



*SRGBV Prevention*  
*Pilot Project in Zimbabwe*  
A Whole School Approach 2018-2020

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SRGBV LEARNING SERIES:  
USING DATA AND EVIDENCE TO UNDERSTAND  
THE GENDERED DIMENSIONS OF SCHOOL VIOLENCE

APRIL 28, 2020



# Whole School Approach to Prevent SRGBV: Domains (8), Minimum Standards (21)

# Whole School Approach: Identify and disrupt key drivers of SRGBV

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Rigid gender roles

Stereotyped constructions of femininity and masculinity

The normalization of violence against children

Silence around violence against women and girls

Socio-economic inequality and discrimination

Weak implementation of laws and policies related to GBV

## *Theory of Change*

If the drivers of SRGBV are identified in context, and if interventions based on the minimum standards are designed to address these drivers, these interventions will contribute to an enhanced system of reporting and response, and to a decreased tolerance of violence, and it will decrease the prevalence of SRGBV in the long-term (UNGEI, 2018; p. 13)

## *Central Evaluation Questions*

**What is the status of stakeholder knowledge, attitudes, and behaviors related to the drivers of SRGBV?**

**In what ways do the 10 schools support or not support the minimum standards of the whole school approach?**

**Purpose of the Pilot: To test the Theory of Change**

# FAWEZI, MWAI, UNGEI Partnership

## 2019 *Learning and Evaluation*

1. **School “Visioning Workshops”** (June/July) – FAWEZI and MWAI
2. **Baseline data collection** (Sept) – MWAI with FAWEZI participation
3. **Data analysis and write-up** (Dec) – MWAI with input from FAWEZI and UNGEI

*At the same time . . .*

1. **Materials development** – FAWEZI with MWAI collaboration on manuals and activities for stakeholder workshops
2. **Teacher workshops** (Sept/Oct) – FAWEZI-led on “Preventing SRGBV”



<b>Data Collection Instrument</b>	<b>Purpose</b>	<b>Participants</b>	<b>Timeline</b>
<b>Pre-Visioning Workshop School Questionnaire (Quant)</b>	Gather school demographic data and information about SRGBV in the school	School-level data completed by school administrators	June 24 to July 4, 2019
<b>Visioning Workshop Pre-Questionnaire (Quant)</b>	Collect participants' beliefs about the roles of women and men and girls and boys, beliefs and experiences with physical punishment and violence at home, school, and in the community	Teachers, school staff, community members, learners	
<b>Visioning Workshop School-level Group Interview (Qual)</b>	Information about SRGBV-related curricula, trainings, and committees in each school	Learners, school administrators, district officials, teachers, community partners	
<b>Visioning Workshop Post-Questionnaire (Quant)</b>	Participants' feedback on the topics covered in the Visioning Workshop, and their understanding of the project's next steps.	Teachers, school staff, community members	
<b>Stakeholder Survey (on tablet) (Quant)</b>	Participants' beliefs about the roles of women and men and girls and boys; beliefs, observations, and experiences with physical punishment and violence at home, school, and in the community	Teachers, school staff, community members, learners	September 16 to 27, 2019
<b>School Observations (Qual)</b>	Information about school's Code of Conduct Observational data on the school infrastructure	School-level data (observations)	
<b>Guidance &amp; Counseling Teacher Interviews (Qual)</b>	G&C teachers' thoughts, opinions, and experiences related to student leadership, sexual and reproductive health curricula, and incidents of SRGBV at the school	Guidance and Counseling teachers	

## Key findings

# SRGBV drivers: Gender norms

### Stakeholders thought

- both boys and girls should be educated and share household chores;
- stakeholders also held more traditional views regarding, for example, women's and men's roles in the family.

Most inequitable (red) --- Inequitable (orange) ----- Equitable (blue) ----- Most equitable (green)



Boys and men ----- Girls and women  
Learners ----- Adults

Boys' and men's attitudes and beliefs were that they were entitled to have more benefits and more power than girls and women.

Key findings

# SRGBV drivers: Violence

<b>Beliefs related to violence against children at home and at school.</b>	<b>Attitudes that children need to be hit to learn how to behave.</b>	<b>Norms against teachers beating learners for being late.</b>	<b>Beliefs that husbands should not beat their wives.</b>
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Most inequitable (red) ----- Inequitable (orange) ----- Equitable (blue) ----- Most equitable (green)

Areas that need work / attention ----- Areas where schools are meeting standards

## Key findings

# Domains: Codes of Conduct; School Leadership and Community Engagement

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There were discrepancies in what stakeholders reported via surveys, and what data collectors observed and heard from interviews/focus groups.

Areas that need work / attention -----where schools are (almost) / meeting standards

- **No physical copies of school rules clearly defined violence or SRGBV**

- **Disagreement on the definition of SRGBV and how often it occurs**

- **Yet stakeholders agreed school rules included SRGBV**

**All schools reported active SDCs working towards SRGBV prevention**

# Policy context for SRGBV

## Government of Zimbabwe laws and policies on gender-based violence

- Zimbabwe National Gender-Based Violence Strategy 2012-2015
- National Girls' and Young women's Empowerment Framework
- Domestic Violence Act Chapter 5:16
- Multi-Sectoral Management of Child Sexual Abuse
- Sexual Offences Act No. 8

## Ministry of Primary and Secondary Education circulars related to SRGBV:

- Compulsory establishment of child abuse prevention and management reporting structures at every educational institution under the purview of the MOPSE
- Implementation guidelines for the institutionalization of the Guidance and Counselling Programmes in all Primary and Secondary schools
- Low Cost Boarding Schools to Combat Illegal and Bush Boarding
- Discipline in Schools: Suspension and Exclusion

## Key findings

# SRGBV- related policies & practices

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- There are policies regarding SRGBV, there is also weak implementation (e.g., no action following a violation)
- Some laws and policies for reporting violence are unclear
- Reporting mechanisms and processes
  - vary from school to school
  - lack of clarity on reporting and lack of follow-up
  - policies have inconsistencies, such as for corporal punishment

# Using baseline findings to guide next steps in prevention and response

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## FAWEZI

--used findings to steer 2020 implementation (Feb/March)  
sharing findings with stakeholders and policy implementers

--will continue to work with 10 pilot schools on the minimum standards and school SRGBV prevention action plans

- a **shared, comprehensive definition of SRGBV** with school stakeholders encouraged and developed
- **school codes of conduct** including the comprehensive, shared definition of SRGBV reviewed and revised
- SRGBV Prevention **school-level working groups** strengthened

# Using baseline findings to guide next steps in prevention and response

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FAWEZI, as possible, in the uncertain context of COVID-19

- will continue expansion with leaders in the two districts through 2020 on whole school minimum standards;

- will work with partners and MOPSE at various levels on policy coherence and alignment with practice in schools, as possible (e.g., on attitudes toward and practices of corporal punishment)

# Tatenda! Thank you!

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