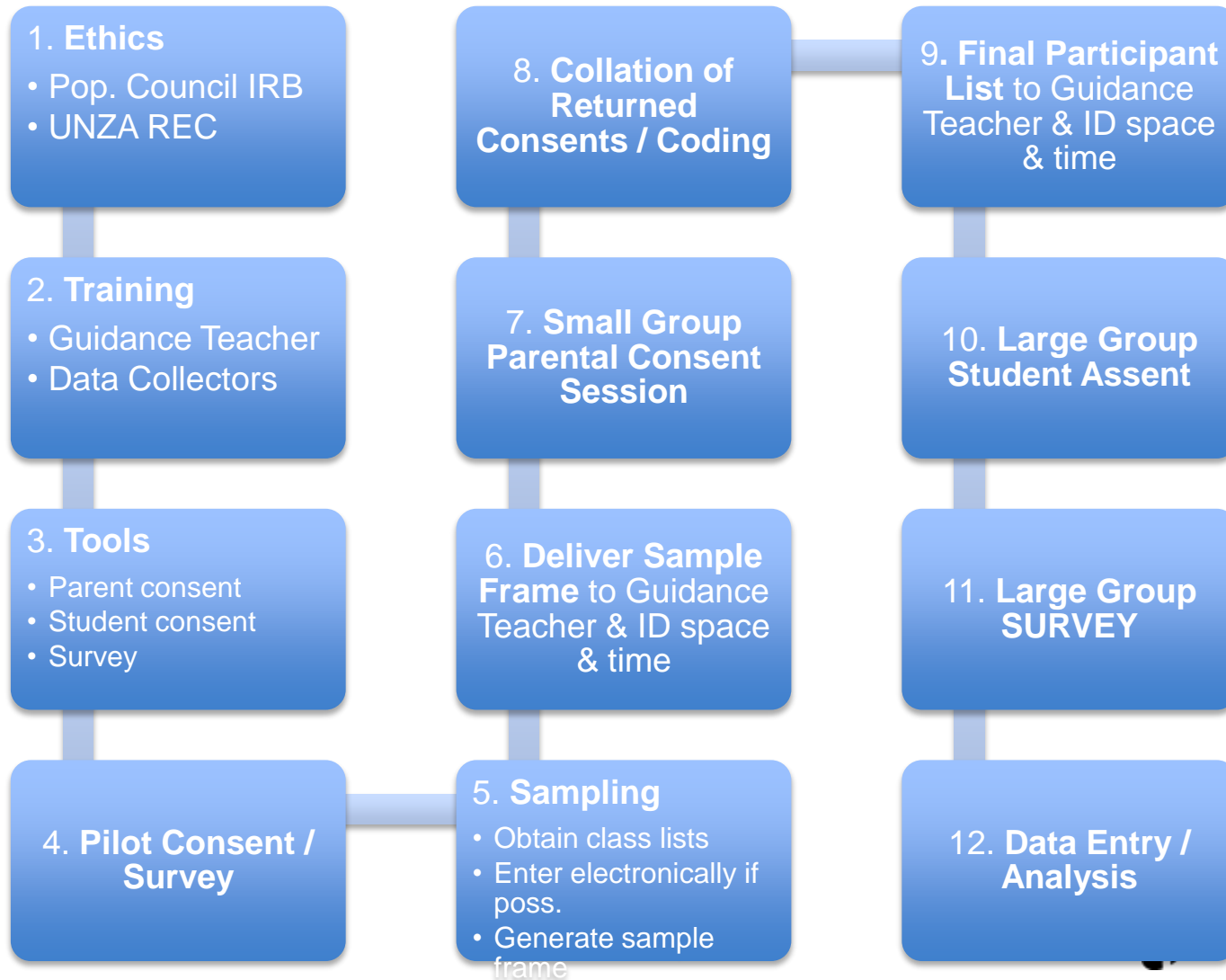


# Limitations

- Cross sectional design
- Smaller than desired sample size
- Self-reporting bias
- Some missing data

# Implementation

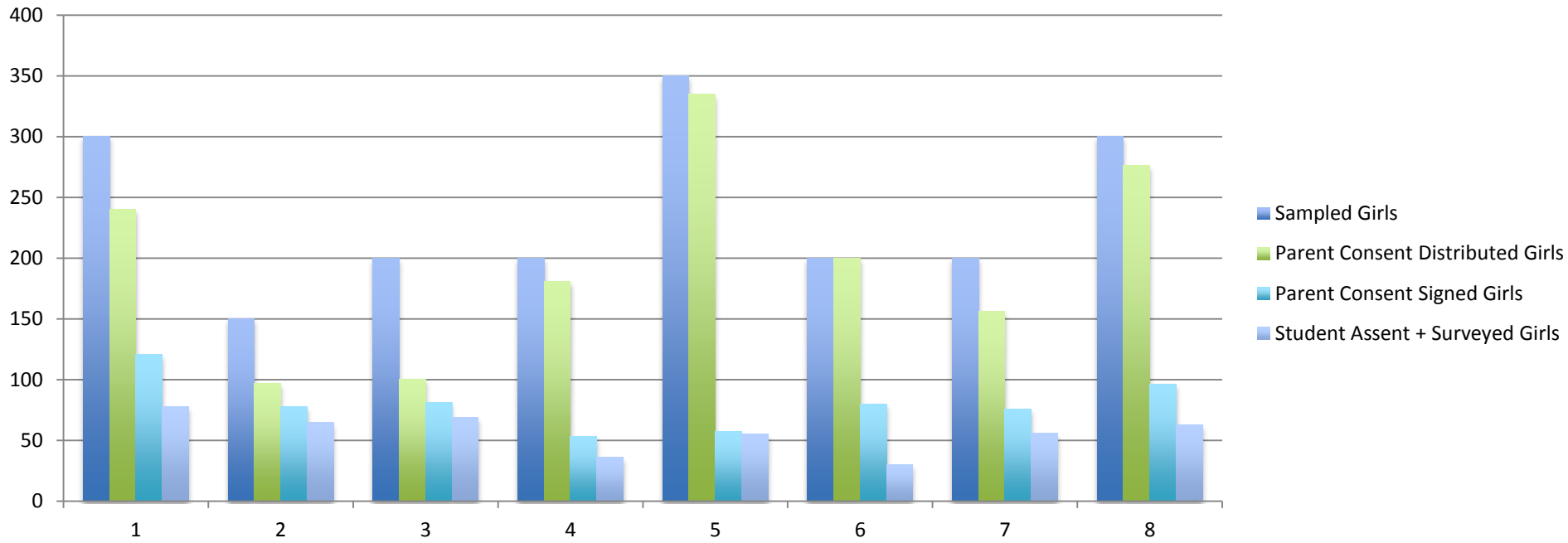
# Multi-Step Process



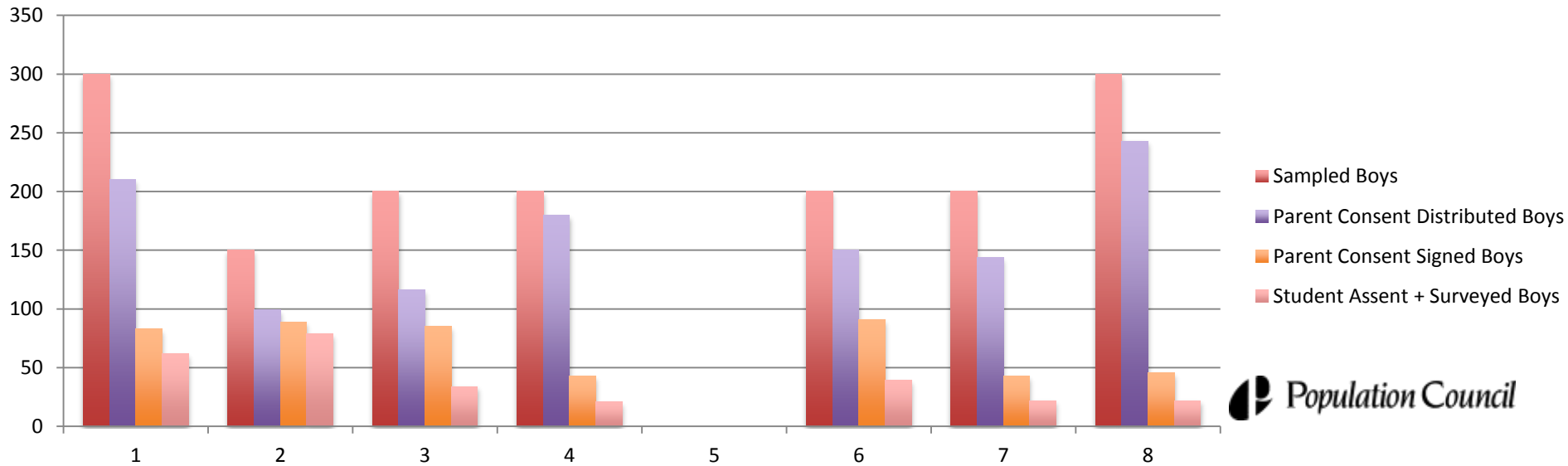
# Summary Lessons for Implementation

- Relationship with principal essential for access to students / classroom space
- One-on-one, on-site preparation with school point-person essential
- Significant over-sampling (300%) necessary particularly for high-school boys
- Human / computer resources to enable sampling & regeneration of student

## Attrition During Consent - Girls



## Attrition During Consent - Boys

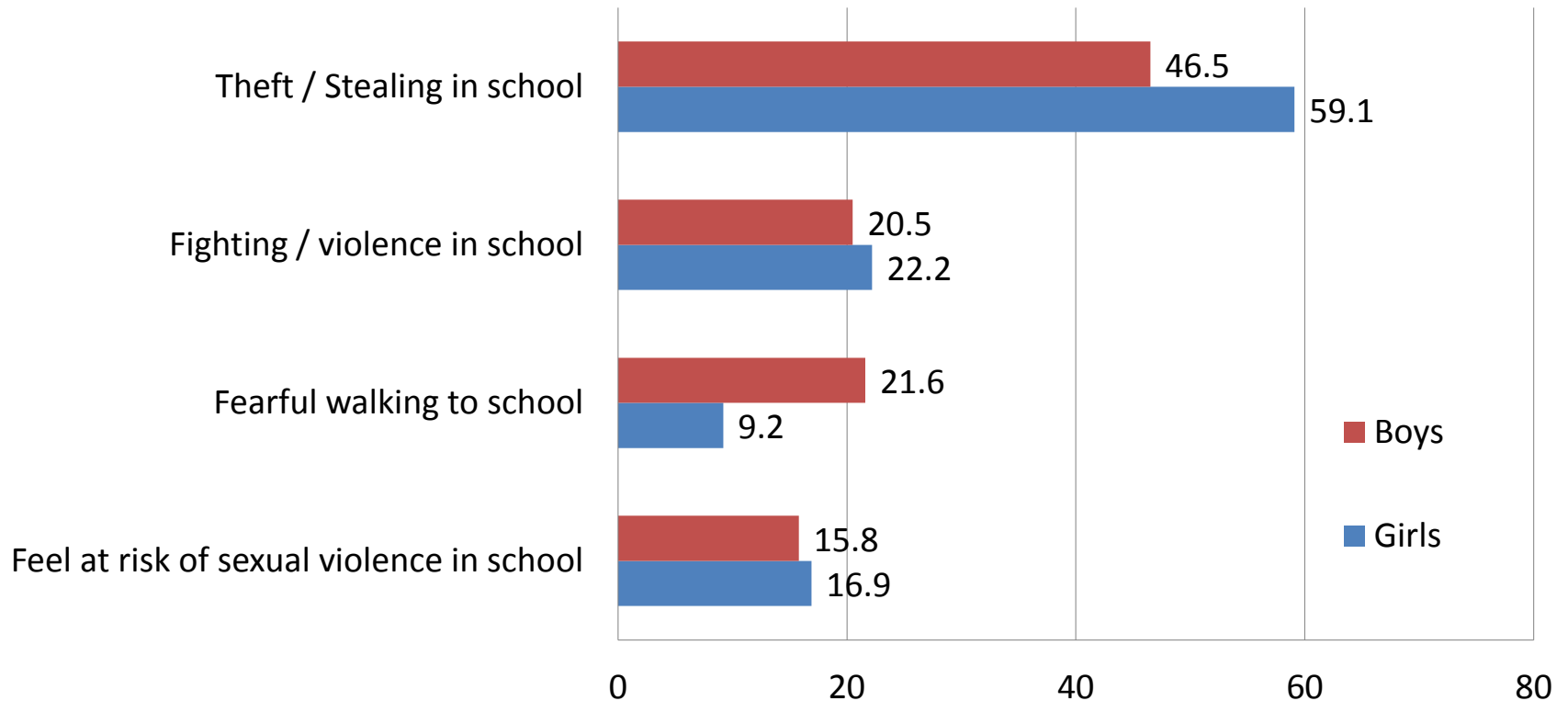


# SELECTED RESULTS

# Socio-Demographic Characteristics

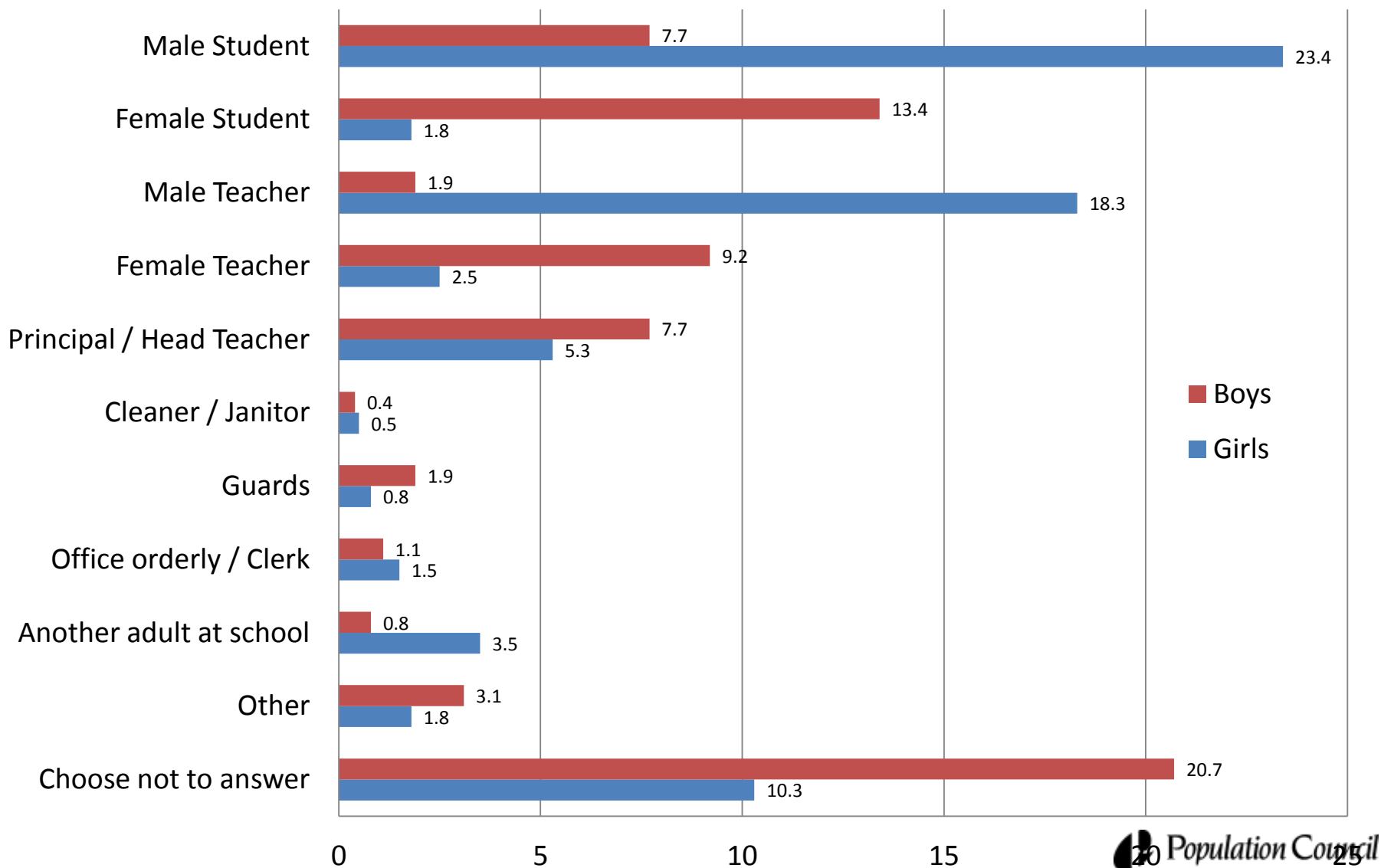
Socio-Demographics	Girls	Boys	Total
Number of Participants	443 (61.3%)	280 (38.7%)	723 (100%)
Mean Age	14.93	15.63	15.23
One or Both Parents Dead	128 (17.7%)	116 (16%)	244 (33.8%)
Currently Earning Money	21 (4.8%)	46 (16.95%)	67 (9.4%)
Running Water in Home	94 (33.8%)	190 (43.2%)	284 (39.5%)

# Perceptions of School Environment

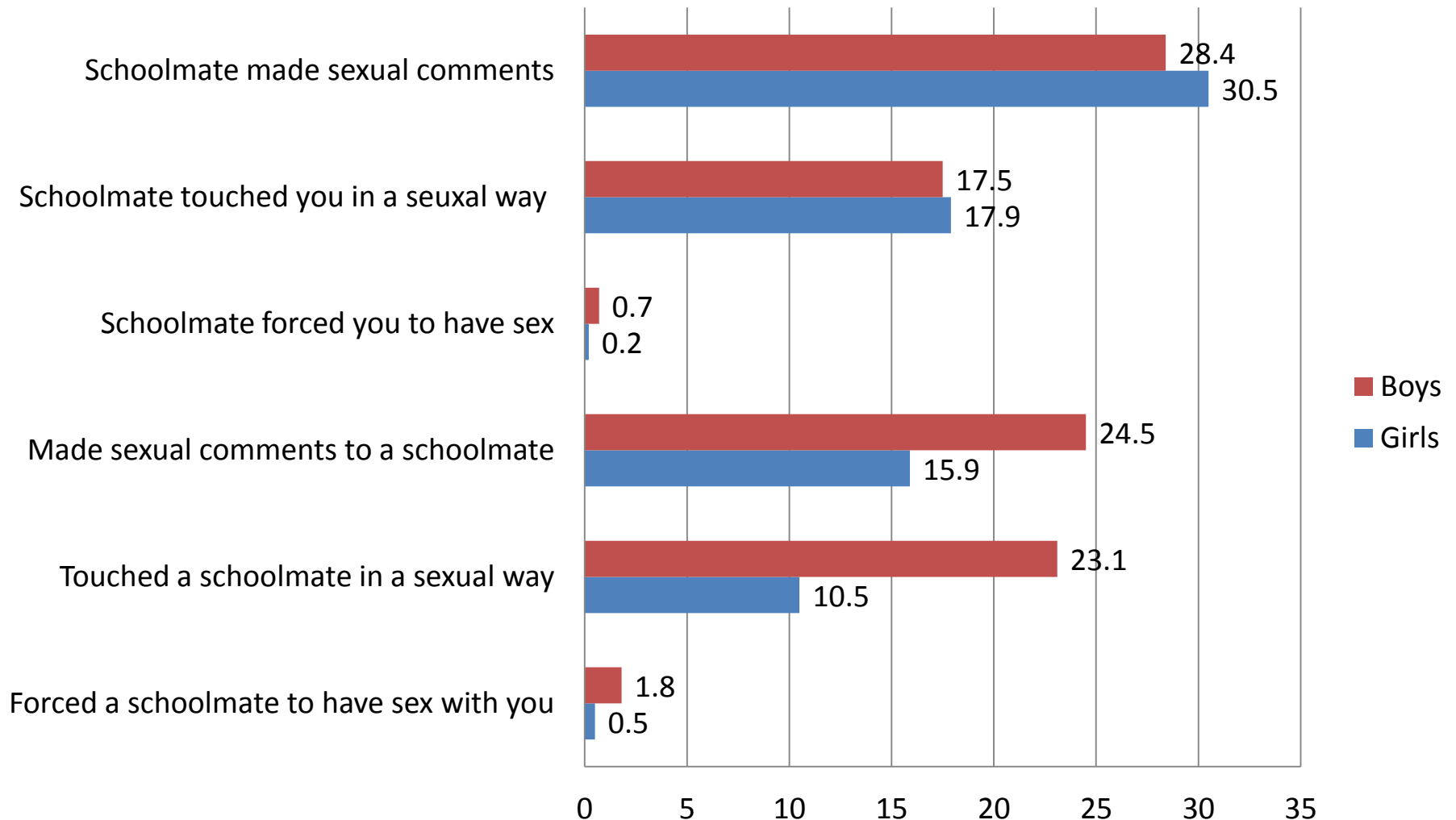




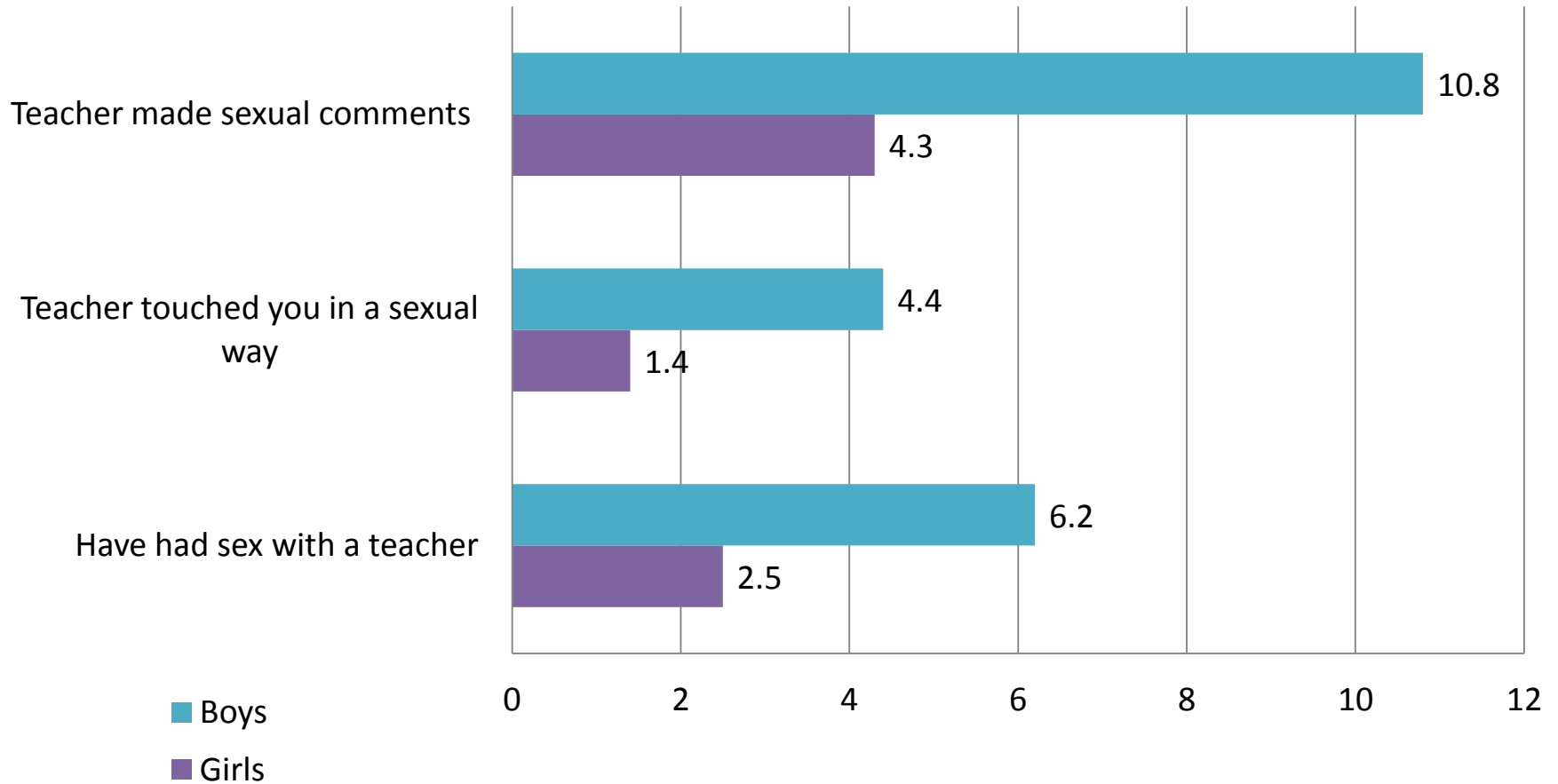
# Who are you most afraid of committing sexual violence against you at school? (%)



# Experiences of Peer Violence & Victimization By Gender (%)



# Experiences of Teacher Violence & Victimization, By Gender (%)



# Student Attitudes

<b>VALUE STATEMENTS – <u>EXPLICIT</u> RIGHTS</b>	<b>GIRLS</b>	<b>BOYS</b>	<b>TOTAL</b>
<b>Women should have the same rights as men</b>	<b>75.7%</b>	<b>65.9%</b>	<b>71.8%</b>
<b>Married woman has right to refuse sex to husband</b>	<b>60.1%</b>	<b>49.5%</b>	<b>56%</b>
<b>A girl has the right to refuse sex</b>	<b>92.5%</b>	<b>87.9%</b>	<b>90.8%</b>
<b>I can say no to a teacher who wants to have sex</b>	<b>92.8%</b>	<b>85.5%</b>	<b>89.8%</b>
<b>Men can do things to prevent sexual abuse against girls</b>	<b>68.1%</b>	<b>77.2%</b>	<b>71.6%</b>

# Student Attitudes (2)

<b>VALUE STATEMENT – <u>IMPLICIT RIGHTS</u></b>	<b>GIRLS</b>	<b>BOYS</b>	<b>TOTAL</b>
<b>It is a girl's responsibility to avoid being raped</b>	<b>59.8%</b>	<b>56%</b>	<b>58.2%</b>
<b>It is often a girl's fault if she is defiled</b>	<b>8%</b>	<b>19%</b>	<b>12.3%</b>
<b>Only 'bad girls' get teased sexually by boys</b>	<b>30.8%</b>	<b>31.8%</b>	<b>31.3%</b>
<b>A girl who has been raped brings shame on her family</b>	<b>24.4%</b>	<b>37.4%</b>	<b>29.4%</b>
<b>Girls often lie about rape/defilement to punish men/boys</b>	<b>21.1%</b>	<b>34.3%</b>	<b>26.2%</b>

# Study Conclusions

- Risk of peer-to-peer violence is high in schools
- Lower than expected rates of sexual violence by teachers & focused on younger, boy-students
- Intellectual understanding of GBV messaging good but not yet internalised
  
- Sensitive nature of the research means self-selection and under-reporting likely
- Cautious interpretation / generalisation due ethical obligations & implementation constraints

# Acknowledgements



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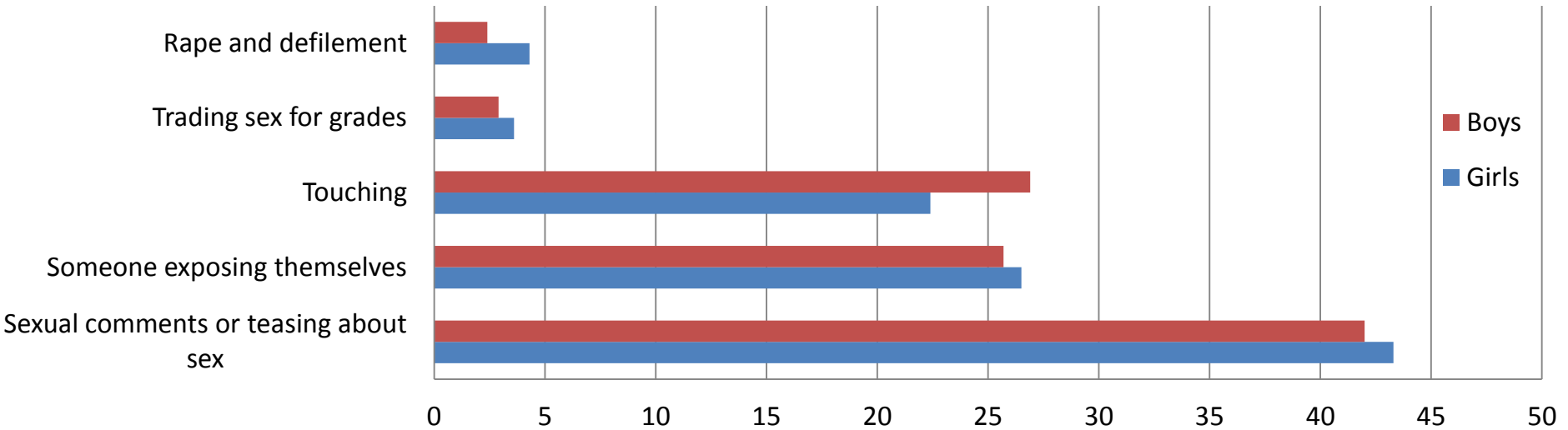


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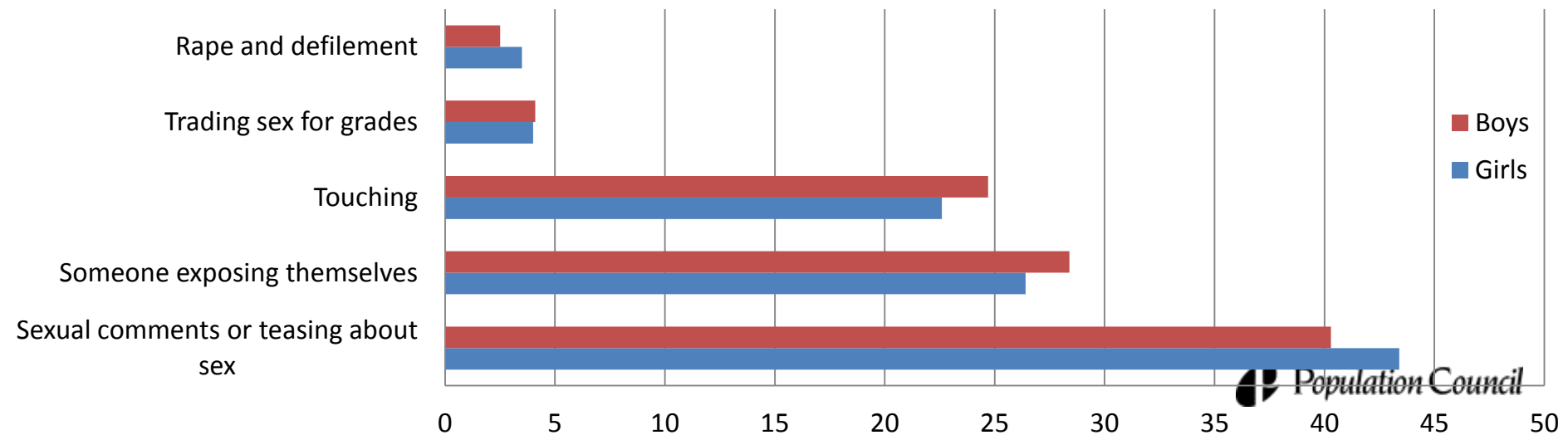
THANKYOU



# Perceptions of Most Common Form of Violence Against GIRLS



# Perceptions of Most Common Form of Violence Against BOYS



# Example of Tracking Checklist

1. School name
2. Guidance Teacher name / contact
3. Class lists received
4. Sample frame generated & delivered
5. Space/time ID'd for small-group sessions (Parent Consent forms)
6. Due-date for return of Parent Consent forms
7. # students received Parent Consent forms (M/F)
8. # complete forms collected (M/F)
9. Final list of students with Parent Consent generated & delivered
10. Space / time ID'd for survey
11. Student Assent & Surveys pre-coded to match Parent Consent
12. # students who provided Assent (M/F)
13. # students who completed Survey (M/F)

# Traps for the Unwary



Planning



Personnel



Communication



Logistics

# Consent Process

1. Random, over-sized sample (150 girls/150 boys) selected from class lists
2. Students provided short, non-specific introduction to survey & given a parental consent form to take home
3. Students return signed parental consent forms to a box in guidance teacher's office within set time
4. All students with parental consent invited to participate in survey at set time/date
5. Immediately prior to survey, students given specific details of the survey and asked to provide assent in order to participate
6. Students who provide assent complete survey

# Planning & Personnel

- Each school required significant time investment
- Establishing buy-in from the Principal (not just Guidance Teacher) saved time and effort in some schools
- The survey was the easiest part of the process!
- Where time is limited, and consenting needs to be done in different schools concurrently, consider budgeting for more data collectors & and good transport

# Communication

- 8 schools – 8 guidance teachers – 8 different communication styles!
- Time constraints and geographic spread of schools limited our pre-survey, in-person communication
- Two-day sensitization for guidance teachers but limited time spent on logistics which led to some misunderstandings & assumptions
- Varying levels of engagement by guidance teachers and principals

# Logistics

- 8 schools
- Reliable transport
- Plan implementation to fall outside busy end-of-term and exam periods
- Student sampling / reducing attrition

# Experiences of Teacher Violence & Victimization, By Grade (%)

